American Sign Language I
3 SEMESTER HOURS
Summer, 2013

Dewar College of Education
Valdosta State University
Department of Middle, Secondary, Reading & Deaf Education

Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS & MATERIALS

Smith, D., Lentz, E. & Mikos, K. (2008). *Signing naturally units 1- 6*. San Diego, CA: Dawn Sign Press.

In addition to your workbook with DVD, you will need an account at GoREACT.com. Each student will receive an email invitation via her VSU email account. Please notify the instructor immediately if you have not received this email.

COURSE DESCRIPTION

Prerequisites: none

This is the first in a series of courses based on American Sign Language concepts and principles. This beginning course will introduce receptive and expressive skills in discourse and narratives. Components of ASL such as signs, fingerspelling, numbers, and classifiers are practiced as part of conversational and storytelling practice. American Sign Language literature and cultural information will be introduced.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Educators support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Educators recognize, participate in, and contribute to teaching and learning as a profession.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml.

COURSE OBJECTIVES (CO):

The student will:

COURSE OBJECTIVE:	ALIGNED WITH COE CFS
CO 1. demonstrate expressive mastery of vocabulary, grammar, and communication behaviors associated with the following language/communication functions: (a) introducing oneself, (b) exchanging personal information, (c) discussing living situations, (d) talking about family, (e) telling about activities, and (f) storytelling. Expressive skills include production of linguistically appropriate and accurate expressions, presentational, interpersonal, and interpretative applications, and culturally appropriate behaviors. When presented with language prompts eliciting the above functions students will generate accurate language samples as required which satisfies the function(s) embedded in the prompt.	(CFS I, II, III, V)
CO 2. demonstrate receptive mastery of vocabulary, grammar, and communication behaviors associated with the following language/communication functions (a) introducing oneself, (b) exchanging personal information, (c) discussing living situations, (d) talking about family, (e) telling about activities, and (f) storytelling. Receptive skills include comprehension of discourse and narratives, presentational, interpersonal, and interpretative applications, and culturally appropriate behaviors. When presented with fluent narration in ASL presented by the instructor or via video of the above functions students will respond appropriately to comprehension questions and/or respond in ASL appropriately.	(CFS I, II, III, V)
CO 3 when presented with fluent conversational interchanges between two native signers or narratives via video students will demonstrate understanding by answering questions designed to focus students' attention on specific grammatical and cultural aspects embedded in the signing.	(CFS I, II, III, V)
CO 4 when presented with fluent conversational interchanges between two native signers or narratives via video students will practice expressively copying the signing being demonstrated including the specific vocabulary, grammar, and embedded cultural behaviors being demonstrated in the dialogue.	(CFS I, II, III, V)
CO 5. when presented with narrative prompts demonstrate ability to express self-generated narration of 4 or more sentences using accurate grammar, vocabulary, and language functions using ASL discourse structure. Narrative topics include sharing personal information about self, family, activities and locations, and anecdotes,	(CFS I, II, III, V)
CO 6. effectively engage in one-to-one conversation and present narratives, demonstrating his/her ability to generate questions and responses while incorporating appropriate grammatical features and conversational behaviors in ASL.	(CFS I, II, III, V)
CO 7. demonstrate knowledge of American Sign Language literature and cultural information in relation to the history and culture of the Deaf	(CFS I, II, III, IV, V, VI)

community.			
CO 8. demonstrate ability to critically evaluate self and classmates' ASL skills. When viewing live or recorded demonstration of classmates' ASL narration, students will provide constructive feedback. When viewing videoed samples of student's own signed narratives, student will self evaluate providing substantive analysis of strengths and areas needing improvement based on student's own developing sense of correctness for ASL expression.	(CFS IV)		

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Activity	Value	Total Points
1. Quizzes (announced and unannounced)*	5 @ 10 each	50
2. Expressive ASL Assignments		
i. Language Background	25	25
ii. Autobiography (in-class)	25	25
iii. Timber Story	50	50
iv. Gum Story	75	75
3. Self/Peer Assessments	3 @ 25 each	75
4. Unit Receptive/Knowledge Exams	2 @ 50 each	100
5. Final Receptive/Knowledge Exam	100	100
Total Possible Points		**500**
verification of completion of your SOI can replace your lowest quiz grade		

COURSE EVALUATION

450-500 points   A
400-449 points   B
350-399 points   C (A grade of C or better is required for credit.)
300-349 points   D
299 or below   F

STUDENT RESPONSIBILITIES

I have posted a tentative schedule at the end of this syllabus. You are responsible for remembering the dates therein (without reminders) and completing all work on time and per course policies. Make sure you plan ahead and submit your work early so that you do not miss an assignment due date. As much as possible, I encourage you to complete and submit work before the due date. This will account for any technical, personal, health, or family issues and leaves plenty of time to email me and get any issues resolved so that you can complete your work on time. It is your responsibility to check your grades in BlazeVIEW to ensure that assignments you think you have submitted have been received and graded by me.

Technical
- To access the course documents, calendar, and other important features, go to http://blazeview.valdosta.edu and login.

- Check BlazeView and your VSU email on a daily basis. I encourage you to have your VSU email forwarded to your mobile device. If you have questions about this, contact the Help Desk http://www.valdosta.edu/helpdesk/.
- Everyone, especially those new to on-line courses or BlazeView, should review these resources and tips on taking Distance Learning (DL) courses: http://www.valdosta.edu/vista/online_success.shtml
- You must have access to PDF (.pdf) or Word (.doc, .docx, .rtf). No other document file types will be accepted. (Note: You can download a free PDF converter to your personal computer by going to www.cutepdf.com)
- You must have a GoREACT account prior to video submission. Follow their recommendations for video uploads found here: http://community.goreact.com/entries/23259967-Video-recording-checklist. If you need assistance, do not contact the instructor—rather email support@goreact.com and copy the instructor on this email.
- If you have technical problems or a question on how to use BlazeView, call the Help Desk at 229-245-4357. Do not contact the instructor. If you cannot resolve the issue, go to a campus computer lab. It is your responsibility to understand how to use BlazeView correctly.

Course
- Read and understand the entire syllabus during the first two days of class. This is your responsibility as a student enrolled in this course. If you have questions about the syllabus, please ask me within the first 1-2 days of class. If you have questions about an assignment, it is your responsibility to ask for clarification before the due date.
- Purchase the required text books and materials by the end of the second day classes.
- Complete homework DAILY. The homework reinforces in-class learning and also highlights areas you may not completely comprehend and need to clarify in class. Complete all homework assignments according to the course schedule.
- Submit Assignments on time and in the assigned format and location. Due to the compressed nature of the course, timely submission of work is even more imperative than in a traditional class. Assignments must be submitted in the appropriate location (BlazeVIEW, GoREACT, paper submitted in class, etc.), in the correct format, and on time. Work submitted in the wrong location or format will not be accepted. Complete all work well before deadlines to account for any potential computer, internet, or other technical issues. Always have a "back-up" plan (i.e. go to the library, friend's house, café) in the event that you run into technical issues when work is due. Be aware that Friday at 5pm is the last time I am guaranteed to check email before the work week resumes on Monday. Think and work ahead as much as possible!
- Keep track of your grades through the online grade book under GRADE BOOK. Keep track of your grade by dividing your total earned points (at that moment) by the total points possible (at that moment). Calculate your final grades by dividing your total earned points by the total possible points.
- Be respectful of your peers at all times, both during class and outside class assignments and activities.
- Be respectful and professional when you communicate with me, especially through email. Use this general "professional rule" when you email anyone in a professional

setting (anyone that is not your friend or family member). General Rule: Use a greeting and address the person with their formal name and conclude with a closing and your full name. In a university setting, you should address your instructors as "Dr." or "Professor" last name. You can call me "Mrs. Williams" or "Professor Williams". You should also always spell check, edit for grammar and punctuation, etc. I suggest you use these guidelines for all of your courses at VSU and other professional experiences.

- If you have any questions or concerns, please send me an email (ctwillia@valdosta.edu). If you'd like to meet with me, you may see me during office hours or email me to set up an appointment.

Carefully review all of the above responsibilities and pay special attention to:
- no late or emailed work accepted
- only correctly submitted assignments and file types accepted (Word, PDF, GoREACT)
- you must clarify any questions about assignments prior to their due date.

INSTRUCTOR RESPONSIBILITIES

- I will review and respond to email messages daily (Monday-Friday). You should have an email response within 24-48 hours. If you haven't heard back from me after that amount of time, please email me again – it's possible that I didn't receive your first email. Friday at 5pm will be the last time I check my email before Monday mornings. This means you must email me no later than 5pm on Friday if you need help before a due date. Sending your email after Friday at 5pm is "at your own risk" – I may or may not respond before Monday at 8:00am when your assignment is due. Plan your time accordingly.
- For consistency, I will review and grade all students' projects and discussions after the due date. I will not check or grade work before the deadline.
- I will provide you with detailed feedback on your assignments. Check through the GRADE BOOK and GoREACT for video assignments.
- I will use the NEWS function on BlazeView to regularly communicate and provide additional resources and information as they become available. Check this on a daily basis when you log into BlazeView. You may also wish to change your settings so that any postings to NEWS are automatically forwarded to your mobile device.
- I will provide evaluation criteria (rubrics) and specific directions for all course assignments (in this syllabus and on BlazeView). Read this information carefully before contacting me with questions.

COURSE POLICIES
- Students are expected to keep up with assignments daily assignments. This includes reading the assigned Units, viewing associated videos, and completing all assignments as listed on the course schedule.
- Video assignments should be recorded with adequate light and camera quality so that they can be easily viewed for assessment and evaluation. Videos that are highly pixilated, have trails, or are too dark will not be graded. Check your videos prior to submission and follow GoREACT's recommendations for high-quality uploads. http://community.goreact.com/entries/23259967-Video-recording-checklist
- As a general rule, no make-up or late work will be accepted.

- You are strongly encouraged to keep a copy of all of your assignments for your own personal records and in order to dispute any errors in the BlazeView grade book.

ATTENDANCE POLICY

Students who are tardy not only miss valuable information themselves, but also impact in-class group activities which are vital to second language learning. Attendance will be taken at the beginning of class each day and anyone not present will be marked absent. It is the responsibility of any students arriving after class has begun to see the instructor after class to ensure proper attendance is recorded.

This is a compressed course which meets for only 16 days. It is *absolutely critical* that you attend class and complete all required assignments in a timely manner. Students are permitted one absence without penalty. Two absences will result in the loss of one letter grade for the course. Three absences will result in an "F" for the course. A tardy is defined as arriving, departing, or missing ≤ 45 minutes of class. Two tardies will be recorded as one absence. Missing more than 45 minutes of class is considered an absence.

CLASSROOM DECORUM

VOICE OFF
Once class has begun, all communication should take place "through the air" (i.e., use of ASL, fingerspelling, or gesture). Voicing/mouthing should not be used during instructional time—this includes whispering with a neighbor. If you have questions or concerns that you are not able to convey manually, please make a note of them and bring them to the attention of the class only when permission has been given for use of voice. I am happy to speak with you before or after class or make an appointment with you for another time if your concerns are not addressed in class.

EYE GAZE
Eye gaze is extremely important in Deaf culture and when communicating using ASL. Looking away during one-on-one conversation is considered rude and distracting. In class, however, it is understood that you may wish to make a note or may just need to rest your eyes for a moment. This behavior is fine. However, reading of unrelated materials or electronic devices (smart phones, PDAs, Kindles, etc.) is not permitted.

AUDITORY DISTRACTIONS
Cell phones or pagers should be turned to the OFF (not "vibrate") position and be out of sight during class. If you have a special circumstance or emergency that necessitates the possible interruption of class, please let me know beforehand so that I am aware should your cell phone ring or buzz during instruction.

CONSEQUENCES
After an initial warning, failure to adhere to the above may result in your being asked to leave the class for the remainder of the session or more serious consequences including grade reduction or dismissal if warnings are not heeded. Absences will be recorded depending on the amount of time remaining in class at the time of the dismissal.

PROFESSIONALISM
STATEMENT ON ACADEMIC INTEGRITY

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Professionalpractices/NEthics.asp) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

DESCRIPTION OF ACADEMIC DISHONESTY

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.
- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must*

cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW and GOML**.** For more information on the use of SafeAssign at VSU see SafeAssign for Students (http://www.valdosta.edu/academic/SafeAssignforStudents.shtml).

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

> Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).
The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml).   The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until

after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

INSTRUCTOR

Name: Christia T. Williams, CI, M.Ed-IP

Office Number: EDUC 1113

Telephone Number: (229) 249-4957

Email Address: ctwillia@valdosta.edu

Office Hours: T/R 2:00-3:30; others by appointment

TENTATIVE COURSE SCHEDULE (SUBJECT TO CHANGE)

Day	Date	Lessons and Activities In Class	Homework
1	June 5	Orientation to Course and Expectations, Deaf Culture Quiz, Lesson 1:1	Read v-xiv, HW 1:1-discussion (Quiz 6/6)
2	June 6	1:2-1:7	HW 1:1-1:7
3	June 7	1:8-1:12	HW 1:8-1:12; study for exam
4	June 10	Unit 1 Review; Receptive/Knowledge Exam Unit 1	View Timber Story (6:1) and write down thoughts, questions
5	June 11	Unit 6:1-6:4	6:1-6:4; begin preparing your Timber Story for Submission 6/18
6	June 12	2:1-2:4	HW 2:1-2:4 (Record Language Background narrative on page 64 and post in GoREACT by midnight)
7	June 13	2:5-2:8	HW 2:5-2:8
8	June 14	Midterm 2:9-2:11	HW 2:9-2:11
9	June 17	2:12, in-class Autobiographies (90 mins)	HW 2:12; Review units 1, 2; prepare Timber Story; study for exam
10	June 18	Unit 2 Review; Receptive/Knowledge Exam Units 1-2; Timber Stories due in GoREACT by midnight; Self and Peer Assessment conducted in GoREACT and copied/pasted into a word document with brief reflection by	View Gum Story (6:5) and write down thoughts, questions

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		midnight 6/23.	
11	June 19	6:5-6:8	6:5-6:8; begin preparing Gum Story for Submission
12	June 20	3:1-3:4	HW 3:1-3:4
13	June 21	3:5-3:6	HW 3:5-3:6
14	June 24	3:7-3:10	HW 3:7-3:10
15	June 25	3:11-3:13	HW 3:11-3:13; prepare Gum Story
16	June 26	3:14-3:16 Unit 3 and course Review; Last Class Day; ==Gum Story Videos and Self-Assessments Due==	3:14-3:16; review units 1-3; study for final
17	June 27	==Receptive/Knowledge Exam== Units 1-3 (Final Exam)	