Dewar College of Education and Human Services
Valdosta State University

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Department of Middle, Secondary, Reading, and Deaf Education

ASLS 3180
American Sign Language IV
3 Semester Hours
Spring 2014

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.

InTASC Model Core Teacher Standards*

(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

CCIE LEARNING OUTCOMES

CCIE1.   LIBERAL ARTS CONTENT
   a. Superior oral and/or written communication skills.
   b. Logical thinking, critical analysis, problem solving, and creativity.
   c. Knowledge and appreciation of multicultural features of society.
   d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.
   e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population along with the practical knowledge of its influence and impact on the profession.

CCIE2.   SOCIAL AND BEHAVIORAL SCIENCES CONTENT
   a. Human behavior in the context of socio-cultural systems to include beliefs, ethics, and values.
   b. Minority group dynamics, prejudice, class, power, oppression, and social change.
   c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, and cross-cultural conflict.

CCIE3.   PROFESSIONAL KNOWLEDGE CONTENT:
   a. Theories of interpretation, translation, and historical foundations of the profession.
   b. Interpreter role, responsibilities and professional ethics.
   c. Human relations, dynamics of cross-cultural interaction, and intercultural communication knowledge and competency.
   d. Human services and community resources.
   e. Certification, licensure, business practices and state and federal legislation.
   f. Continuing professional development.
   g. Stress management and personal health.

CCIE4.   PROFESSIONAL EDUCATION COMPETENCIES
   a. LANGUAGE
      i. Ability to understand the source language in all its nuances.
      ii. Ability to express oneself correctly, fluently, clearly, and with poise in the target language.
   b. MESSAGE TRANSFER

i. Ability to understand the articulation of meaning in the source language discourse.
ii. Ability to render the meaning of the source language discourse in the target language without distortions, additions, or omissions.
iii. Ability to transfer a message from a source language into a target language appropriately from the point of view of style and culture, and without undue influence of the source language.

c. METHODOLOGY
i. Ability to use different modes of interpreting (i.e., simultaneous or consecutive) and ability to choose the appropriate mode in a given setting.
ii. Ability to use different target language forms and ability to choose the appropriate form according to audience preference.

d. SUBJECT MATTER
i. Breadth of knowledge allowing interpretation of general discourse within several fields.
ii. Sufficient specialized knowledge of one (1) or two (2) disciplines allowing interpretation of more specialized discourse within these disciplines.

III. Techniques and logistics, such as ability to manage the physical setting and ability to select and use appropriate equipment.

e. RESEARCH
i. Necessity for and values of research on interpretation and interpreter education.
ii. Essential components of a research protocol.
iii. Analysis of studies related to interpretation.
iv. Application of research results to interpretation practice.

Collegiate Commission on Interpreter Education (2010)). CCIE Accreditation Standards. Retrieved from http://ccie-accreditation.org/PDF/CCIE_Standards_2010.pdf

INSTRUCTOR

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COURSE DESCRIPTION

Prerequisite: ASLS 3170 and INTP 2998 or DEAF 2999. The fourth in a series of courses based on American Sign Language concepts and principles. This class is an advanced course in American Sign Language for students who have completed previous coursework in ASL. Emphasis is placed on the production of non-voiced, conversational, spontaneous, signed sentences. Continued attention is given to the development of recognition as well as recall skills. Sociolinguistics with specific reference to syntax and the role of non-manual markers and idioms are explored as well as the interplay between language and culture within the deaf community

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Mikos, K., Smith, C., & Lentz, E.M. (2001). Signing naturally level 3: Student workbook with DVD. San Diego: DawnSign Press.

In addition to the course text, students should have a GoREACT account associated with this course. A link to sign up is available in the BlazeVIEW course shell. If you have an account for another course, you do not need to purchase an additional one.

COURSE OBJECTIVES

COURSE OBJECTIVE	ALIGNED WITH InTASC STANDARDS	ALIGNED WITH CCIE LEARNING OUTCOMES
CO1. Develop expressive and receptive mastery of vocabulary, grammar, and communication behaviors associated with the following language functions: narrative skills for presentation; language skills needed to explain ideas, concepts, or explain how things work and why things are a certain way; relaying information heard about or read about; translating or explaining facts; discussing rules lived by, games played, and cultural behaviors and customs.	Standard #4	CCIE1.B CCIE1.C CCIE1.D CCIE1.E CCIE2.A CCIE2.B CCIE2.C CCIE3.C CCIE4.A.i CCIE4.A.ii CCIE4.B.i CCIE4.B.ii
CO2. 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.	Standard #4	CCIE1.B CCIE4.A.i CCIE4.B.i
CO3. When presented with narrative prompts demonstrate ability to express self-generated narration of 8 or more sentences using accurate grammar, vocabulary, and language functions using ASL discourse structure. Narrative topics include anecdotes, sharing facts, instructions, incidents using perspectives, health issues and illnesses role-shifting, classifiers, comparisons, and sequencing.	Standard #4	CCIE1.B CCIE4.A.ii CCIE4.B.ii CCIE4.D.ii
CO4. 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.	Standard #4	CCIE4.A.i CCIE4.A.ii CCIE4.B.i CCIE4.B.ii
CO5. Demonstrate knowledge of American Sign Language literature and cultural information in relation to the history and culture of the Deaf community.	Standard #4	CCIE1.E CCIE2.A CCIE2.B

		CCIE3.C
		CCIE2.C
CO6. Demonstrate ability to critically evaluate self and classmates' ASL skills. When viewing live demonstration of classmates' ASL narration, students will provide supportive 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.	Standard #10	CCIE1.A CCIE1.B CCIE1.D CCIE2.C CCIE3.C CCIE4.A.i CCIE4.A.ii CCIE4.B.i CCIE4.B.ii

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Students will complete written examinations of their comprehension and content knowledge of ASL. (CO 1-3)
2. Students will complete expressive assessments demonstrating their ASL proficiency. (CO 1, 3, 5)
3. Students will prepare for class by studying the workbook content and viewing the companion DVD, practicing ASL vocabulary, grammar, and structure, and will answer comprehension questions from their workbook. (CO 1-4).
4. Students will critically evaluate their own narratives and those of their peers. (CO 1-4; 6)

COURSE EVALUATION

Assignment	Points
Knowledge/Receptive Exams	20%
Expressive Exams	20%
Quizzes	10%
Self/Peer Assessments	10%
Comprehensive Knowledge/Receptive Final	20%
Expressive Assessment (Final): Storytelling Presentation	20%
TOTAL	100%

Final Grading Scale

94-100   A
87-93   B
80-86   C (A grade of C or better is required for all courses in the major.)
73-79   D
<73   F

ATTENDANCE POLICY

Students who are absent or tardy not only miss valuable information themselves, but also impact in-class group activities which are vital to second language learning. Students who miss more than 20% of the

course (6 classes) will be subject to a failing grade. It is the responsibility of students who arrive late to check with the instructor immediately after class to make sure that their attendance was recorded. Failure to do so may result in being marked absent.

LATE WORK POLICY

Students should make every effort to submit work on time and in the correct format and location. Technological difficulties that are not the result of campus or system-wide outages or issues are not acceptable excuses for submitting assignments after they are due. Late work will be accepted up to 48 hours beyond the due date and time for *half* credit. After 48 hours, the assignment will not be accepted.

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

Professionalism - Ethics
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/Rules/Current/Ethics/505-6-.01.pdf).
Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

Professionalism – Dress code
In this course, classes are held in public schools. Professional dress code is required.

Professionalism - Communication
Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments
All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors.   Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity
Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology
As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Professional Improvement Plan
The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process on the COEHS website.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION 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.nea.org/home/30442.htm). 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 <u>APA style</u> – 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 within BlazeVIEW and GOML**.** For more information on the use of Turnitin at VSU see [Turnitin for Students](http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php) (http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php).

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 an d 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.

Students who complete the SOI will be given extra credit equal to 100% on a quiz added to their final grade.