

DEAF 4050
Manual Communication
Three Semester Hours
Fall, 2013

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Dewar College of Education
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education
Conceptual Framework: Guiding Principles
(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 life-long 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.

Positively Impacting Learning Through Evidence-Based Practices

REQUIRED TEXTBOOK

Scheetz, N., (1997). *Sign Communication for Everyday Use*. Gaithersburg, MD: Aspen Press.

COURSE DESCRIPTION

This course serves as an introduction to American Sign Language, Manually Coded English Systems (MCE), and Contact Signing/Pidgin Sign English (CS/PSE). Basic skills in the use of fingerspelling and signing are developed through vocabulary and exposure to the various sentence structures. Skill focus is on recognition and recall of Contact Signing with emphasis on increasing speed and fluency.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: The individual demonstrates strong content knowledge of manual communication and how it interfaces with the Deaf community.

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

CEC/CED Initial Knowledge and Skills Sets for Individuals who are Deaf or Hard of Hearing

Standard 1 Foundations

Knowledge	
ICC1K8	Historical points of view and contribution of culturally diverse groups
ICC1K9	Impact of the dominant culture on shaping schools and the individuals who study and work in them.
ICC1K10	Potential impact of differences in values, languages, and customs that can exist between the home and school.
D&HH1K1	Incidence and prevalence figures for individuals who are deaf and hard of hearing
D&HH1K2	Sociocultural, historical, and political forces unique to deaf education

Standard 3 Individual Learning Differences

Knowledge	
ICC3K3	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling
ICC3K4	Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction
D&HH3K2	Influence of cultural identity and language on all developmental domains

Standard 4 Instructional Strategies

Skills	
D&HH4S3	Apply first and second language teaching strategies to the instruction of the individual

Standard 6 Language

Knowledge	
ICC6K1	Effects of cultural and linguistic differences on growth and development
ICC6K2	Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages
ICC6K3	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding
D&HH6K1	Components of linguistic and nonlinguistic communication
D&HH6K4	Spoken and visual communication modes
D&HH6S5	Implement strategies for developing spoken language in orally communicating individuals with exceptional learning needs and sign language proficiency in signing individuals with exceptional learning needs.

COURSE OBJECTIVES (CO)

The student will:

COURSE OBJECTIVES	ALIGNMENT WITH COLLEGE OF EDUCATION CFS	ALIGNMENT WITH CEC/CED STANDARDS
CO 1. Describe the history and culture that embodies American Sign Language (ASL) and how it compares and contrasts with the various sign systems.	I	Standard 1, ICC1K8, ICC1K9, ICC1K10, D&HH1K1, D&HH1K2; Standard 3, ICC3K3, ICC3K\$, D&HH3K2
CO 2. Describe selected grammatical features of ASL	I	Standard 6, D&HH6K1, D&HH6K4

CO 3. Demonstrate his/her command of ASL and Manual Communication (Contact Signing that includes fingerspelling) through recognition and recall	I	Standard 6, ICC6K2, ICC6K3, D&HH6K1, D&HH6K4, D&HH6S5
CO 4. Summarize the factors influencing sign development in children. (CFS II)	II	Standard 6, ICC6K1, ICC6K2,
CO 5. Explain the types of sign communication used in educational, social, and vocational settings. (CFS II)	II	Standard 3, D&HH3K2, Standard 4, D&HH4S3 Standard 6, ICC6K1
CO 6. Demonstrate his/her ability to communicate (recognition and recall) by integrating ASL grammatical features through a vocabulary of approximately 600 signs.	I	Standard 6, D&HH6K4, D&HH6S5

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Activity: Students will

1. Participate in vocabulary development including recall, recognition and interactive practice activities and online activities, located in BlazeView in DEAF 4050 (CO 3; CO 6)
2. Receive instruction in approximately 30 new signs per week as well as in the grammatical features of ASL and how to incorporate them into Contact Signing. (CO 3; CO 6)
3. Engage in recall, recognition and interactive practice activities as well as online activities. (CO 3; CO 6)

Assignment: Students will

1. Produce a 2-4 minute signing project consisting of a narrative describing one's family, hobbies, and interests. Students will write a narrative, practice signing it using CS (incorporating ASL grammatical features). (CO 3; CO 6)
2. Submit the narrative in video format. (CO 3; CO 6)

Requirement: Students will

1. Complete six (6) quizzes and a final exam. The three recognition exams and the final consist of two parts: Part one includes an objective section that tests comprehension of the history and grammatical features of ASL; the philosophy behind the Manually Coded English systems, and Deaf culture. The recall tests are designed to test the students' abilities to translate English into Contact Signing. Sentences will be presented in English. Students will produce the sentences using Contact Signing (CO 1: CO 2; CO 3; CO 4; CO 5; CO6)

COURSE EVALUATION

1. Quizzes 60% *On days when recall quizzes are given and when preparing your project be sure to wear plain colored shirts that contrast with your skin color. Points will be deducted for distracting backgrounds. When submitting your project be sure your name is on the tape and that the tape is set to your project – otherwise it will not be graded. Recall quizzes, the final exam and the signing project will be evaluated on the criteria listed below (CO 1; CO 2; CO3; CO4; CO5; CO6)
2. Signing Project 20% (CO3; CO6)
3. Final Exam 20% (CO1; CO 2; CO3; CO4; CO5; CO6)

Sign Parameters (Production)	Conceptual Accuracy	Fluency	Use of Sign Space	Fingerspelling
Handshape	Matching sign concept with Spoken Message	Smooth	Clear referencing	Accuracy
Palm orientation		Eye contact	Appropriate Directionality	Clarity
Location		No Unnecessary Pauses	Consistent Locations	Position
Movement				

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Below 60%	F

ATTENDANCE POLICY

The University 20% absence policy regarding attendance will be strictly adhered to during the course.

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) (<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."

SPECIAL NEEDS 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 sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall- South. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY).

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>.

IN

INSTRUCTOR

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