

SHS 340: ADVANCED METHODS OF COMMUNICATING
WITH THE HEARING IMPAIRED (ASL III)

Jerry Buisson, Ph.D.
Spring Semester, 2006

Catalog Description: Develops extensive sign vocabulary; introduces ethics of interpreting; and individualizes training for specific situations.

Course Description: This course serves as a continuation in the American Sign Language (ASL) series. ASL vocabulary will be increased, with added emphasis on the conveyance of concepts through classifiers, idioms, and non-manual markers. This semester, students will also learn about Manually Coded English, focusing on Signed English (expressively and receptively) and how these coded systems relate to ASL. This class will strive to function as a community of learners who value the power of knowledge to inform, inspire, and transform lives through language and communication.

Course Credit: 3 semester hours

Prerequisite: SHS 329 or permission of the instructor

Intended Audience: Junior level (or above) students, primarily those majoring in Deaf Education and those intending to learn the visual/gestural language of the Deaf: ASL. Students who have received a grade of "D" in SHS 329 (Sign II) are encouraged to retake Sign II in order to establish a better foundation in ASL skills. Students who have skipped a semester since Sign II will probably find this class quite challenging.

Instructor: Jerry Buisson, Ph.D., certified interpreter (NAD III)

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Phone: Office 266-5230 (voice mail) (v) Secretary – 266-5216 (in SRS 208) (v/t)
Office Hours: posted on office door (and by appointment)

Required Texts: *Signing: How to Speak with Your Hands* (E. Costello)
The Bravo ASL! Student Workbook (J. Cassell)

Required Websites: The ASL Browser – <http://commtechlab.msu.edu/sites/aslweb/browser.htm>
ASL Theory & Practice – asl-theory-and-practice.com/ASL/
Sound and Fury website – <http://www.pbs.org/wnet/soundandfury/>
Deaf Education website – <http://www.deafed.com>

Course Goals and Objectives:

Course Goals -

1. To continue instruction in American Sign Language (ASL).
2. To discuss issues of debate and of special concern in Deaf Education (modes of communication, amplification, role of interpreters, etc.), including learning about Signed English (philosophy and function, as well as developing expressive and receptive skills in Signed English).
3. To introduce students to research findings related the ADA and the provision of "qualified interpreters."
4. To give students opportunities to communicate in a variety of situations and to reflect upon and describe the insights and perceptions they have as a result of these experiences.
5. To give students the opportunity to use ASL features in real-life simulations "at home" and "at school" and/or "in the community."
6. To have students use Critical Thinking skills in researching/reporting on "qualified interpreters."
7. To use and model ASL with competence and confidence.

Course Objectives -

Upon completion of this course, students will be able to confidently and competently:

- expressively and receptively communicate fingerspelling and signed numbers.
- expressively and receptively communicate sentences, stories and descriptions in ASL.
- employ linguistic features of ASL (space, body language, facial expression, classifiers, sign vocabulary, etc.) with confidence and competence while signing a presentation.
- discuss (orally and/or in written form) their understanding of the importance of qualified sign language interpreters for people who rely on them.

Course Format: This course will be taught by demonstration, presentations, and class discussion.

Course Requirements:

A. Academic Requirements

1. *Receptive skills* tests - Students should expect to be tested/quizzed at any time (unannounced) on their receptive skills. They must demonstrate comprehension of ASL by completing test items indicating comprehension. These tests account for 55% of the semester grade.
2. *Expressive skills* tasks - Students will be observed as they demonstrate their proficiency (confidence and competence) in expressive skills. Observations (during classroom activities) may be done in front of the class, with or without a video camera. These graded performances will involve student skills in a variety of linguistic and descriptive aspects of ASL. Signing skills will be assessed on a scale of 0 – 4. [See the USM Student Bulletin for the University’s standards that constitute grades ‘A’ through ‘F.’] This counts for 20% of your semester grade.
3. *Paperwork* – The following segments will count for an overall 10% of the semester grade.
 - a) Students will read and view selected material from various sources. Students must show (in a research paper) their understanding of the material. [Follow the required format.]
 - b) Students will be required to view videotapes (on reserve in Cook Library and possibly available for viewing in Room 111). There will be graded assignments and/or test items based on information, vocabulary, and/or skills presented in the assigned videotapes.
 - c) Students will participate in and report on a “Faux Silence” experience (the “earplug” assignments; see attached). [Follow the required format.]
4. *Knowledge-based* tests - Tests based on reading material, lectures or discussions may include these formats: true-false, matching, short answer, short essay. This is worth 5% of your grade.
5. *Website* work – Students will be required to do on-line assignments from one or more websites. This work is worth 5% of the semester grade.
6. *Professionalism* – As we “strive to function as a community of learners who value the power of knowledge to inform, inspire, and transform lives through language and communication,” students will show a willingness to use ASL with signers who are deaf or hard of hearing. Students will demonstrate an appreciation of and respect for ASL and the Deaf community as well as demonstrate professional attitudes and characteristics. Professional characteristics to be demonstrated include promptness, responsibility for materials and assignments, following the syllabus, doing your part to maintain a professional classroom environment, silence in class, academic integrity, reporting and explaining one’s own absences [see *Class Attendance*] and catching up as necessary, etc. The *professionalism* segment of the syllabus counts for 5% of the semester grade.

B. Administrative Requirements:

1. Students are responsible for all class material (including lessons, topics, handouts, and announcements). [Missing information must come from classmates, not the instructor. Handouts will be available on the bulletin board at the front of class and/or via email.]
2. Each student is expected to attend class, copy the instructor when ASL vocabulary and features are being taught/demonstrated, participate in class discussions and activities, and help maintain the professional environment of the class. Participation and behavior influence your final grade (5%). So, please be prudent. **Note:** It is the student's responsibility to ask questions for needed clarification.
3. Written assignments (papers) are to be e-mailed as attachments to the instructor; the documents must be in Microsoft Word. These are due on the due date. Other assignments (paperwork) are due at the beginning of class on the due date. Five (5) points will be lost for each school day (as opposed to "each class day") that any assignment is late. Turn in late paperwork to the instructor **or** to a secretary in Room 208. Make sure that your paperwork has been dated and initialed by the recipient. Without the "date received," the paperwork is not legitimately handed in, and points will be deducted until the work is dated. Assignments may be faxed to me at 266-5224. Late papers must be e-mailed ASAP.
4. Make-up tests are at the discretion of the instructor, and will be given **ONLY** for excused absences. Without a make-up, the second-lowest receptive skills test grade will be assigned for up to two tests. After these two, "0" (zero) will be entered for each missed test. For unexcused absences, the lowest test grade is duplicated (for up to two tests). For missed quizzes (excused or not), the lowest existing quiz grade will be duplicated. It is advised that you keep up with your work and be prepared for all quizzes and tests (announced or not). **NOTE:** If you do not arrange for your make-up test within one week of your return to class, you will lose your opportunity for a make-up.

Grading: The final grade will be determined by the accumulation of points from the following categories:

<i>receptive skills tests:</i>	55% (collectively)
<i>expressive skills tasks</i>	20%
<i>paperwork (Bravo! workbook/series, 'earplug' reports, research paper):</i>	10%
<i>knowledge-based tests</i>	5%
<i>website work</i>	5%
<i>professionalism</i>	<u>5%</u>
	100%

All quizzes will be added and averaged to equal one test grade (deleting the lowest quiz grade).

Unannounced expressive skills tasks (including class participation) equal a quiz grade; all expressive 'quiz' grades will be added and averaged to equal one test grade. Assigned (announced) expressive skills tasks equal one 'expressive test' grade. A final 'comprehensive' task will equal two test grades.

The final exam will be comprehensive and will count for two tests.

Grades will be assigned based on the following 8-point scale:

A = 93 – 100 B = 85 – 92 C = 77 – 84 D = 69 – 76 F = below 69

Evaluation of Students:

Students are evaluated according to their receptive skills, class participation and behavior, as well as their written and signed performances of the Academic Requirements.

Class Attendance: Quizzes (typically given at the start of the class period) serve as a class 'sign-in sheet.' Occasionally, a sign-in sheet may be passed around class. If you arrive late, make sure that you hand the instructor a signed note informing him why you were tardy. Each student will be permitted two unexcused absences and three unexcused 'partials.' Three 'partials' equal one absence. Students who exceed the limits of unexcused attendance are subject to having the 'professionalism' portion of their semester grade negatively affected. The instructor will consider extenuating circumstances; however, an e-mail explanation for the reason of absence should be provided, and this will be considered when the instructor determines whether a makeup test is available. Doctors' excuses, obituaries, etc., should be provided in person. In the "real" (professional) world, you will be expected to provide your boss with notification and the reason for your absence from work. The topic of *absences* has direct relation to professionalism. Remember, absences affect both your test average and *professionalism*, which is worth more than half a letter grade. **NOTE:** If you know you will be late, it is better to arrive late than to miss class entirely. I do not mind tardy students entering class, so long as it is done quietly. You have much to learn and probably cannot afford to deliberately miss class, because you cannot simply read the book and understand the material.

Students are responsible for securing notes, handouts, and information given for classes missed. The information and/or material covered must be obtained from classmates, NOT from the instructor. Check the bulletin board in the classroom and/or near Dr. Buisson's office for posted handouts. Also, check your USM e-mail account, because handouts are often provided through this venue. Students who miss a test must provide a written explanation of extenuating circumstances before they will be permitted to take a makeup test. Makeup tests are likely to be previously-videotaped tests; the video will not be slowed, stopped, or repeated. If you do not make up a test within a week of returning to class, you will have lost your opportunity for a makeup test, even if your absence was excused.

Class Behavior: Students are expected to conduct themselves in a professional manner. They should be aware that their conduct in class could affect the entire class. No eating will be permitted in the classroom during class time. This classroom is for the learning and practice of sign language. Socializing before and after class is to be done non-verbally (in sign language) while in the classroom. Speaking should be done outside the room. Students found to be speaking inappropriately will have points taken from their 'professionalism' grade. "Speaking inappropriately" not only includes speaking aloud, but includes criticisms, complaints, whining, etc. Each incident will result in the loss of one of your five percentage *professionalism* points, but this is not the only way in which you can lose *professionalism* points. (Yes, you can have "deficit" points.) "Complaining" is not professional. If you are not invited to negotiate with the instructor, do not try to do so. (This includes asking the instructor to repeat test questions.) If there is anything worth the attention of the instructor, it is worth presenting in a professional manner. Professional comments are welcomed in the instructor's office or by e-mail. Conversing (vocally or manually), whispering, or otherwise communicating without permission can be counted against you. Remember: This is a sign language class, and your classroom behavior affects your semester grade.

RESEARCH PAPER: Students will write a 6- to 7-page paper on the importance of qualified interpreters. (Students may utilize – in part – the pertinent information obtained regarding the effect of sign language models on deaf students.) The paper must contain all 10 "elements of thought for critical thinking." There must be a total of ten references. Follow the guidelines provided in *Tests, Assignments, and Academic Standards*. The paper is due Friday, April 7, 2006. Any suspicion of copying or plagiarism will be investigated.

TESTS, ASSIGNMENTS, and ACADEMIC STANDARDS

Assignments: All assignments (unless otherwise stated) are to be typed, double-spaced, with one-inch margins on all sides. The font must be a 12-point size in Times New Roman and pages are to be numbered after the first page. Use this heading, without the brackets, but with the appropriate information:

[your name]_____ [your hand-written initials, showing that you have read the printout] **[date]**

[title of the assignment] **SHS 329 [class]**

Write your initials on the line only if you have, indeed, read your paper after composing it. If you have not read your own paper, do not turn it in and expect the instructor to read it. Students have access to computers here at USM. These computers have tools by which grammar and spelling can be checked. The instructor is not your editor. As always, you will be held to university standards for writing. Assignments are graded on content, grammar, spelling and punctuation. Errors in spelling and punctuation earn a 1-point deduction apiece. Two points will be deducted for grammar errors, and three for each non-sentence. *Using the word "death" instead of "deaf" will cost you an entire letter grade.* Content is weighed much more than editorial matters. Content includes the material and the student's intellectual interaction and response to material being discussed. NEVER does the instructor want a synopsis of the material. Your papers generally involve your own insights on the material. You should write about your new understanding or perspective, and you should mention the concepts that you do not understand. Write about the way(s) in which your professional philosophy is developing as a result of the material. Academic honesty and soundness are vital (see below).

Written assignments (papers) are to be e-mailed as attachments to the instructor; the documents must be in Microsoft Word. These are due on the due date. Other assignments (paperwork) are due at the beginning of class on the due date. Two (2) points will be lost for each school day (as opposed to "each class day") that any assignment is late. Turn in late paperwork to the instructor **or** to a secretary in Room 208. Make sure that your paperwork has been dated and initialed by the recipient. Without the "date received," the paperwork is not legitimately handed in, and points will be deducted until the work is dated. Assignments may be faxed to me at 266-5224. Late papers must be e-mailed ASAP. (It's always better to turn in an assignment late rather than "not at all.")

Academic Honesty: Honesty is expected of all students at all times. If any information is used or cited (whether "quoted" or not) from another source and such source is not credited, the student is not adhering to academic honesty. If a student has been found to have plagiarized, the work will receive a score of "0" (zero), the paper photocopied, and the student will be reported to the appropriate university authority. If a student is suspected of plagiarism, he or she will be contacted, we will talk, and the Chair of the department will be involved, if necessary. There should be no "wandering eyes" during tests. Please keep your own test paper covered throughout all tests. Cheating and plagiarism are treated the same in this course. Suspicion is treated seriously, until you prove yourself innocent. Therefore, follow these simple rules. In the past two semesters, students have had their entire semester grade lowered by one letter grade due to apparent cheating/copying. Cheating will not be tolerated in the professional world, and will not be tolerated here.

Academic Soundness: To adhere to standards of intellectual soundness, you must substantiate your statements to be true and support your opinions as being based on fact and reasoning. Papers lacking in academic/intellectual content will be returned to the student. Resubmitted papers are considered late.

CEC-CED Standards addressed in this course:

- 1K1 Definitions, incidence, and identification of d/hh children
- 1K2 Models, theories and philosophies for providing educational services to atypical children
- 1K3 Cross-cultural perspectives and their impact upon atypical children, their families and schools
- 1K4 Legal rights and responsibilities of atypical children, their families and schools
- 1K5 Cultural, linguistic, academic and social-emotional impact of educational placement options for d/hh children
- 1S1 Articulate personal understanding/application of theories, philosophies and models of education
- 1S3 Articulate pros/cons of current issues/trends in SPED and Deaf Education
- 2K1 Similarities/differences in various needs and abilities of typical and atypical persons
- 2K3 Effects of family characteristics upon the development of atypical children
- 2K4 Educational implications of d/hh children's needs and abilities
- 2K5 Cultural dimensions of deafness and Deaf Education
- 2K7 Impact of comprehensible communication, onset of hearing loss, age of identification, provision of services and incidental learning upon the development of d/hh children
- 4K4 Sources of specialized materials for d/hh children
- 4K5 Curricula and instructional strategies used in general and Deaf Education
- 4K6 Language development use, assessment and intervention for both English and ASL
- 4K7 Educational design and practices of oral/aural, comprehensive, and Bi/Bi programming (introduce all, focus on at least one)
- 4S6 Demonstrate understanding of and proficiency in the language(s) needed to instruct d/hh children
- 5K4 Deaf cultural factors that may influence classroom management
- 6K2 Impact of teacher attitudes and behaviors on classroom management and outcomes
- 6K3 Strategies for crisis prevention/intervention
- 6K4 Strategies needed to instruct the development and use of the social skills needed for educational and functional living environments and for preparing students to live in ethnically diverse settings
- 6K5 Processes for establishing ongoing interactions with peers, D/HH role models, and D/HH communities
- 7K2 Knowledge of typical concerns expressed by parents and the appropriate strategies or informational resources for addressing those concerns
- 7K4 Local, regional and national services provided for d/hh children
- 7S1 Use communication and collaborative strategies that foster mutual respect and encourage participation by children, parents, and school and community personnel
- 8K1 One's own biases and differences affecting one's teaching
- 8K2 Teacher's importance as a model for children
- 8K4 Knowledge and use of pertinent consumer and professional organizations, publications, conferences, web resources, journals, and tests relevant to the education of d/hh students
- 8S3 Demonstrate proficiency in oral and written communication
- 8S4 Engage in pertinent professional activities, comply with local, state, provincial, and Federal monitoring and evaluation requirements and use copyrighted materials in an ethical manner
- 8S6 Actively seek to interact with adults in the Deaf community to maintain/improve ASL, English signs or cues

Professional Dispositions Developed in SHS 329

1. educate the whole student
2. value the power of knowledge to inform
3. value the power of knowledge to inspire and transform lives
4. inspire others to become, live and enhance their lives and the lives of others
6. contribute to ethical lives for all (professionalism and ethics)
7. believe that all persons can learn and benefit from a quality education
8. demonstrate resilience by continuously learning from difficult situations (professionalism and collegiality)
9. assist others through adversarial times (humanitarian, community of learners, professionalism, collegiality)
13. pursue excellence and equality for all others (respect for diversity and multiculturalism)
14. demonstrate and conforms to accepted professional standards and values
15. inspire others to be successful
16. promote positive learning
17. demonstrate responsible citizenship (contributes to democratic society)
19. build a learning community that fosters learning for all community participants
20. possess a strong commitment to equity for all
22. have high expectations for all

Diversity Items Developed in SHS 329

1. recognize their responsibility to embrace and teach about an increasingly heterogeneous world
3. realizes the value of every individual
5. develop knowledge, understanding and awareness of their own culture, the learning community and beyond the classroom; develop the same of the cultures of others
9. demonstrate respect for all persons
10. foster participation in a democratic society by viewing issues from multiple perspectives
11. have high expectations for all students

NOTE: If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, and physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address: The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001

Voice Telephone: (601) 266-5024 OR (228) 214-3232 Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay Service* at 1-800-582-2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu

- Week 10 VIDEO – *Bravo!* Lesson 13 (workbook due next week; test next week)
+ *Sound and Fury* (look at it with Critical Thinking skills)
- Week 11 VIDEO – *Bravo!* Lesson 14 (workbook due next week; test next week)
ON LINE – <http://www.pbs.org/wnet/soundandfury/> (assignment will be given at a later date)
- Week 12 **Preparation:** Signing for a Health/Safety lesson in ASL (BIG expressive grade next week)
VIDEO – topic: dialogues (performed by one person) with expression
ON LINE – <http://www.pbs.org/wnet/soundandfury/> (assignment will be given at a later date)
- Week 13 *DUE: Your Big Lesson this week (Health/Safety, involving rules, numbers, & descriptions. [worth 4% of your semester grade]
Goal: to complete 20 four-minute Lessons on Monday and on Wednesday.
Contingency plan: “Holdovers” can perform Monday before Thanksgiving.
VIDEO – *Preservation of ASL* (from the “Hey Listen!” series)
Dr. Buisson will be presenting at a convention at the end of this week. Heed the changes.
- Week 14 Thanksgiving Break: Thursday and Friday (Nov. 24 and 25)
DUE – research paper based on readings, videos (including *Bravo*), & on-line info
NOTE: You will be signing a children’s story in Signed English during Week 16.
- Week 15 VIDEO - *Bravo!* Lesson 15 (workbook due next week; test next week)
OUT-OF-CLASS ASSIGNMENT: Faux Silence (see handout)
NOTE: You will be signing a children’s story in Signed English.
- Week 16 + Cumulative Test on the *Bravo* series this week
This week is reserved for “catching up,” in the event that we fall behind. If there is no “catching up” to do, there will be no new assignments this week. There might be a “make-up test” take the place of an absence OR your lowest grade. It is possible for the written portion of your final exam to be given during this week. (Do your part to keep the class functioning in a professional atmosphere, and let’s get the work done!)
DUE: You will sign a children’s story in Signed English [worth 4% of your semester grade]
- Finals Week Our class exam will be: _____

NOTE: If the class (as a whole) has accomplished the work/goals of Week 14 ahead of time (by the end of Week 13), there might be no need to meet during Thanksgiving Week. It will be most helpful for you to keep up with all assignments and to take the professional responsibility of keeping the appropriate academic and professional atmosphere in the classroom.