Course Title and Number: SHS 323: Basic American Sign Language

Course Credit Hours: 3.00

Catalog Description: Introduction to conversational American Sign Language, its grammar and structure, including skills building in fingerspelling and numbers.

Prerequisites: Minimum GPA 2.75. Completion of ENG 101 and ENG 102. (Freshmen need permission from the instructor before enrolling in this course.)

Professor of Record: Tiffany Bradford, S.Ed
- Office Hours: By appointment, before or after class
- Telephone: 601-325-6708 (Cell) Texting is best
- Fax: 601-266-5224
- Email Address: Tiffany.Bradford@usm.edu

Format of Course: Face-to-Face/ There will be some blackboard assignments.

Class Days, Times, Location: Mondays, 6:00 – 8:45 PM in JBG 202

Drop Date: The last day to drop the course without financial penalty is August 31st; last day to withdraw with grade of W is November 4, 2016.

Required Text: Signing Naturally, Level 1
Authors: Ella Mae Lentz, Ken Mikos, Cheri Smith

Supplemental Text: American Sign Language Dictionary
Author: Elaine Costello
Publisher: Random House Reference; 2nd edition (June 10, 2008)
ISBN-10: 0375426167

Required Technology:
Students will need to be proficient with using Microsoft Word and Blackboard course management software. Additionally students should be proficient with technology for recording and uploading brief (5 – 10 minute) video clips.

Course Objective and Goals:
The target audience for this course is students who are majoring or minoring in deaf education; however the course is open to anyone who has completed English 101-102 with a grade of C or better. In this beginning sign language course, you will begin to learn the vocabulary and grammar of American Sign Language (ASL). You will also begin to learn about Deaf culture. Emphasis will be placed on academic (school-related) vocabulary. The goal of this course is for future educators of the deaf and other professionals who serve students or clients whose primary mode of communication is American Sign Language to begin to develop needed conversational proficiency. Additionally this
course provides a foundation in ASL vocabulary and grammar for those with future plans to continue on to intermediate or advanced courses in American Sign Language. Others who would benefit from this course include parents of deaf children, deafened adults, and students needing to fulfill a university foreign language requirement.

**Instructional Strategies:**

*This is a full immersion course:* therefore **NO VOICE** will be permitted in the classroom! With the exception of a discussion of the syllabus on the first night of class, all instruction will be provided in American Sign Language. Instructional strategies will include lecture, discussion, cooperative learning activities and games, role-playing, and sign language videos. You will be provided with ample opportunities for practicing your receptive and expressive sign language skills.

**CEC-CED Standards**
The Council on Education of the Deaf Standards addressed in this course are as follows:

*Standard 5 Instructional Planning and Strategies*
- DHH5S7 Develop proficiency in the languages used to teach individuals who are deaf and hard of hearing.

*Standard 6 Professional Learning and Ethical Practice*
- DHH6S1 Communicate proficiently in spoken language or the sign language indigenous to the Deaf community.
- DHH6S4 Develop and enrich cultural competence relative to the Deaf community.

**Student Learning Outcomes from Course:**
The student will demonstrate communicative competence in American Sign Language as evidenced by the following skills: [Corresponding CEC-CED Standards are referenced in brackets after each learning outcome.]

1. Receptively comprehend fingerspelled words and signed numbers (1 - 100). [DHH5S7, DHH6S1]
2. Expressively communicate fingerspelled words and signed numbers (1 - 100). [DHH5S7, DHH6S1]
3. Receptively comprehend and expressively communicate vocabulary, phrases and some connected discourse signed in ASL in different communication situations such as the following: [DHH5S7, DHH6S1]
   a. Meeting and Greeting Phrases
   b. Describing People and Places
   c. Asking and Answering WH questions
   d. Giving and Following Directions
   e. Family Vocabulary
   f. Discussing Daily Activities and Events
   g. Vocabulary Related to School and Occupations.
   h. Several-Turn Conversations
   i. Simple Stories
4. Demonstrate receptive comprehension and expressive use of the following grammatical features of ASL [DHH5S7, DHH6S1]
   a. Non-manual markers used to convey WH questions and Yes/No questions.
   b. Use of classifiers to people, animals, objects and location or movement of people, animals and objects.
   c. Noun-Verb Pairs: (e.g. chair vs. sit, airplane vs. fly, food vs. eat).
5. The student will be able to identify and explain organizations and resources specific to the Deaf culture and ASL users. [DHH6S4]
6. Demonstrate culturally appropriate behavior for interacting in the Deaf community (e.g. the discipline to always sign when a Deaf person is present, use of appropriate attention-getting behaviors, introducing one's self, etc.) [DHH654]

Evaluation Methods:

<table>
<thead>
<tr>
<th>Student Learning Outcome #</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Point Value</th>
<th>Percentage of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 6</td>
<td>Attendance and Participation</td>
<td>Weekly, ongoing</td>
<td>100 (7.14 points per class X 14)</td>
<td>10%</td>
</tr>
<tr>
<td>1 - 6</td>
<td>Weekly Study Group</td>
<td>Weekly</td>
<td>100 (8.3 points per session X 12 weeks)</td>
<td>10%</td>
</tr>
<tr>
<td>1 - 2</td>
<td>5 Fingerspelling or Homework Quizzes</td>
<td>To Be Announced</td>
<td>100 20 pts each</td>
<td>10%</td>
</tr>
<tr>
<td>1, 2, 3a-c, 6</td>
<td>Unit 1 Test</td>
<td>Sept. 19</td>
<td>91.66</td>
<td>9.2%</td>
</tr>
<tr>
<td>1, 2, 3a-d, 4a-b, 6</td>
<td>Unit 2 Test</td>
<td>Oct 3</td>
<td>91.66</td>
<td>9.2%</td>
</tr>
<tr>
<td>1, 2, 3a-d, 3h, 4a-c, 6</td>
<td>Unit 3 Test</td>
<td>Oct 17</td>
<td>91.66</td>
<td>9.2%</td>
</tr>
<tr>
<td>1, 2, 3a-e, 3h, 4a-c</td>
<td>Unit 4 Test</td>
<td>Oct 31</td>
<td>91.66</td>
<td>9.2%</td>
</tr>
<tr>
<td>1, 2, 3a-h, 4a-c</td>
<td>Unit 5 Test</td>
<td>Nov 14</td>
<td>91.66</td>
<td>9.2%</td>
</tr>
<tr>
<td>1, 2, 3a-i, 4a-c, 5</td>
<td>Unit 6 Test</td>
<td>Nov 28</td>
<td>91.66</td>
<td>9.2%</td>
</tr>
<tr>
<td>1 - 6</td>
<td>Final Exam</td>
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<td></td>
<td>• Receptive Portion 75 Points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Expressive Portion 75 Points</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Total</td>
<td></td>
<td>100</td>
<td>100%</td>
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</tbody>
</table>

Assignment Descriptions:

- **Attendance and Participation.** The way you will learn sign language is largely by actively communicating with others in sign language. Unless you have Deaf friends or family members, the only way for you to do this is through class attendance and participation, study group participation, and by participating in Deaf community activities, which are largely non-existent in Hattiesburg. I will make you aware of Deaf community activities in Gulfport or surrounding areas, but your primary opportunity for signing is in sign class; therefore it is imperative that you have excellent attendance and participation. You will be signing with partners and groups every week, and most weeks you will be in front of the class signing by participating in role play, dialogues, brief narratives, or asking and answering questions. The best way to learn any foreign language is through total immersion, thus we will observe a no-voice policy in this class. **Voicing in the classroom will result in LOSS OF PARTICIPATION POINTS!** At times we may also have Deaf guests in class. It is considered rude not to sign when a Deaf person is present. When watching others sign, try to get the gist of the overall message, without worrying about whether or not you understand every sign; however if you do not understand the overall message, do interrupt and ask for clarification (via sign of course!) If you do not understand a sign I use, I will explain via sign, mime, gesture, or if necessary drawing or writing. You may also clarify signs or concepts in this manner if a peer asks you the meaning of a sign or indicates that he/she does not understand you. Additionally
you may ask me questions before or after class, or during break via sign, mime, gestures, or as a last resort, drawing or writing. In addition to in-class participation, there will be some on-line discussions and written assignments posted on Blackboard which count toward your participation points.

- **Unit Quizzes.** Unit quizzes will test your receptive skills and comprehension of the signs and concepts discussed in that unit.

- **Weekly Study Groups.** Participation in a sign language study group is mandatory! A study group of 2 – 4 people who meet for 2 - 3 hours a week to review sign vocabulary and practice signing is an invaluable tool to aid your progress in becoming a fluent signer. Meet somewhere convenient and fun (like the food court in the mall) and attend study group religiously! You must attend +12 out of possible 13 weekly sessions and submit documentation verifying attendance. These will not be accepted late!

- **Final Exam.** The final exam will consist of both a receptive and expressive portion.

- **Extra Credit.** Attendance at approved Deaf community events is worth 6 points for every hour you attend, with documentation and evidence of attendance. Approved community events and necessary documentation for each will be posted on Blackboard.

- **Project:** I will assign a project at some point that will replace your lowest TEST grade at the end of the semester (Final excluded)

### Grading Scale:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90 - 100</td>
<td>80 - 89</td>
<td>70 - 79</td>
<td>60 - 69</td>
<td>0 - 59</td>
</tr>
</tbody>
</table>

### Professional Education Unit Policies and Conceptual Framework:

All policies of The University of Southern Mississippi's Professional Education Unit can be found online at [https://www.usm.edu/education-psychology/unit-policies](https://www.usm.edu/education-psychology/unit-policies). The Unit is responsible for developing and revising Unit policies and procedures to reflect changes in University requirements, accreditation standards, and applicable federal, state, and authoritative sources. In the event of a conflict between another Unit-created document (paper or electronic) and the updated policies and procedures, the policies and procedures listed on this website will prevail. The Unit’s conceptual framework can be found at that link, too.

### Class Policies:

- Students are expected to actively participate in all class discussions and activities and to complete all assignments.
- **Violation of the No Voice Policy will result in loss of participation points!**
- If you are on your cell phone it will result in loss of participation points!
- Be attentive when others are communicating, demonstrating active “listening” skills.
- Treat your instructors and your fellow classmates with respect and kindness. Mistakes are par for the course when communicating in a foreign language. Do not make fun of anyone for making a mistake in expressive or receptive sign communication!
- You should plan on spending at least 2 hours outside of class every week doing homework: 1-2 hours for
assigned workbook activities, reviewing vocabulary and concepts taught, and videotaping yourself signing, then watching it to self-critique. *Bring your workbook to every class session as instructors will be spot-checking your work to make sure you are keeping up with your outside studying.* If you do not have your workbook with you or are not caught up with assignments to the current date, you will lose points.

- **Remediation Statement:** According to SHS department policy, students who make a grade lower than “C” on any examination must come to the instructor’s office to discuss study habits and the reasons for poor performance. Extra readings and additional homework assignments may be allocated (as necessary) to ensure the acquisition of the requisite skills.

**Course Communication:**
You may contact Mrs. Bradford via phone or email. I do not have a physical office so you will need to contact me via email or phone to discuss meeting before or after class.

**Policy on Attendance and Make-up Work:**
- Missed classes and assignments *(for any reason)* will result in loss of attendance and participation points; however students can earn extra credit by attending approved Deaf community events.
- **Missed quizzes cannot be made up.** If there is a TRUE emergency I will replace the “0” with your lowest test grade at the end of the semester (excluding final). If you miss just to miss I will leave the 0.
- Cheating on quizzes will result in a grade of F for that quiz! NO HATS on quiz day.
- Students are expected to turn off cell phones and not text or communicate electronically during class. If you are texting, emailing, or surfing the web during class, then you are not truly “present,” thus this will result in loss of attendance and participation points.
- Students are expected to take examinations and quizzes when they are scheduled, and to submit assignments on time.
- Late submission of assignments will result in a 10 point grade reduction for each day late, up to 2 days. After the 2nd day, late assignments will not be accepted, resulting in a 0 for that assignment.
- The final exam, worth 15% of your grade, cannot be made up except in the direst of emergency circumstances!

**Academic Honesty Statement:**
When cheating is discovered, the faculty member may give the student an “F” on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the Dean of Students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion. Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.

**Plagiarism Statement:**
Students are expected to adhere to the highest standards of academic honesty as outlined in the USM Student Handbook. Any information that is copied from another source must be noted as such in student materials. Page number or Internet reference must appear in the text, and full bibliographic references must appear in the reference section of the paper/assignment. Sources must be in quotes and include author(s), year of publication, or other reference notes as required by the college department format (e.g. APA, Chicago). Other forms of academic dishonesty include but are not limited to buying papers, copying paragraphs/pages of text/whole papers off the Internet, copying another student’s answers, etc. Academic dishonesty will result in the grade of a “0” on the assignment, and/or in the course, and/or the student may be reported to the Vice President for Academic Affairs for further action.

**ADA Statement:**
If a student has a disability that qualifies under the American 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, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001
Voice Telephone: (601) 266-5024
Fax: (601) 266-6035

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

Resources for Student Success:

Student Resources for Writing and Speaking Assignments

As a student at The University of Southern Mississippi, you have access to individualized assistance with writing and speaking assignments for any course through the University’s Writing Center and Speaking Centers on both the Hattiesburg and Gulf Coast campuses. The centers offer personalized assistance at any stage of the writing or speaking process. Whether you want help brainstorming for topic ideas, developing an outline, conducting research, or learning proofreading or presentation skills, the centers can help you become a more effective writer and speaker. The Speaking Center also offers practice rooms for recording presentations and working with delivery aids (PowerPoint and Internet access are available).

The centers are centrally located in Cook Library on the Hattiesburg campus (first floor just past Starbucks) and in Gulf Park Library on the Gulf Coast campus. For more information or to schedule an appointment, please call, come by, visit online, or join us on Facebook (USM Writing Center or Southern Miss Speaking Center).

- Speaking Center - 601.266.4965, Cook Library 117, [www.usm.edu/speaking-center](http://www.usm.edu/speaking-center)
- Writing Center - 601.266.4821, Cook Library 112, [www.usm.edu/writing-center](http://www.usm.edu/writing-center)
- Gulf Coast Speaking & Writing Center - 228.207.0150, Gulf Park Library, [www.usmedu/gulfcoast/learning-commons](http://www.usmedu/gulfcoast/learning-commons)
### Course Schedule
(Dates are tentative and subject to change.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Units</th>
<th>Topics</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Getting to Know You: Alphabet, Numbers, Fingerspelling Names, Meeting and Greeting Phrases, WH Questions - Who, What, Where</td>
<td>1, 2, 3a, 3b, 3c,</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Getting to Know You: Alphabet, Numbers, Fingerspelling Names, Meeting and Greeting Phrases, WH Questions - Who, What, Where, Same/Different, Giving Commands, Following Directions, Attention Getting</td>
<td>1, 2, 3a, 3b, 3c, 3d, 4c, 6</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>Exchanging Personal Information: Personal Characteristics, Places of School or Work, Residences, Yes/No Questions, Describing Shapes.</td>
<td>1, 2, 3a, 3b, 3c, 3d, 3g, 4c</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>Exchanging Personal Information: Personal Characteristics, Places of School or Work, Residences, Yes/No Questions, Describing Shapes, Identifying People Using Body Classifiers, FS with Double Letters, Negotiating a Sign Environment.</td>
<td>1, 2, 3a, 3b, 3c, 3d, 3g, 4a, 4b, 4c, 6</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>Discussing Living Situations: Describing Where One Lives, Giving Directions and Locating Objects, Expressing Wants and Needs, Maintaining Eye Contact and Being and Active Listener.</td>
<td>1, 2, 3a, 3b, 3c, 3d, 3g, 3h, 4a, 4b, 4c, 6</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>Discussing Living Situations: Describing Where One Lives, Giving Directions and Locating Objects, Expressing Wants and Needs, Maintaining Eye Contact and Being and Active Listener, Cardinal Numbers 1 - 66, Discussing Roommates and Pets, Asking and Giving Directions.</td>
<td>1, 2, 3a, 3b, 3c, 3d, 3g, 3h, 4a, 4b, 4c, 6</td>
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<tr>
<td>7</td>
<td>4</td>
<td>Talking About Family: Relationships, Ages, Occasions, Expressing Likes, Wants and Needs, Negating Sentences, #1 - 100</td>
<td>1, 2, 3a, 3b, 3c, 3d, 3e, 3g, 3h, 4a, 4b, 4c</td>
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<tr>
<td>8</td>
<td>4</td>
<td>Talking About Family: Relationships, Ages, Occasions, Expressing Likes, Wants and Needs, Negating Sentences, #1 - 100</td>
<td>1, 2, 3a, 3b, 3c, 3d, 3e, 3g, 3h, 4a, 4b, 4c, 5</td>
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<tr>
<td>9</td>
<td>5</td>
<td>Talking About Activities: When Questions, DO++, Directional Verbs (Agreement Verbs), Role Shifting. Errands and Everyday Activities.</td>
<td>1, 2, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 4a, 4b, 4c</td>
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<tr>
<td>10</td>
<td>5</td>
<td>Talking About Activities: When Questions, DO++, Directional Verbs (Agreement Verbs), Role Shifting. Errands and Everyday Activities, Chores, Occupations, Time Signs, Possessive Pronouns, Giving invitations, Making Requests, Responding to Requests or Invitations.</td>
<td>1, 2, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 4a, 4b, 4c</td>
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<tr>
<td>11</td>
<td>6</td>
<td>Story Telling: Role Shifting, Use of Classifiers, Facial Expressions as a Grammatical Feature, Uses of Dominant vs. Non-Dominant Hand, Eye Gaze Indicating Distance and Size.</td>
<td>1, 2, 3, 4, 6</td>
</tr>
<tr>
<td>12</td>
<td>6</td>
<td>Story Telling: Role Shifting, Use of Classifiers, Facial Expressions as a Grammatical Feature, Uses of Dominant vs. Non-Dominant Hand, Eye Gaze Indicating Distance and Size.</td>
<td>1, 2, 3, 4, 6</td>
</tr>
<tr>
<td>13</td>
<td>1-6</td>
<td>Review All Vocabulary and Concepts</td>
<td>1 - 6</td>
</tr>
<tr>
<td>Final</td>
<td>1-6</td>
<td>Final Exam</td>
<td>1 - 6</td>
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