Course Title and Number: SHS 340: Advanced American Sign Language

Course Credit Hours: 3.00

Catalog Description: Introduction to the sign language continuum and the use of signed English; lesson plans and/or presentations in American Sign Language and signed English, including fingerspelling, numbers and use of three-dimensional features.

Prerequisites: Minimum overall 2.75 GPA and a grade of C or higher in SHS 329

Professor of Record: Dr. Kelly K. Metz

- Office Location: JBG, Room 117
- Office Hours: By appointment.
- Telephone: 601-266-6245
- Fax: 601-266-5224
- Email Address: Kelly.Metz@usm.edu

Format of Course: Face-to-Face

Class Days, Times, Location: Tuesdays, Thursdays 5:00 – 7:00 PM in JBG 202

Drop Date: The last day to drop the course without academic or financial penalty is June 7th, last day to withdraw with grade of W is July 8, 2015.

Required Text: Signing Naturally, Level 2
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 SHS 329 (or an equivalent intermediate sign course) with a grade of C or better. In this advanced sign language course you will increase your sign language vocabulary and deepen your knowledge of the grammar of American Sign Language (ASL) as well as your understanding of 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 develop needed conversational proficiency. Additionally this course provides a foundation in ASL vocabulary and grammar for those with future plans to continue on to an interpreter education program. 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! 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, fingerspelled loan signs, and numbers. [DHH5S7, DHH6S1]
2. Expressively use fingerspelled words, fingerspelled loan signs, and numbers. [DHH5S7, DHH6S1]
3. Possess a sizeable bank of ASL vocabulary/concepts. (Upon completion of this 3rd semester of sign language instruction the student should have acquired at least 800 – 1000 words of sign vocabulary). [DHH5S7, DHH6S1]
4. Receptively comprehend and expressively communicate sentences and stories in ASL, specifically the following: [DHH5S7, DHH6S1]
   1. Giving and following directions
   2. Describing people and places
   3. Asking and answering questions
   4. Health-related vocabulary and phrases
   5. Exchanging personal information and life events
   6. Signs for countries and other places or locations
   7. Family vocabulary
   8. School/Academic vocabulary
   9. Dates, seasons, holidays and events.
   10. Leisure activities
5. Demonstrate receptive comprehension and expressive use of the following grammatical features of ASL: [DHH5S7, DHH6S1]
   1. Non-manual markers used to convey WH and Yes/No questions
   2. Use of classifiers to describe people, animals, objects, or location and movement of people, animals, and objects
   3. Noun-Verb Pairs (e.g. chair vs. sit, airplane vs. fly, food vs. eat)
   4. Use of pronouns and referring to people or things that are absent.
   5. Role-shifting
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.) [DHH6S4]
Evaluation Methods:

<table>
<thead>
<tr>
<th>Student Learning Outcome #</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Point Value/ % of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 6</td>
<td>Attendance and Participation</td>
<td>Ongoing</td>
<td>200 = 20%</td>
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<tr>
<td></td>
<td></td>
<td>(11.75 points per class X 17)</td>
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<tr>
<td>1 - 6</td>
<td>Weekly Study Group (8 weeks are possible, minimum 7 weeks required)</td>
<td>Weekly (Approximately 21.44 points per session X 7)</td>
<td>150 = 15%</td>
</tr>
<tr>
<td>1 - 6</td>
<td>Student Workbook and Video Text Assignments</td>
<td>Weekly (Random spot-checking)</td>
<td>150 = 15%</td>
</tr>
<tr>
<td>1 - 5</td>
<td>Unit 13 Quiz</td>
<td>June 9</td>
<td>70 = 7%</td>
</tr>
<tr>
<td>1 - 6</td>
<td>Unit 14 Quiz</td>
<td>June 23</td>
<td>70 = 7%</td>
</tr>
<tr>
<td>1 - 6</td>
<td>Unit 15 Quiz</td>
<td>June 30</td>
<td>70 = 7%</td>
</tr>
<tr>
<td>1 - 5</td>
<td>Unit 16 Quiz</td>
<td>July 7</td>
<td>70 = 7%</td>
</tr>
<tr>
<td>1 - 6</td>
<td>Unit 17 Quiz</td>
<td>July 14</td>
<td>70 = 7%</td>
</tr>
<tr>
<td>1 - 6</td>
<td>Final Exam Receptive 75, Expressive 75</td>
<td>July 26th</td>
<td>150 = 15%</td>
</tr>
<tr>
<td>1 - 6</td>
<td>Celebration – Party and Talent Show! 5:00 - 8:00 PM</td>
<td>July 26th This is worth 25 of the points included in your attendance and participation points.</td>
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</tbody>
</table>

**TOTAL POINTS POSSIBLE** 1000 = 100%

Assignment Descriptions:

- **Attendance and Participation.** This is 35% of your grade! (Twenty percent for in-class participation and fifteen percent for study group 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 non-existent in Hattiesburg. We 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 (even before or after class or during break) 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 questions of your instructor(s) 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.
  - **Weekly Study Group.** 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! There are 8 possible weeks that you could meet with your study group. Attendance is mandatory for at least 7 of these sessions.
  - **Unit Quizzes.** Unit quizzes will test your receptive skills and comprehension of the signs and concepts discussed in that unit.

Syllabus Last Revised: 05/29/2014
• **Final Exam.** The final exam will consist of both a receptive and expressive portion.

• **Talent Show.** On July 26th, during the latter half of class, we will celebrate your newfound language skills with a party (food and refreshments) and a talent show! Due to the fact that we are a small group this semester, each student is allowed to invite one guest to watch our talent show and participate in the final celebration (provided that your guest is willing to observe the no voice policy!). You will perform at least twice; once as a whole class, and once by yourself. If you wish you may do a 3rd performance either by yourself or as a pair with another student or your instructor. Your talent can be a signed song, a joke, a story, or a skit. This will be a FUN activity, but it is not an optional activity – this counts toward your attendance and participation points!

• **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.

**Grading Scale:**

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

• 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 4 hours outside of class every week doing homework: (2 hours in study group) plus 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.

*Syllabus Last Revised: 05/28/2014*
Course Communication:
You may contact Dr. Metz via phone or email. Summer office hours are by appointment only.

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.
- Cheating on quizzes will result in a grade of F for that quiz!
- 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 Blackboard assignments will result in a 5% grade reduction for each day late, up to 5 days. After the 5th day, late assignments will not be accepted, resulting in a 0 for that assignment.
- The final exam, worth 25% 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>Dates</th>
<th>Units</th>
<th>Topics</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>May 31, June 2</td>
<td>Review &amp; Unit 13</td>
<td>Review of noun/verb pairs and directional verbs, Locating Things Around the House</td>
<td>1; 2; 3; 4a, b; 5b, c; 6.</td>
</tr>
<tr>
<td>2</td>
<td>June 7, 9</td>
<td>13/14</td>
<td>Locating Things Around the House, Academic Vocabulary</td>
<td>1; 2; 3; 4a, b, c, h; 5a, b, c.</td>
</tr>
<tr>
<td>3</td>
<td>June 14, 16</td>
<td>14</td>
<td>Complaining, Making Suggestions &amp; Requests</td>
<td>1; 2; 3; 4d; 5a, d, e; 6</td>
</tr>
<tr>
<td>4</td>
<td>June 21, 23</td>
<td>14/15</td>
<td>Complaining, Making Suggestions &amp; Requests, Exchanging Personal Information: Life Events</td>
<td>1; 2; 3; 4d, e, f, i; 5a, d, e; 6</td>
</tr>
<tr>
<td>5</td>
<td>June 28, 30</td>
<td>15</td>
<td>Exchanging Personal Information: Life Events</td>
<td>1; 2; 3; 4e, f, g, i; 5a, d, e; 6</td>
</tr>
<tr>
<td>6</td>
<td>July 5, 7</td>
<td>16</td>
<td>Describing and Identifying Things</td>
<td>1; 2; 3; 4a, c; 5a, b, c</td>
</tr>
<tr>
<td>7</td>
<td>July 12, 14</td>
<td>17</td>
<td>Talking About the Weekend</td>
<td>1; 2; 3; 4j; 5a-e; 6</td>
</tr>
<tr>
<td>8</td>
<td>July 19, 21</td>
<td>13 - 17</td>
<td>Cumulative Review</td>
<td>1 - 6</td>
</tr>
<tr>
<td>9</td>
<td>July 26</td>
<td>13 -17</td>
<td>Final Exam/ Celebration: Party and Talent Show!</td>
<td>1 - 6</td>
</tr>
</tbody>
</table>