

Basic American Sign Language

CSD 342

University of Wisconsin – Stevens Point
James Doebereiner, MEd, LPC

Basic Needs Security

Any student who faces any challenges securing their food, housing, or necessary resources (including the course text) and believes this may affect their performance in this course is urged to contact the Dean of Students for support. Please, also know, you are always free to notify me and I will help you in any way that I can. Or, I will refer you to any/all resources that I have that may potentially help.

Course Description

This 2-credit course is an introduction to American Sign Language. Aspects of Deaf Culture, Deaf and Hard of Hearing communities, interpreting services, and assistive technologies will be covered. This syllabus, along with course assignments and due dates, are subject to change.

Text

American Sign Language For Beginners, by Rochelle Barlow (2020). ISBN: 9781646116423. This textbook is an outstanding resource to introductory American Sign Language. It is HIGHLY recommended that students procure a copy of this book prior to class. This class follows the textbook very closely. There is, however, additional class content to the textbook as part of class curriculum. There will be provided handouts and worksheets as necessary.

Course Competencies

This is a performance-based course. It has been designed around these competencies:

1. Use the manual alphabet receptively and expressively
2. Demonstrate appropriate American Sign Language vocabulary parameters
3. Incorporate non-manual aspects of American Sign Language
4. Demonstrate basic signed sentences receptively and expressively
5. Explore and research aspects of Deaf and Hard of Hearing communities
6. Identify the role of a Sign Language Interpreter
7. Explore and research examples of assistive technology for the Deaf and Hard of Hearing

Final Grade Determination

Performance-based tasks related to these competencies will be used to determine your grade. You may be required to show me what you have learned through class discussions, signed performances, signed and/or finger-spelled activities, group activities, written assignments or quizzes. You must be able to satisfactorily demonstrate ALL course competencies in order to successfully complete this course. Because each competency is important, grades are averaged using weighted percentage scores, not raw numbers. Late or missing assignments WILL affect your grade.

Grading

Quizzes: Almost every week of class, there will be a quiz. Quizzes are 45% of the final grade.

Midterm and Final: There will be a midterm performance in which you will prepare a signed presentation to be performed in class. There will be a final exam that is all short answer. These are 25% of your final grade.

Written/Research Assignments: Written/Research assignments are 30% of the final grade.

There will be two of these assignments. These will be very short written assignments requiring outside research and representation of multiculturalism and critical thinking skills.

Grading Scale

<u>% value</u>	<u>Grade equivalent</u>	<u>% value</u>	<u>Grade equivalent</u>	<u>% value</u>	<u>Grade equivalent</u>
96-100	A	80-83	B-	67-69	D+
92-95	A-	77-79	C+	60-66	D
88-91	B+	74-76	C	60-0	F
84-87	B	70-73	C-		

Expected Student Attendance and Assignments

You are required to be in every class. There will be no make-up assignments or quizzes. Because of the nature of the instruction of the material in this class, it is imperative that attendance is 100% - there will be too much material missed even if one class out of the semester is not attended. Please see me with any questions (or special circumstances) regarding attendance.

Teaching Style and Learning Expectations

This class will be taught with a critical learning and critical thinking approach. Practical use and applied learning are of the utmost importance. It is expected that students not only learn from the instructor but also develop and utilize a very strong sense of critical learning and thinking as it relates to learning a new language – there will certainly be numerous examples of idiosyncrasies (not in a negative sense) when learning vocabulary, learning grammatical structure, developing a signing style, and understanding regional and cultural differences that happen in any language. We will explore this. Students must be flexible and critical. Research is key. Acceptance is paramount.

Mobile Phones/Laptops/Tablets/Recording Devices

Electronic devices of any type **CANNOT BE USED DURING CLASS AT ALL**. They must be silenced/turned off and put away - out of sight. They can only be used up until class starts and during break times. There will be no reason for using (or allowance of using) electronic devices during class instruction, lecture, lab, practice, or any other times during class time.

Instructor Meeting Times and Response Times

I will be available before class begins – I will almost always be in the classroom well before class starts. You are more than welcome to ask any questions or talk to me privately before or after class. I will typically stay after class is adjourned until all questions are answered or students need to meet with me. I do not have an office on campus, nor do I have office hours on campus. I will attempt to respond to student emails within 24 hours, except during the weekends. I will attempt to grade written work within 48 hours of the assignments due date.

Academic Integrity

Academic dishonesty **IN ANY FORM** will result in disciplinary action in accordance with the UW System Administrative Code.

Accommodations

UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible.

Emergencies

In the event of a medical emergency, call 9-1-1 or use the RED emergency phone located in the hall.

For active shooter/code reaction situations – If trapped: hide, lock doors, turn off lights, spread out and remain calm. Call 9-1-1 if safe to do so. Follow all instructions of emergency responders.

In the event of an evacuation order or fire alarm, leave the building in a calm manner by proceeding out of the classroom and exit the building. Walk past the dog sculpture and across the parking lot (west). Our class will meet on the corner of the Fire Station.

In the event of a tornado warning, proceed to classroom 211, which is designated a storm shelter area.

ASHA Standards connected to this course

SLP Standards – Communication

Modalities

III-C – A, C, D, E, F, & G

III-D – 3

IV-G1 – 1d,

IV-G2 – 2g

SLP Standards – Hearing

III-C - 2D, & 2G

IV-G2 - 2a & 2g

Audiology Standards

IV-B – B2, B3, B18, & B21

IV-E – E5 & E6