

## **SYLLABUS 2017 FALL SGNL 2311-01 VELASQUEZ**

### **SGNL 2311.01 INTERMEDIATE AMERICAN SIGN LANGUAGE I**

**CRN# 82700**

**3 CREDIT HOURS: 3 CLASS HOURS**

**Online platform: Blackboard**

**FALL 2017**

**Professor: José-Ovi Velasquez, M.S.**

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ABIV #332

OFFICE HOURS: I'm generally in the office from 3:30 a.m. to 5:00 p.m. Tuesday, and Thursday.

**PLEASE EMAIL FOR APPOINTMENTS with some days/time you are available.**

#### **Course Description:**

A continuation of ASL II, expands vocabulary, grammatical knowledge, and cultural awareness. Introduce increasing complex grammatical aspects; this course is designed to prepare students for ASL IV.

**The prerequisite for enrolling in SGNL 2312 is the completion of SGNL 2311 with a grade of C or higher.**

#### **Required Text/Materials:**

1) Signing Naturally Unit 13-17

By Lentz/Mikos/Smith

ISBN-10: 1581211317 | ISBN-13: 978-1581211313

2) GoReact - Professor will give the link on the first day of class.

By Speakworks

ISBN-13: 978-1-6116501-1-2 (Credit card or Financial Aid available at bookstore)

#### **Prerequisites:**

SGNL 1402(ASL II)



#### **Required Course Supplies:**

Computer with internet access. You are also required to have a video camera (either as a webcam – recommended or a video recording device that can upload to the internet in an online format, e.g. YouTube)

**Highly recommended:** Access to space with background consisting of a solid color that contrasts with skin tone and excellent lighting for filming. Be mindful of distractions (e.g. dangling earrings, large rings, long painted decorative fingernails, flowery blouses or thick stripes on a shirt).

#### **Course Objectives:**

In this course, the students will acquire the following areas:

- receptive/expressive skills in ASL
- facial expressions/body language in ASL
- conversing familiar signs in ASL
- various issues in the deaf culture and ASL
- speed/clarity of brief conversations in ASL
- grammatical structures in ASL
- history of deaf education through ASL

**Style:**

This course has a student-centered, format in class meetings with a professor lecture. Both Receptive and Expressive signing will be used in the class. American Sign Language will be the preferred language in class. Since language is a social skill and activity, this is the only way to effectively learn. In American Sign Language, mistakes are natural--tolerance and assistance are the watchwords. Be flexible--think of another way to send the same message if you get "stuck."

**Course (IDEA) Objectives:**

At the end of the semester the student will be asked to complete an official IDEA evaluation of the course and your instructor. These are the 3 essential and important objectives for this course:

**ESSENTIAL:**

- Gaining factual knowledge (terminology, classifications, methods, trends)

**IMPORTANT:**

- Learning fundamental principles, generalizations, or theories (as they pertain to foreign language learning)
- Developing specific skills, competencies, and points of view needed by professionals in the field

**Course Content:**

Lectures, class exercise practice, and laboratories will emphasize the development of comprehension skills and production skills. The topics are introduced in an appropriate order within the natural approach to second language learning, and are reintroduced repeatedly throughout the semester. In foreign language acquisition for adult second language learners, comprehension precedes production. Therefore, more emphasis is placed on the development of receptive skills than of production skills, with a higher level of competence measured in this area.

**Policies on Attendance and Make-up Work:**

- Without attending the class regularly, you will definitely get behind period. Please attend all sessions and be on time.
- Participate fully in classroom discussion and activities. (No one will be an observer.)
- Abide the "Immersion" Philosophy and refrain from using voice, English mouthing or other sign system in class at anytime. Monitoring of this expectancy will be the responsibility of every student in this class. Voice interpreting for other students is not permitted! If you don't understand the instructor, simply ASK!
- Complete all assignments set forth by the instructor.
- There will be no make-up of the quiz, exams and final exam. Everyone will take them as scheduled. No exceptions will be made unless emergency. If emergency, a documentation is required.

**Immersion Philosophy:**

The Immersion Philosophy will be used as a means of instruction and will be reinforced. Since the eyes, not the ears, are used in receiving information in ASL, the students are instructed not to speak or whisper in class.

**The reasons for the Immersion Philosophy:**

- Insuring that ASL is the only mode used to learn and communicate with.
- Confirming that ASL and Spoken English don't mesh well when using simultaneously.
- Using ASL, equal access to information in the classroom is possible for all.
- Using eyes only, visual acuity and awareness of surrounding will increase.
- Speaking in class will defeat the purpose of sharpening one's receptive and expressive skills needed to process information in ASL.
- Using one's voice can become quite distracting and disrupt other student's learning process and flow thoughts in ASL.
- Speaking in front of Deaf persons is a sign of disrespect if Spoken English is being used in their presences. Alas, it is rude to shut them out in the cold.

**No talking or use of voice (face to face class only)** will be tolerated during class sessions. The skills to be developed in this class depend on visual perception and visual memory. Use of auditory clues inhibits this learning process for the person speaking and for those who are distracted by that person's voice. In a true cross-cultural experience between those who are Deaf and those who are Hearing, it is important to respect a Deaf person's position on the discriminatory use of voice in his/her presence. If you persist in using your voice in class after 2 warnings, you will be asked to leave. Using voice during test to help others cheat is a distraction, will result in immediate "0" as a final grade on that test.

### **Course Requirements:**

First and foremost, this class will be what you make of it. Learning a visual language takes effort and persistence - it's unlike anything you've ever attempted. English and American Sign Language are two completely different languages! It is essential that you make every effort to attend EVERY class on time and participate in the class activities. This course utilizes visual stimuli to promote skills development. There is no way to make up an absence. You will be involved in receptive and expressive activities. There will be quiz, exams and final exam.

### **GoReact:**

You are required to purchase GoReact, this tool helps to improve your ASL skills after your tests and projects. I am able to give you some feedback and/or correct your signing. If you don't purchase the GoReact your grade may be low. I will not be accepting any video via YouTube or any attachment to my email.

**IMPORTANT:** GoReact is a video platform that we will be using to submit and receive video feedback and grades through blackboard.

**Disclaimer:** GoReact is dependent on Adobe flash player, and will lock you out in the middle of an video recording if you don't update your flash player before any assignment. Chrome is the preferred browser that will work most seamlessly with GoReact. If you cannot use Chrome, please always update your flash before attempting any video assignment. For further information, please refer to <https://community.goreact.com/hc/en-us/articles/215608063-How-to-make-sure-Flash-is-up-to-date-and-working-with-GoReact>

### **Instructor/Course Policies:**

Exams will have expressive parts on the webcam.

Final exam will be on all topics you learn in ASL I, ASL II, & ASL III classes.

### **Important Notes:**

- If you do not show up to class, you may not attend tutoring. If you do not attend class on a review day, the ASL tutor may not give you the review in tutoring.
- Put your cell phone away before you enter the classroom.
- All bags and purses on the floor. Your desk should be cleared during class at all times.
- No cell phones during class. If you are expecting an emergency phone call during class, let the professor know before class starts and if he/she okays it, then sit next to the door so you can slip out quietly without disturbing the rest of the class.
- If the ASL tutor tell me they hear your phone ring or vibrate multiple times, you will be given a warning and the next time it is heard then you will be asked to leave class. Phones that are set on vibrate are distraction to the rest of the class.
- If you are worried about your grade and whether or not you are passing or not, do not come to me or email me the week before finals or finals week. You should not wait until the last minute and expect me to help your grade.

### **Major Topics:**

- Locating things around the house
- Complaining, making suggestions & requests
- Exchanging personal information: Life Events
- Describing and Identifying things
- Talking about the weekend

### **Course Assignments and Weight Allocation:**

- Syllabus Quiz
- Pre-Test
- (3) Insights into the Cultural Lives of ASL People Paper
- (4) Quizzes
- (4) Tests
- (3) Discussion Board
- Post-Test
- Famous Deaf People Project
- Final Exam

#### Extra Credits

No points  
150 points  
100 points  
300 points  
150 points  
75 points  
75 points  
150 points  
**1000 points**

#### **Grading Criteria:**

900 -1000 = A  
800 - 899 = B  
700 - 799 = C  
600 - 699 = D  
0 - 599 = F

### **Contact Events:**

Contact events are required as part of your course work for the ASL III or IV class. Students are required to attend THREE events sponsored by or for the Deaf community. Event MUST be a minimum of one hour with a Deaf person who signs ASL fluently.

You will be required to write a report for each event you attend. Your written report should include the following information:

- What event you attended
- The date of the event
- Names of Deaf people with whom you conversed
- Cultural observations
- New sign vocabulary you may have learned
- Opportunities in which you utilized your newly-acquired skills
- Description of what occurred during the event.
- Feelings or reactions you had to a particular event.

**Note:** Students are to write an in-depth reaction paper consisting of typewritten 1.5 spaced pages, no header or footer, .75 on each margin, and use 12 fonts Time New Roman for each event. Your name (only) should be top of your page. If I am not at ASL Social, you are required to take a picture of Deaf person and you together and attach with your ASL Interaction assignment. Your assignment should show report style without any outline. Points will be deducted for any missing information.

### **State Mandated Pre/Post-Test (fall and spring semester only)**

Completion of the Texas State University System-mandated pre/post-test is required for this course. The results of the pre/post-test will not be computed as part of your final grade, but fed directly to the department for reporting purposes. Please do your best, as the data represent a reputation factor for Sam Houston Sate University (vs. others in the system) at the Texas State University System-level, as well as for the Department's teaching at the Sam Houston state University level itself, including all departments and all Colleges.

### **Instructor Evaluations:**

Students will be asked to complete a course/instructor evaluation form towards the end of the semester.

Let's us start FUN CLASS!

### **Assignments:**

**Syllabus Quiz** – You are required to read the syllabus. If you submit your quiz by this Tuesday, you will add your 10 credits to your Final Exam. If you get all right answers, you will get 10 credits.

**Pre-Test** – You don't have to read the textbook. Try to see how much you know about Deaf Culture and ASL. Do your best, although it is not for a grade.

**GoReact** – You are required to purchase for your Test and Project. I will review your video and give you some feedback on what you need to improve or correct. I expect you to review my feedback, you will need to email me an essay of more than 50 words on what I said on the video. I will add 8 credits to your test/project. **NOTE:** Do not delete any of your videos. I will check Delete/Trash file, to see your video there, you will then lose 25 points per video. NO EXCEPTION.

**Attendance (classroom only)** – Your attendance is most important. It will receive 100 points for your attendance. If you are absent, please bring a note from physician or an important document and it will be excused. I can help you to catch up if it's excused.

### **Contact Events or Insights into the Cultural Lives of ASL People Paper –**

- Follow this instruction (BlackBoard → ASL Social → ASL Interaction Guideline
- There are different locations, where you need to do research (Blackboard → ASL Social → Location or Contact) .

**Quiz** – You have four units/lessons that you need to read in Signing Naturally textbook.

**Test** – You have four units/lessons this semester. You will have to take a test. It will include fingerspelling, vocabulary, writing, videocam, and question/answer.

**Discussion** – You are required to post one discussion comment per unit. You are welcome to participate as often as you wish, however, only your first posting will be graded. I am expecting you to reply and comment on 3 other students' discussion. If the unit closes and you have not posted, you will receive a zero.

**Post-Test** – Three weeks before the Final Exam, you are expecting to complete everything. Please do not use your textbook. Test your knowledge to see how much knowledge you have acquired this semester.

**Deaf Famous Person Project** - Rubric will be provided. You have to do minimum and maximum for minutes. I need RAW video only and use landscape.

**Final Exam** – You will have to take the Final Exam. You will have to remember all your tests in each unit. They will be on your Final Exam.

**SGNL 2311.01: Intermediate American Sign Language I (ASL III)**  
**Fall 2017**  
**Class Schedule**  
**José-Ovi Velasquez, M.S., Lecture Faculty**

<b>August 23<sup>rd</sup> – 25<sup>th</sup></b>		Welcome / Introduction (video via Blackboard) 8/25 - Syllabus Quiz and Pre-Test due
<b>August 28<sup>th</sup> – September 1<sup>st</sup></b>	Unit 13 – <u>Locating Things Around the House</u>	8/29 - Quiz #1
<b>September 4<sup>th</sup> – 8<sup>th</sup></b>		
<b>September 11<sup>th</sup> – 15<sup>th</sup></b>		9/14 – Test #1 Part I (GoReact) and Part II (Blackboard) 9/14 – Discussion Board #1
<b>September 18<sup>th</sup> – 22<sup>nd</sup></b>	Unit 14 – <u>Complaining, Making Suggestions and Requests</u>	9/18 – Test #1 Feedback
<b>September 25<sup>th</sup> – 29<sup>th</sup></b>		9/26 - Quiz #2 9/27 - Contact Event #1 due
<b>October 2<sup>nd</sup> – 6<sup>th</sup></b>		10/5 - Test #2 (Blackboard only)
<b>October 9<sup>th</sup> – 13<sup>th</sup></b>	Unit 15 - <u>Exchanging Personal Information: Life Events</u>	10/14 – Discussion Board #2
<b>October 16<sup>th</sup> – 20<sup>th</sup></b>		10/17 - Quiz #3
<b>October 23<sup>rd</sup> – 27<sup>th</sup></b>		10/26 – Test #3 Part I (GoReact) & Part II (Blackboard) 10/27 - Contact Event #2 due
<b>October 30<sup>th</sup> – November 3<sup>rd</sup></b>	Unit 16 – <u>Describing and Identifying Things</u> Unit 17 - <u>Talk About the Weekend</u>	10/30 – Test #3 Feedback
<b>November 6<sup>th</sup> – 10<sup>th</sup></b>		
<b>November 13<sup>th</sup> – 17<sup>th</sup></b>		11/14 - Quiz #4 11/14 – Discussion Board #3 11/16 - Post Test (All Quizzes)
<b>November 20<sup>th</sup> – 24<sup>th</sup></b>		
<b>November 27<sup>th</sup> – December 1<sup>st</sup></b>		11/27 - Contact Event #3 due 11/28 - Deaf Famous People Project Due 11/30 – Project Feedback 11/30 - Test – Unit 16 & 17
<b>December 4<sup>th</sup> – 7<sup>th</sup></b>		12/6 - Final Exam (All Tests & Discussion Board) Part I (GoReact) & Part II (Blackboard)

# Sam Houston State University

## *Policies*

### **ACADEMIC DISHONESTY:**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

[Dean of Student's Office](#)

### **STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:

[/Absences on Religious Holy Days](#)

## **STUDENTS WITH DISABILITIES POLICY:**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete information, see:

[Services](#) for Students with Disabilities

SSD Office Location: Lee Drain Annex (next to the Farrington Building)

Telephone: 936-294-3512

TDD: 936-294-3786

E-mail: [disability@shsu.edu](mailto:disability@shsu.edu)

Web Address: [www.shsu.edu/disability](http://www.shsu.edu/disability)

## **VISITORS IN THE CLASSROOM:**

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

For questions or concerns, please feel free to contact your professor.