

## **SYLLABUS 2017 FALL SGNL 2312-02 Holmberg**

### **SGNL 2312-02 INTERMEDIATE AMERICAN SIGN LANGUAGE II**

**CRN# 82709**

**3 CREDIT HOURS: 3 CLASS HOURS**

**Fall 2017**

**Academic Building IV Room 205**

**Tuesdays and Thursdays 3:30-4:50pm**

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ABIV 313

Office Hours: Tuesdays and Thursdays 1:00-2:00, 5:00-5:30 or by appointment on Mondays, Wednesdays, and Fridays

## **GENERAL COLLEGE OF HUMANITIES & SOCIAL SCIENCES AND DEPARTMENT OF FOREIGN LANGUAGES POLICIES**

### **AMERICANS WITH DISABILITIES ACT**

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 Lee Drain Building. The students 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 a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. **NOTE: No accommodation can be made until the student registers with the counseling Center.**

### **RELIGIOUS HOLIDAYS**

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. 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.

“Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

### **VISITORS IN THE CLASSROOM**

Unannounced visitors to class must present a current official SHSU identification card to be permitted

into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should in no way constitute interference with registered members of the class or the educational process.

**CLASSROOM RULES OF CONDUCT APPLY IN BOTH THE IN-PERSON CLASSROOM (etiquette) and THE VIRTUAL CLASSROOM (netiquette)**

Please refer to <https://www.shsu.edu/students/guide/dean/codeofconduct.html>

No verbal or written profanity or unpleasant demeanor/acts at any time.

Mutual respect among students and student/prof required.

**NO FOOD OR DRINK (INCLUDING WATER) OR CONSUMABLES OF ANY KIND ARE PERMITTED IN ANY CLASSROOM AT ANY TIME. NO EXCEPTIONS WITHOUT FORMAL MEDICAL ACCOMMODATION VIA THE COUNSELING CENTER.**

SHSU adheres to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations for students with disabilities, including medical. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. **NOTE: No accommodation can be made until the student registers with the Counseling Center.**

**USE OF TELEPHONES AND PAGERS IN ACADEMIC CLASSROOMS AND FACILITIES**

Telephones and pagers or similar devices have become increasingly a part of everyday life. In the academic classroom, however, during class these devices can be a serious distraction and during tests they can be a serious problem. The technology is constantly changing and evolving. So, the present policy does not specify particular devices or device types. Rather, the policy applies to any device that performs the function of a telephone or pager.

1.0 Each course syllabus must contain a policy statement as to the disposition of telephones and pagers (1) in the classroom, (2) during testing periods, and (3) for emergency considerations. Since some classes may use the devices as part of instruction, instructors may make exceptions.

2.0 The use by students of telephone and pagers or any device that performs these functions during class-time is prohibited unless specifically permitted by the instructor. All such devices should be turned off or put in a silent or vibrate mode and should not be visible during class. At no time should students answer a call or page during class or leave the classroom to answer a call or page. Failure to comply with this policy could result in expulsion from the classroom or with three or more offenses, failure of the course.

3.0 Any use of a telephone or pager or any device that performs these functions during a test period is prohibited. These devices should not be present during a test or should be stored securely in such a way that they cannot be seen or used by the student. Even the visible presence of such a device during the test period will result in a zero for that test. Use of these devices during a test is considered de facto evidence of cheating and could result in a charge of academic dishonesty (see student code of conduct

<http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29>).

4.0 If there is an emergency situation for a student, that student should inform the instructor and place himself/herself in a seat near the door where an exit for a phone call would be only minimally disruptive. Other arrangements for handling potential emergency situations may be granted at the discretion of the instructor.

**LAPTOPS OR OTHER ELECTRONIC DEVICES IN THE CLASSROOM ONLY BY PRIOR, WRITTEN PERMISSION OF PROFESSOR.**

### **ACADEMIC DISHONESTY**

Please refer to Academic Policy Statement 810213.

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete 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.

FYI: I use *Turn-It-In* and other methods/techniques of determining authorship.

**YOUR ENROLLMENT IN THIS CLASS CONSTITUTES YOUR LEGAL AND MORAL OBLIGATION TO THE HONOR CODE.** plagiarism--copying others' work without crediting them for it--is legally and ethically unacceptable--AND GROUNDS FOR FAILURE, NOT JUST IN THE ASSIGNMENT, BUT IN THE CLASS. Paraphrases, as well quotes, must be documented. See the article, *Plagiarism*, posted in course administration in e-college.

### **PHILOSOPHY**

This is an UNIVERSITY-LEVEL ACADEMIC COURSE WITH APPROPRIATE ACADEMIC REQUIREMENTS. You earn your grade on that basis. You do not receive university credit for "ethnic consciousness" or language ability per se. Academic credit is based upon your intellectual and academic efforts, willingness and ability to reflect upon and respond to requirements of the class.

### **INTERACTION**

RESPECT FOR OTHERS' VIEWS AND SPACE, not necessarily in agreement with one's own, is required on the part of every participant, including what is expressed, shared, etc., in the course of class interaction.

RESPECT FOR OTHERS IN GENERAL, particularly in the case of disagreement about class management issues, is required on the part of every participant. Presentation style is important. Treat others as you would have them treat you!

### **PERFORMANCE CONCERNS**

Faculty are committed to facilitating each student's performance. Students must be committed to maximizing their own performance. This is a dual responsibility.

Please evaluate your personal class progress at least weekly, beginning at the first of the semester, and particularly after your first grade. Take responsibility and action right away! Do not wait until mid-

semester and certainly do not wait until late in the semester to act on your concerns.

If you are concerned about your progress, please follow this chronological format:

1. Are you personally spending (minimum) equal time in outside-class preparation as you spend in the virtual classroom itself? (Very many students need more preparation time for language acquisition classes; you may personally need more and you may need study-strategy assistance! Ask for help!)
2. Have you contacted the SAM Center about study-skills suggestions/workshops in general?
3. Are you following the suggested syllabus scenarios to incorporate the target language into your life and maximize your experience?
4. Have you contacted your professor via personal appointment to discuss specific actions which will help you improve your performance?
5. Have you arranged virtual study sessions with other students in the class?
6. Have you contacted the Writing Center and scheduled personal tutoring (free)?

### **GENERAL STUDENT RESPONSIBILITIES**

YOU ARE PERSONALLY & SOLELY RESPONSIBLE FOR YOUR ACTIVITIES (ASKING QUESTIONS OR DOING HOMEWORK) IN ORDER TO MEET YOUR PERSONAL EXPECTATIONS AND DESIRE FOR SUCCESS/GRADE. Probable daily time needed for homework outside class will be a minimum of one to two hours per hour spent in class (3-6 hours per week).

"Homework" is largely left to your discretion--you must assess how well you understand and how much practice, reading or written work outside of class you need. You are responsible for anything and everything in the syllabus, book or said in class. You are expected to highlight reading and take notes in class. You are expected to keep in contact with the professor and other students as personally needed.

### **VERY IMPORTANT/OBLIGATORY**

**Any papers must include a heading in this format:**

**I WILL RETURN WORK WITHOUT A HEADING WITH POINTS DELETED!**

(sample)

Student name

Class: SPN 385.01, spring 2011

Assignment title: Exam # or p. #, exercise#, etc.

If essay, Word count: # (10% variation under/over the assigned is acceptable)

### **GENERAL FACULTY RESPONSABILITIES**

**I INTEND TO BE AVAILABLE TO DISCUSS, ADVISE, ETC., DURING AND OUTSIDE OF CLASS AS MUCH AS POSSIBLE BUT NOT 24/7 IMMEDIATE.**

While virtual contact is preferred for outside class contact, real-life visits may be arranged by appointment. Drop-ins may or may not be possible when my office door is open, although once in a while, I may not be available then due to other appointments/commitments. If so, I will leave a note as to my return. If the door is closed, I am not available. Please email for an appointment.

Please also either honor your appointment or email me as soon as possible or call our FOL secretary, 936-

294-1441, if email is unavailable, to cancel. I will afford you the same courtesy if I have an unavoidable conflict.

Email is always better than telephoning.

I INTEND TO RETURN ASSIGNMENTS WITH COMMENTARY AND/OR GRADES AS SOON AS POSSIBLE, usually within a week.

### **INSTRUCTOR EVALUATIONS**

Students will be provided with IDEA evaluations towards the end of the semester. Please be sure to be present to include your input.

**ATTENDANCE POLICY: ATTEND ALL OF THE CLASSES ALL OF THE TIME, FOLLOWING THE CLASS SCHEDULE, BARRING CATASTROPHY.\* CATASTROPHY MUST BE DOCUMENTED IN WRITING BY AN OFFICIAL SOURCE AS SOON AS POSSIBLE, PREFERABLY BEFORE THE LATE SUBMISSION RATHER THAN AFTER.**

**\*Catastrophe as defined by professor**

The term “**excused absence**” is discretionary and solely up to the professor of record. The status “excused absence” refers to the allowance of makeup or late work and will not erase a physical absence. A student who has missed a class cannot be counted present and loses the attendance and participation points in every case.

An excused absence means you may make-up the work in a timely manner (one week), not that the attendance/participation points are restored.

**TARDY POLICY:** Occasionally there are circumstances which cause a really late arrival. This would be VERY infrequent; a minute or two due to clock differences are understandable but try for arrival a minute or two early, just in case. Frequent major tardies will result in grade point loss at the professor’s discretion.

**DEADLINES:** Syllabus assignments must be submitted at the time and day of the corresponding virtual class as on the syllabus.

Daily grades will be assigned at the professor's discretion. In case of catastrophe, advance or concurrent notice of your absence is required. Email me preferably—or, only if email is not available at the time, call the FOL secretary, 936-294-1441, and leave a message--and, if possible, send your corresponding assignment via email to me or with another student.

**NO LATE PAPERS OR EXAMS WITHOUT AN OFFICIAL WRITTEN EXCUSE (DOCTOR, HOUSEMOTHER, MORTICIAN, ETC.) AND USUALLY MUST BE MADE UP AS SOON AS POSSIBLE AFTER ABSENCE.**

Students are encouraged to “buddy” with other students to get class notes/assignments and/or to arrange for other internet or computer access as necessary.

Always refer to your syllabus on Blackboard. Print it out and carry it with you for use during class!

It is the student’s responsibility to request and turn in make-up work, if permitted, in writing by professor.

Permitting make-up work, granting full or partial credit, etc. are solely at the discretion of the professor according to university guidelines.

**The student is responsible for communicating directly with his or her instructor when s/he is unable to submit required materials on schedule... If possible, students should notify instructor and make arrangements for missed assignments before the absence occurs. Excusing the student is at the sole discretion of the faculty member.** Due to the time constraints, for every late submission, your grade may be affected by the entire loss of points, at the professor's discretion.

[http://www.shsu.edu/students/StudentGuidelines2007\\_2008.pdf](http://www.shsu.edu/students/StudentGuidelines2007_2008.pdf) (SHSU Student Guidelines)

**IF YOU WANT TO USE THE FOL LAB DURING REGULAR HOURS IF SPACE IS AVAILABLE:**

## **POLICIES**

### **SECTION II: FOREIGN LANGUAGES AUDIO/VIDEO LAB**

**STUDENT RESPONSIBILITIES** Students, please note that you are responsible for damages occurring to your lab workstation. You are also responsible for leaving your workspace in a clean and tidy state.

### **VISITORS in the Language lab**

**All LAB visitors, including students not enrolled in the lab section at that day/time must register with the Department of Foreign Languages. Unregistered visitors cannot remain in the lab. Children, escorted or not, cannot be admitted into the lab.**

## **CODE OF STUDENT CONDUCT AND DISCIPLINE**

### **5. STUDENT CONDUCT AND DISCIPLINE**

**5.2 Student Misconduct.** . . . Specific examples of misconduct for which students may be subject to disciplinary action include, but are not limited to, the following: (1) Commission of an act that would constitute an offense under appropriate federal, state, or municipal law.

(8) Stealing, destroying, defacing, damaging, or misusing component property (including misuse of fire or life-safety equipment or property) or property belonging to another.

Please refer to: <https://www.shsu.edu/students/guide/dean/codeofconduct.html>

### **CLASSROOM RULES OF CONDUCT**

Problems of a disciplinary nature are not tolerated in the Languages lab. Students who pose a discipline problem will be asked to leave the lab immediately and will not be readmitted for the remainder of the day (a notice will be sent to the FOL office).

Please refer to <https://www.shsu.edu/students/guide/dean/codeofconduct.html>

## **SPECIFIC COURSE POLICIES AND INFORMATION**

### ***IDEA components:***

### ***ONE OVERALL AND OFFICIAL ESSENTIAL COURSE (IDEA) OBJECTIVE***

***Developing specific skills, competencies, and points of views needed by professionals in the field most***



*closely related to this course.*

## **TWO OVERALL AND OFFICIAL IMPORTANT COURSE (IDEA) OBJECTIVES**

***Gaining Factual Knowledge (Terminology, Classifications, Methods, Trends)***

***Developing Skill in Expressing Oneself Orally or in Writing.***

### **1 Course Description:**

This course builds on skills learned in ASL 2401, expands on the development of American Sign Language vocabulary and grammar, including the use of two to three-character role shifts. Students describe settings, and explain or discuss everyday objects and their use, step-by-step processes, cause and effect, and culturally significant topics relating to the Deaf Community. Information about the Deaf Community and Deaf Culture will be included.

### **Credits:**

2 3 Credits Hours  
3

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

“For Hearing People Only”  
By Moore & Levitan  
Signing Naturally Unit 18-25  
By Mikos/Smith/Lentz  
Pencils

### **Prerequisites:**

SGNL 2401(ASL III)

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### **5 Course Objectives:**

6 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

### **Course Goals: The student will:**

1. Have receptive and expressive skills without the use of voice.  
(includes Major Learner Outcomes)

1. Comprehend and analyze selected literary works in American Sign Language (ASL).
2. Integrate skills in discourse styles and structures.
3. Apply the concept of conceptualization to medium length narratives, dialogues, and stories at an intermediate level.
4. Adjust language/communication style to match the style of the conversation partner.
5. Use idiomatic/colloquial expressions appropriately.

### **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."

### **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 any time. 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, project and final exam. Everyone will take them as scheduled. No exceptions will be made otherwise emergency. If emergency, 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

- 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** 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, project and final exam.



**Grading Criteria:**

3 Socials	100 points	
Attendances	100 points	
Midterm	150 points	
Project	100 points	90 -100 = A
FPHO 1	60 points	80 - 89 = B
FPHO 2	60 points	70 - 79 = C
FPHO 3	60 points	60 – 69 = D
No Voice Policy	60 points	
Final Exam	150 points	0 – 59 = F
Research Paper	<u>100 points</u>	
	1090 points	

**Instructor/Course Policies:**

Exams will have expressive (you will sign your exam on webcam in the lab).

Final exam will have presentation (you will sign your presentation on webcam in the lab).

Project will have presentation (you will sign your presentation in the class).

FHPO readings will require you to critically think and write your own feelings in form of summaries averaging one page in length each.

7 **For Hearing People Only Readings (FHPO):**

8 You are required to read Unit 105 to end during this semester.

You can find more detailed guidance on how to write FHPO summaries at the conclusion of this

syllabus.

**Important Notes:**

- Put your cell phone away before you enter the classroom.
- 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.
- Your desk should be cleared during class at all times.
- Sign fully in the classroom during the class time.
- If you are worried about your grade and whether you are passing or not, do not come to me or email me the week before final. You should not wait until the last minute and expect me to help you to improve your grade. If you need help during the semester, see me.

**Topics:**

- Narrating unforgettable moments
- Sharing interesting facts
- Telling about accidents
- Talking about money

Each exam is scheduled after each topic and will be announced one week ahead of exam date.

FHPO quiz will be scheduled on the day before the last day of class in November.

Final Exam is scheduled on Wednesday, December 14, 2011 from 2:00 to 4:00.

**SGNL 2312.02: Intermediate American Sign Language IV (Fall 2017)**  
**Class Schedule (Tentative)**  
**Joseph Holmberg, MS.Ed**

Week one and two	Introductions, Reading of Syllabus & course overview
	Unit 18 – <u>Narrating Unforgettable Moments</u>
	Unit 18 <sup>th</sup>
	Unit 18 <sup>th</sup>
Week three and four	Unit 18 <sup>th</sup> Review
	Quiz, Unit 18 <sup>th</sup>
	FPHO #1, Unit 19 <sup>th</sup>
Week five and six	Unit 19 <sup>th</sup>
	Unit 19 <sup>th</sup>
	Unit 19 <sup>th</sup>
	Unit 19 <sup>th</sup> , review
	Midterm- Unit 21 <sup>st</sup>
Week 7 and 8	Unit 21 <sup>st</sup> , FPHO #2
	Unit 21 <sup>st</sup>
	Unit 21 <sup>st</sup> , review,
Week 9 and 10	Quiz, Unit 22 <sup>nd</sup> , Research paper
	Unit 22 <sup>nd</sup>
Week 11 and 12	FPHO #3, Unit 22 <sup>nd</sup>
	Unit 22 <sup>nd</sup> , film
Week 13 and 14	Unit 22 <sup>nd</sup> , review
	Story-time project, FPHO quiz
Week 15 and 16	FILM
	Review
	Review
	Final Exam

**Special assignments:**

**FPHO readings:**

**ASL 4 For Hearing People Only (FHPO)**

Chapter Readings: 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 128, 129, 130, & 131

Due: **September 19<sup>th</sup>**

Chapter 105, 106, 107, 108, 109, 110, 111, 112,

Due: **October 19<sup>th</sup>**

Chapter 113, 116, 117, 118, 119, 120, 121, 122

Due: **November 16<sup>th</sup>**

Chapter 123, 124, 125, 126, 128, 129, 130, 131

**DEAF COMMUNITY EVENT:** please hold all three events then staple them together before turning in at the end of the semester.

You are required to **(3)** events during this semester that lasts more than 90 minutes. There will be no church events observed by the students. The students may visit an organization, group home, bowling events or any other events that are attended by Deaf People. The event must have at least five deaf people attending. ***Please check the flyers and information on Deaf Community events on the bulletin board. It is your responsibility.***

**\*\*\*\*NOTE:** If you find an event that is not on the bulletin board, please see your instructor first before you go ahead with your paper.

- Type two full-page of (excluding the cover page) PER EVENT your observations and experiences at each of the event. A form with questions will be provided to assist you with writing these assignments. I will provide a guideline to assist you with the paper-writing.

**Due: November 28<sup>th</sup>**