SJSU SAN JOSÉ STATE UNIVERSITY

Connie L Lurie College of Education · Special Education

American Sign Language I Section 02

EDSE 14A

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/24/2023

Contact Information

Instructor: Everett Smith

Email: everett.smith@sjsu.edu
Office: SH 221
Phone: 831.406.9632 (text message) / 408.217.6289 (voice message)

Class Days/Time: Tuesdays/Thursdays 9:00AM - 10:15AM

Classroom: SH 230

Contacting Me

Email is the best and quickest method of communication outside class for this course. I check my email often and will respond within 24 hours during weekdays. I generally do not respond to emails on the weekend unless it is an urgent situation.

- When you email me, it is helpful for you to include the course title in the subject line. I teach several classes and I may have difficulty remembering what course you are in, especially at the beginning of the semester. This is optional with Canvas messages.
- Please feel free to schedule an appointment to meet me in my office when you have additional questions or need help.

The next best method of contacting me is via mobile text number, which is provided above.

You may try calling me on the telephone, but if you need to leave a message, indicate who you are and how to contact you, as well as specifying the class you are taking from me.

Office Hours

Tuesday, Thursday, 10:30 AM to 11:45 AM, SH 221

By appointment, please. Advance notice via email is preferred to give me time to put in interpreter request.

Course Description and Requisites

Introductory course covering basic vocabulary and grammatical structures, appropriate cultural and linguistic behaviors within the deaf community and basic information about the deaf community.

Letter Graded

Classroom Protocols

Communication

Our classroom adopts a visual environment that is as closely representative of the Deaf world as possible. We will rely on our ability to communicate visually and using our hands, body language, and facial expressions without using our voice. During each class session, please maintain a respectfully silent but vividly visual atmosphere for all who are here to learn ASL.

Keeping our voices turned off enable us to:

1. Experience what it is like for Deaf individuals who primarily rely on ASL to communicate.
2. Prepare our minds to immerse and function in a visual environment, with increased motivation to express ourselves in ASL in the absence of a spoken language.

Develop respectful awareness of, and communication etiquette in, the presence of Deaf signers.

Classroom Conduct

I will always be respectful and considerate of my students' needs, and I expect to be afforded the same courtesy. However, if I find a student or students engaging in distracting or disruptive classroom behavior that hinders other students' opportunity to learn, I will have to ask the student(s) in question to take a break outside the classroom, and return when ready to focus on ASL lessons.

Tardiness

1. Be on time for class. Late entrances can cause disruptions/distractions.

2. It is especially important to be on time for scheduled examinations/activities. Late arrivals may miss a significant if not entire part of the examination or activity. This can negatively affect your scores.

Program Information

LCOE Department of Special Education Mission
We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes

- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs (pps 13 – 42) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

Course Goals

The development and cultivation of receptive and expressive skills are absolutely crucial in successful acquisition of ASL. As per Signing Naturally lessons, the following skills will be covered: Unit 1 – Introducing Oneself; Unit 2 – Exchanging Personal Information; Unit 3 – Discussing Living Situations; Unit 4 – Talking About Family; Unit 5 – Telling About Activities; Unit 6 – Storytelling (*optional*).

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

- Demonstrate basic expressive and receptive proficiency in ASL for basic conversation with other signers.
- Demonstrate basic knowledge and awareness of Deaf Community and Culture in contextual settings.
- Demonstrate basic proficiency in, and comprehension of, introduced ASL vocabulary and grammar.
- Reasonably process, express, and describe thoughts, objects, and concepts in ASL.
- Use signs and facial expressions in a conceptually accurate fashion.
- Comprehend, reproduce, and respond to statements and/or questions in ASL with reasonable accuracy.
- Replicate/adapt basic ASL narratives.

All of these course goals are embedded in our course activities, assignments, and lectures.

Course Materials

Signing Naturally: Student Workbook, Units 1-6

Author: Smith, C., Lentz, E. M., & Mikos, K.
Publisher: DawnSignPress
Edition: 2008
ISBN: 978-1-58121-210-5

DVD and/or a card with scratch-off access code should be included with the textbook. You do not need to have both DVD and access code; one or the other is fine. However, if either is damaged or not included, please contact the publisher or the bookstore for resolution. As a last resort, you may subscribe to the Signing Naturally online video library [https://www.dawnsign.com/subscribe/signing-naturally-1-6] at an additional cost.

Important note: If buying a used Signing Naturally textbook, please ensure it is the correct edition (2008).

Other - Technology

A computer with webcam and high-speed internet connection is required. Either an access code or a DVD set should be included with the student workbook. If the latter, a DVD player is required. If neither is included, you should subscribe to the Signing Naturally video library. The DVD or online video subscription is necessary for viewing of video clips, practice, and completion of workbook exercises.

Course Requirements and Assignments

Course Format

For the Spring of 2023 this class meets in person at the designated class time in Sweeney Hall 230 twice each week on Tuesdays and Thursdays except on holidays. Unless otherwise notified, we will not meet on Zoom this semester.

Except for the required workbook, all course materials such as the syllabus, videos, quizzes, assignments, and guidelines are to be found on the course site in Canvas. You are responsible for regularly checking our course site in Canvas [http://sjsu.instructure.com] as well as messages via Canvas or SJSU email to stay on track and learn of any updates.

In-Class ASL Activities: Participation

Attendance is absolutely crucial in learning and using ASL, and interacting with Deaf individuals such as your instructor. Hence, your participation is required and is worth 30% of the course grade. I will allow up to three days of missed participation without deduction of points, though.

“Participation in class activities is crucial to your success in this class. The class forms a small community and your effort or lack of impacts the success of the group. Please make every effort to come to every class with homework done and ready to learn and participate. If you know you will be absent from class make arrangements for a classmate to take notes and collect handouts for

you." (Excerpt from Signing Naturally syllabus.)

1. For optimized contribution to and alignment with the learning outcomes of this introductory ASL course, please use only signs that are taught in class or covered in Signing Naturally workbook. While some of you might already possess some signing skills, fully utilizing the Signing Naturally and lecture content helps avoid ambiguity and confusion. The sign(s) you know might not match what is learned in this course. **The development of receptive skills is of paramount importance. If you use sign(s) that you and your classmates did not learn in this course, your classmates might not be able to understand you; therefore, communication as well as their developing reception would be hindered.**
2. For a successful immersion in visual-based environment, do make every effort (challenge yourself) to **refrain** from mouthing English words, or using voice in any way, while signing. If your partner can hear you or read your lips, she/he will lose the opportunity to not only improve her/his receptive skills, but also lose the ability to pick up on new signs by a Deaf signer.
3. It is highly impractical to attempt to speak, whisper, or mouth English and sign in ASL simultaneously. It does not improve, but can debilitate, ASL skills. In other situations, one does not speak two spoken languages at the same time.

✔ Grading Information

Criteria

Type	Weight	Topic	Notes
In-Class Activities	30%	Participation	Face-to-face participation is crucial in learning and using ASL, and interacting with Deaf individuals such as your instructor. Hence, your participation is required and is worth 30% of the course grade. I will assign exercises, activities, discussions, and/or pop quizzes during in-person sessions throughout the semester for participation points. I will allow up to three days of missed participation without deduction of points, though.
Evaluation	60%	Dialogues	We will have a total of four individual dialogues this semester, occurring once each month starting in February. Each dialogue consists of a brief, one-on-one session with your instructor who will evaluate your ability to hold a casual conversation in ASL. Although we will exclusively be using signs learned in the course thus far, the majority of each dialogue is unique from one another based on the information exchanged between student and instructor. This presents an opportunity to assess/review your first-level ASL knowledge and skills. The fourth dialogue is the last one of the semester, and is titled as Exit Interview. For this interview, each student will be prompted to sign up for an individual time slot to meet with me individually in the classroom. More information will be provided later in the semester.
Final	10%	Final Online Comprehension Quiz	The final cumulative quiz covers units one through five and will be taken online via Canvas Quiz. More information will be provided closer to the end of the semester.

Breakdown

Assignments	Points / Percentage
Participation	30 / 30%
Dialogue #1	12 / 12%
Dialogue #2	14 / 14%
Dialogue #3	14 / 14%
Dialogue #4 - Exit Interivew	20 / 20%
Final Online Quiz (Cumulative)	10 / 10%
Total:	100 / 100%

Grading Scale (percentage = letter grade)

93 percent - 100 percent = A

90 percent - 92.9 percent = A minus

87 percent - 89.9 percent = B plus

83 percent - 86.9 percent = B

80 percent - 82.9 percent = B minus

77 percent - 79.9 percent = C plus

73 percent - 76.9 percent = C

70 percent - 72.9 percent = C minus

67 percent - 69.9 percent = D plus

63 percent - 66.9 percent = D

60 percent - 62.9 percent = D minus

0 percent - 59.9 percent = F

Extra Credit: No extra credit offered in this course.

Late Policy / Make-Up Evaluations

Make-up dialogue evaluations, early dialogue evaluations, and late assignments will be permitted within reason. Notify me by email (preferred) or text ASAP if you must miss an evaluation. You should arrange for your make-up with me within one week of the time the examination was scheduled or otherwise you may not be able to take the make-up or early evaluation. If you need to take an early evaluation, you should notify me at least one week before the scheduled evaluation. It is your responsibility to contact me. You should be able to provide a university-approved verification, written note from physician, or other legitimate reason(s) to document need for alternative dates.

Note: Up to ***three*** missed in-class participation sessions will be ***automatically excused***, so you do not need to notify me about these.

University Policies

Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

When	Topic	Notes
Dialogue 02/28/2023 9:00 AM - 10:15 AM SH 230	Dialogue #1	Each student take turns meeting with me individually.

When	Topic	Notes
Dialogue 03/21/2023 9:00 AM - 10:15 AM SH 230	Dialogue #2 - Group 1	Each student will sign up for either Group 1 or Group 2, but not both. Group 1 comes to the classroom on March 21, whereas Group 2 comes on March 23.
Dialogue 03/23/2023 9:00 AM - 10:15 AM SH 230	Dialogue #2 - Group 2	Each student will sign up for either Group 1 or Group 2, but not both. Group 1 comes to the classroom on March 21, whereas Group 2 comes on March 23.
Spring Break! 3/27 - 3/31	Spring Recess	
Dialogue 04/25/2023 9:00 AM - 10:15 AM SH 230	Dialogue #3 - Group 1	Each student will sign up for either Group 1 or Group 2, but not both. Group 1 comes to the classroom on April 25, whereas Group 2 comes on April 27.
Dialogue 04/27/2023 9:00 AM - 10:15 AM SH 230	Dialogue #3 - Group 2	Each student will sign up for either Group 1 or Group 2, but not both. Group 1 comes to the classroom on April 25, whereas Group 2 comes on April 27.
Dialogue 05/04/2023 9:00 AM - 10:15 AM SH 230	Exit Interview - Dialogue #4 - Group 1	Each student will three days to choose from to sign up for an individual time slot to meet with me. These days that are available are as follows: May 4, May 9, and May 11.
Dialogue 05/09/2023 9:00 AM - 10:15 AM SH 230	Exit Interview - Dialogue #4 - Group 2	Each student will three days to choose from to sign up for an individual time slot to meet with me. These days that are available are as follows: May 4, May 9, and May 11.
Dialogue 05/11/2023 9:00 AM - 10:15 AM SH 230	Exit Interview - Dialogue #4 - Group 3	Each student will three days to choose from to sign up for an individual time slot to meet with me. These days that are available are as follows: May 4, May 9, and May 11.
Final 5/17 - 5/23 Online	Final Quiz	This online quiz may be taken at any time during the SJSU Final Examinations week (5/17 - 5/23).