

Prof. Jennifer Schneider
Southeastern University
M9

Hybrid: MWF (see calendar)
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Resources:

You may choose to utilize one of the following ASL dictionaries on-line in lieu of the Random House dictionary. **YOU MUST HAVE ACCESS TO AT LEAST ONE ASL DICTIONARY.**

(links to dictionary tools available on BlackBoard)

www.aslpro.com

www.asl.ms

Readings from handouts and reserve materials.

UNIVERSITY MISSION STATEMENT: Southeastern, a dynamic, Christ-centered University, fosters student success by integrating personal faith and higher learning. Within our loving Pentecostal community, we challenge students to a lifetime of good work and of preparing professionally so they can creatively serve their generation in the spirit of Christ.

I. COURSE DESCRIPTION:

This course is a continuation of ASL II. It was designed to enhance conversational skills, grammatical concept use, and awareness of socio-culture dynamics within the Deaf Community.

Prerequisites: ASL 1

Credits: 3

II. INTENDED LEARNING OUTCOMES:

Students who successfully complete this course will be able to:

- A. Demonstrate fluent communication skills in American Sign Language, utilizing appropriate syntax and nonverbal expression.
- B. Demonstrate an understanding of the issues and historical roots of the issues which remain controversial in Deaf Education and modality choice in communication with persons who are deaf. Students will be encouraged to form their own opinions and be able to critically assess from the points of view of each of these controversies.
- C. Develop research-based opinions and ideas regarding the abilities and/or

disabilities of people who are Deaf/deaf.

- D. Exhibit confidence in their ability to initiate and contribute to a conversation with a Deaf person, using functional ASL vocabulary and basic structure, including non-manual signals.

III. TOPICS TO BE COVERED:

- A. Vocabulary including classifiers, ratios and percentages, and narrative sequences
- B. Grammatical Elements of ASL such as: role shifting, non-manual signals, transitions, inflection,
- C. Issues in Deaf Culture such as: Deaf ministry, the Arts (including, but not limited to, storytelling, drama, and fine arts), assistive devices for the deaf, laws and other policies protecting the rights of those who are deaf

IV. INSTRUCTIONAL PROCEDURES: Learning activities for this course will include individual reading and research, lectures, whole class discussions, small group discussions, informal written responses, live and/or video productions, student presentations (both individual and group).

V. RESPONSIBILITIES OF STUDENTS

1. Regular attendance, faithful preparation, and active positive participation in class are extremely important. Do not miss one class and then come unprepared for the next because of the first absence. Consult the student handbook on attendance policies. Attendance, attitude, preparation, and participation in classroom discussions and activities will be factors in the final grade. Any absences beyond 3 may result in a lower overall grade; two tardies will count as one absence. Assigned readings and assignments should be completed prior to scheduled class discussions of them.
2. Each student will be required to post entries on Discussion Board. This is to be an informal, subjective, dialogical, conversational response to an issue or aspect addressed in-class. You may also be required to offer a thorough, thoughtful response to your classmates' posts.
3. Students must take two examinations: a midterm and a final.
4. Students must spend a minimum of 10 hours of contact with individuals who are Deaf. This may include Silent Dinners, Deaf Church activities, Silent Weekends or one-on-one interviews.
Deaf services are held every Sunday morning and Wednesday evening at the Church at the Mall in Lakeland (see website for details)
Silent dinners are held the first Friday of the month at Lakeland Square Mall and every Thursday at Brandon Towncenter. Both are held in the food court at around 7pm and end around 9pm.

5. Students will be required to demonstrate the use of various grammatical skills using a web cam or video. Because this course is technologically enhanced, students must have access to necessary equipment.
6. Students will lead, either individually or in pairs, one unit of vocabulary including information presentation, review and quiz. All material to be covered must be approved by the instructor ONE WEEK prior to presentation.
7. Students' expressive competence will be assessed through on-line video uploads. More specifics will be given in class.
8. Students will take a quiz following each unit. Each quiz will consist of vocabulary, sentences, and fingerspelling.
9. Students will compose a course reflection essay to be submitted at the end of the semester (December 10). Students must faithfully engage in both in-class and out-of-class activities designed to enhance their learning in this course.
10. Late Work: I will accept late work within 2 weeks of the missed assignment with penalty. No late work will be accepted during the last week of the semester.

VI. EVALUATION:

Vocabulary Unit Leadership	100
Unit Quizzes (5@20)	100
Video/Article Critique (5@10)	50
Mid-Term Exam	100
10 Community Hours (10@5)	50
Final Exam	100
Course Reflection Essay	20
Attendance and Participation (40 @ 5)	<u>200</u>
	720

A 648-720	B 576-647	C 504-575	D 432-503	F 0-431
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VII. UNIVERSITY FINAL EXAM ATTENDANCE POLICY

Every professor is obligated to administer a final exam or hold an appropriate class during the regularly scheduled exam period. Every student is obligated to take the final exam or attend that appropriate class during the regularly scheduled exam period. Please plan accordingly and carefully for final exams. You must not plan vacations, ministry appointments, weddings, airline flights, or any other similar activity or engagement that will conflict with the final exam schedule. Also, do not schedule any of these activities so close to your final exam that the commute to the activity conflicts with the final exam schedule. Students with more than 3 exams scheduled on one day can petition the instructor and department chair/college dean to take one of the exams

another day.

VIII. STUDENTS WITH DISABILITIES: ADA (Disabilities) Statement

Southeastern University is committed to the provision of reasonable accommodations for students with learning and physical disabilities, as defined in Section 504 of the Rehabilitation Act 1973. If you think that you may qualify for these accommodations, notify your instructor. You will be directed to contact the Coordinator of Academic Services at 863-667-5157.

IX. COURSE EVALUATIONS

In order to help us to assess the effectiveness of our courses and instructors, all registered students must complete a course evaluation at the end of the semester. You must complete a course evaluation form for this course before your grade can be posted.

X. OFFICIAL COMMUNICATION STATEMENT: Southeastern University requires all faculty, staff, and students to use their Southeastern email address for official university communication. Students are required to check Southeastern email daily as they will be held accountable for all communications sent through this medium.

XI. SUGGESTED READING

Groce, Nora Ellen. Everyone here spoke sign language: hereditary deafness on Martha's Vineyard. Harvard University Press, 1985.

Holcomb, Roy K, Holcomb, Samuel K & Holcomb, Thomas K. Deaf Culture Our Way: Anecdotes From the Deaf Community (3rd ed). Dawn Sign Press, 1994.

Lane, Harlan, Robert Hoffmeister and Ben Bahan. A Journey into the Deaf-World. Dawn Sign Press, 1996.

Padden, Carol A. and Humphries, Tom L. Deaf In America: Voices from a Culture. Harvard University Press, 1988.

Fox, Margalit. Talking Hands: What Sign Language Reveals About the Mind. Simon & Schuster, 2007.