

# American Sign Language II Section 01

## EDSE 14B

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/24/2025

## Contact Information

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### Instructor: Everett Smith

Email: [everett.smith@sjsu.edu](mailto:everett.smith@sjsu.edu)

Office: SH 221

Phone: 831.406.9632 (text message) / 408.217.6289 (voice message)

Class Days/Time: Mondays/Wednesdays 12:00PM - 1:15PM

Classroom: SH 230

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### 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.

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### Office Hours

SH 221

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

## Course Description and Requisites

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Continuation of EDSE 14A. Covers additional basic vocabulary and grammatical structures, cultural and linguistic behaviors within the deaf community and information about the deaf community.

Prerequisite: EDSE 14A or instructor consent.

Letter Graded

## \* Classroom Protocols

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### 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.

# Mobile and other electronic devices

Unless you are asked to use your device during a class activity, please make sure your devices are turned off or in silent mode during class time. You can check your device outside the classroom especially in an emergency.

## Program Information

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### 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

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This course builds upon ASL 1 content and elevates our signing vocabulary and conversational skills to an intermediate level. Further development and cultivation of receptive and expressive skills. We also begin learning how to translate between ASL and English. We develop an ability to articulate our thoughts, feelings, concepts both abstract and concrete, as well as providing explanations/descriptions and asking more complex questions.

## Course Learning Outcomes (CLOs)

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

1. Demonstrate intermediate expressive and receptive proficiency in ASL for intermediate conversation with other signers.
2. Demonstrate intermediate knowledge and awareness of Deaf Community and Culture in contextual settings.
3. Demonstrate intermediate proficiency in, and comprehension of, introduced vocabulary and grammar.
4. Reasonably process, express, and describe in intermediate ASL thoughts, ideas, objects, and concepts.
5. Use signs and facial expressions in a conceptually accurate fashion.
6. Comprehend, reproduce, and respond to statements and/or questions in intermediate ASL with reasonable accuracy.
7. Replicate/adapt intermediate ASL stories, and perform your own storytelling.
8. Center on meaning rather than individual signs during a conversation. In other words, understand the message as a whole rather than in parts.
9. Ask questions and use signs/phrases in context to confirm/verify information.

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

## Course Materials

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All required content taught in class will be uploaded to our course site in Canvas for practice/review, such as video clips.

A computer with high-speed internet connection is required.

### Signing Naturally: Student Workbook, Units 7-12

**Author:** Smith, C., Lentz, E. M., & Mikos, K.

**Publisher:** DawnSignPress

**Edition:** 2014

**ISBN:** 978-1-58121-221-1

**Optional**

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-7-12) [https://www.dawnsign.com/subscribe/signing-naturally-7-12] at an additional cost.

Important note: If buying a used Signing Naturally textbook, please ensure it is the correct edition (2014). Do not buy 'Interactive Online Student Materials' (2021) as I currently am not utilizing this online curriculum just yet.

## Course Requirements and Assignments

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# Course Format

For the Spring of 2025 this class meets in person at the designated class time in Sweeney Hall 230 twice each week on Mondays and Wednesdays 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) [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.

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. While some of you might already possess some signing skills prior to taking 14B, fully utilizing the content learned in class 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.
4. Due to its roots in the English language, please keep fingerspelling to a minimum except when instructed, depending on lesson covered (names, cities, etc.). If you are not able to recall or I have not taught a sign for a concept/object, express/describe what you seek in another way.

## ✓ Grading Information

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### Criteria

Type	Weight	Topic	Notes
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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	50%	Dialogues	<p>We will have a total of four individual dialogues this semester, occurring once approximately each month starting in September. 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.</p> <p>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.</p>
Weekly Collaborative In-Person Quizzes	12%	Weekly Self-Assessment	We will take a short quiz on a weekly basis. At the end of each quiz, we will have opportunity to go over each question and correct any incorrect answers for full credit. Some of these quizzes can be done in groups.
Final	8%	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

<u>Assignments</u>	<u>Points / Percentage</u>
Participation	30 / 30%
Dialogue #1	8 / 8%
Dialogue #2	12 / 12%
Dialogue #3	12 / 12%
Dialogue #4 - Exit Interview	18 / 18%
Weekly Collaborative In-Person Quizzes	12 / 12%

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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

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Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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When	Topic	Notes
ASAP	Read Syllabus and Check Welcome Module	
<b>First Day of In-Person Session</b> Monday, January 27 Sweeney Hall 230	ASL Instruction Begins!	
<b>Dialogue</b> 02/05/2025 12:00 PM - 1:15 PM SH 230	Dialogue #1 - Introductions	Each student take turns meeting with me individually.
<b>Dialogue</b> 02/24/2025 12:00 PM - 1:15 PM SH 230	Dialogue #2 - Group 1	Each student will be assigned to either Group 1 or Group 2, but not both. Group 1 comes to the classroom on February 24, whereas Group 2 comes on February 26.
<b>Dialogue</b> 02/26/2025 12:00 PM - 1:15 PM SH 230	Dialogue #2 - Group 2	Each student will be assigned to either Group 1 or Group 2, but not both. Group 1 comes to the classroom on February 24, whereas Group 2 comes on February 26.
<b>Dialogue</b> 03/24/2025 12:00 PM - 1:15 PM SH 230	Dialogue #3 - Group 2	Group 1 comes to the classroom on March 24, whereas Group 2 comes on March 26.
<b>Dialogue</b> 03/26/2025 12:00 PM - 1:15 PM SH 230	Dialogue #3 - Group 1	Group 1 comes to the classroom on March 24, whereas Group 2 comes on March 26.



When	Topic	Notes
<b>Spring Recess</b> Monday and Wednesday (3/31 & 4/2)	No Class	Campus is closed Monday through Friday, March 31 - April 4.
<b>Dialogue</b> 05/05/2025 12:00 PM - 1:15 PM SH 230	Exit Interview - Dialogue #4 - Group 1	Each student will have three days to choose from to sign up for an individual time slot to meet with me on May 5, May 7, or May 12.
<b>Dialogue</b> 05/07/2025 12:00 PM - 1:15 PM SH 230	Exit Interview - Dialogue #4 - Group 2	Each student will have three days to choose from to sign up for an individual time slot to meet with me on May 5, May 7, or May 12.
<b>Dialogue</b> 05/12/2025 12:00 PM - 1:15 PM SH 230	Exit Interview - Dialogue #4 - Group 3	Each student will have three days to choose from to sign up for an individual time slot to meet with me on May 5, May 7, or May 12.
<b>Final</b> 5/14 - 5/21 Online	Final Quiz	This online quiz may be taken at any time during the SJSU Final Examinations week (5/14 - 5/21).