Syllabus  
CSD 3270-American Sign Language III  
MWF 8:00-8:50 p.m.

Contact Information
Instructor: Debbie Woodroof  
Office: 210 Swaid Building  
Email: dwoodroof@harding.edu  
Office Phone: 501 279-4637

Required Texts and Materials

Signing Naturally, Level 2, Units 13-18, Student Set, DawnSign Press  
Ella Mae Lentz, Ken Mikos and Cheri Smith  

A Loss for Words, Haper & Row Publishers, Lou Ann Walker  
ISBN: 0-06-091425-4

Pre-requisites CSD 2750 and CSD 2770

Course Description  
A continuation of ASL I and ASL II in the development of receptive and expressive skills with a deeper awareness and appreciation of the Deaf cultural norms, behaviors, and cross-cultural adjustment skills. Emphasis is placed on the increasingly complex language functions and grammatical structures of the Deaf culture by focusing on the concrete concepts, vocabulary, grammatical principles and idiomatic expressions of the foundation previously learned. Fingerspelling will be more in depth to increase fluency. This is a no-voice class.

Method of delivery: Face to face course delivery

Course Purpose, Objectives and Learning Outcomes
Express daily function dialogues and signed ASL stories utilizing ASL techniques, while incorporating vocabulary, grammatical principles and cultural awareness. Demonstrate receptive skills, as delineated by the instructor. Apply critical thinking skills in understanding ASL literature as it relates to Deaf Culture.

Class attendance: This is a hands-on, participatory class and you are expected to attend each class session. Any requests for quiz or test changes must be approved ahead of time and the student must present a doctor or university note. Alternative method for all make-up exams/quizzes. Come to class on time to minimize distractions and be considerate of the rest of the class.

Examinations and assignments

5 Tests, Review units 1-12, units 13, 14, 16, 17  
500 points possible
Midterm Examination, Written portion, units 1-15  
100 points possible
Midterm Examination, Receptive portion, units 1-15  
200 points possible
Midterm Examination, Expressive portion, units 1-15 (YouTube format)  
200 points possible
“A Loss for Words” Response Paper  
100 points possible
Deaf Event-feedback papers  
50 points possible
4 Signed Class Presentations (best 5 out of 6)  
150 points possible
Homework and Worksheets  
TBA
Final Examination, Written portion, units 1-18  
150 points possible
Final Examination, Receptive portion, units 1-18  
200 points possible
Final Midterm Examination, Expressive portion, units 1-18 (YouTube format)  
200 points possible
Grading: Expect regular evaluations and feedback on your receptive and expressive skills. You will also be evaluated on your preparation for class activities and your assignments outside of the class. Expressive assignments—sign brief class presentations and submit taped midterm & final exam segments, as discussed in class. Topics will be given by your instructor. Students must be able to express their learned vocabulary/concepts over the course of the semester. Events must be expressed with proper use of pronouns, ASL grammatical parameters, number incorporation, descriptive use of classifiers and cultural awareness. Your instructor will discuss specific requirements for all expressive assignments. Again, student signed class presentations cannot be made-up. These presentations are due when specified by your instructor.

Grading scale:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% or below

Late penalties: 10-point reduction for each day an assignment is late.

Practice  The more you use the language correctly, the more proficient you will become. Use ASL as much as possible—before class, during break, and after class. Set up practice groups that meet regularly to practice what is taught in class and in your workbook/DVD. Attend at least two Deaf event (most likely in the Little Rock area.) Obviously, attending signing events as often as possible will foster ASL grammar, culture awareness and overall ASL skills.

Welcome to ASL II!

I am glad you are here! As stated in ASL I and ASL II, frustration is to be expected. Please come see me if you are feeling overwhelmed. Remember you are learning in a different environment, learning a new culture and immersing yourself in a visual atmosphere. Give yourself time to adjust.

Like George Veditz said in 1913, “Sign Language is GOD’S noblest gift to Deaf people.” He was right.

Academic Integrity Policy: Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade.

Assessment: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic discipline for successful careers, advanced studies, and servant leadership.

Students with Disabilities: It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director as soon as possible in order to get academic accommodations in place for the remainder of the semester.)

The Disabilities Office is located in Room 219 in the Student Center, telephone (501) 279-4019. Since some graduate courses are taught at different sites and students will not have access to the Disabilities Office located on Harding University’s Searcy campus, the student must self-
identify with the instructor of the course and submit documentation by fax or mail to the Disabilities Office on our main campus. The necessary forms are available. Upon receiving the appropriate documentation approved by ADA Guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Disabilities Director. If you have questions, please contact Teresa J. McLeod, M.Ed., Disabilities Director, at (501) 279-4019.

Time Management Expectations: Traditional Term

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Undergraduate Dress Code

All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to an established dress code. Additional standards of dress may be required by certain academic or extracurricular programs.