

**Illinois State University**  
**Department of Special Education -591**  
**SED 130 - American Sign Language I**  
**2 Semester Hours**

**Instructor: David J. Schmidt, Au.D.**  
**Office: 5<sup>th</sup> Floor, DeGarmo**  
**Office Hours: By appointment, Mondays and Fridays**  
**Phone: 309-862-0970 (h) before 9:00 PM**  
**815-842-4589 (work/voice mail)**  
**E-Mail: [djschm2@ilstu.edu](mailto:djschm2@ilstu.edu) (no access during the day)**

**Catalog Course Description**

Introduce basic vocabulary, grammatical structure, and characteristics of American Sign Language. Examine application of American Sign Language in social and educational settings.  
*Lab experiences required*

**Expanded Course Description**

This course is based on the functional-notional approach to teaching and learning language. This approach organizes language around communicative purposes of everyday interaction. These communicative purposes can be expressed as functions, such as asking for and giving information, making requests, giving directions, agreeing and disagreeing, expressing likes and dislikes and so on.

Functions that help students establish and maintain interpersonal relationships are introduced throughout the course beginning with functions most immediately applicable to themselves and their classroom environment.

**Purpose of the Course**

The Department of Special Education at Illinois State University is committed to preparing special educators who promote a high level of competence and integrity in practicing their profession. Graduates will contribute to “*Realizing the Democratic Ideal*” by providing excellence in teaching, thus enhancing the quality of life potential for all learners, including those with disabilities. Courses offered through the department develop and assess the knowledge, performance, and disposition standards required of the professional special educator. Standards adopted by the department include those of the Council for Exceptional Children (CEC), the Interstate New Teachers Assessment and Support Consortium (INTASC), and the content area standards and Illinois Professional Teaching Standards (IPTTS) required by the Illinois State Board of Education (ISBE). Also considered are appropriate standards from Association for Childhood Education International (ACEI). This course is focused on developing the following professional standards:

## **Student Performance-Based Assessment Portfolio**

*This course serves as a benchmark for the following portfolio entries:*

None

## **Technology Standards for All Teachers**

*This course includes the following technology standards for all teachers:*

- None

## **ISBE Standards**

*This course is focused on developing the following professional standards:*

2A. Communication features (visual, spatial, tactile, and/or auditory) salient to the learner who is deaf or hard of hearing that are necessary to enhance cognitive, emotional, and social development.

2C. Cultural dimensions that being deaf or hard of hearing may add to the life of a child.

4B. Components of the nonlinguistic and linguistic communication that students who are deaf or hard of hearing use.

4C. The procedures and technologies required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies (consistent with program philosophy).

4D. Information related to American Sign Language (ASL) and existing communication modes or philosophies (consistent with program philosophy).

4E. Current theories of how language (e.g., ASL and English) develop in both children who are hearing and those who are deaf or hard of hearing.

4L. Demonstrates proficiency in the language(s) the beginning teacher will use to instruct students who are deaf or hard of hearing.

5C. Manages assistive/augmentative devices appropriate for students who are deaf or hard of hearing in learning environments.

6B. Opportunities for interaction with communities of individuals who are deaf or hard of hearing on the local, state, and national levels.

8C. Actively seeks interaction with adults in the deaf community to maintain/improve ASL, English signs, or cues as consistent with program philosophy.

8D. Demonstrates the ability to interact with a variety of individuals who are deaf or hard of hearing on an adult-to-adult level.

### **Required Text(s)/Materials**

Humphries, T., & Padden, C. (2004). Learning American sign language. 2<sup>nd</sup> Edition Allyn and Bacon: Boston, MA. (Book with CD/DVD combination)

Moore, M. S., & Levitan, L. (2003). For hearing people only. 3<sup>rd</sup> Edition DeafLife Press: Rochester, NY.

### **Additional Resources**

2 Blank VHS tapes. These must be new and must only be used for this course. They may not have any other materials taped on them.

Study Journal books or binders. These requirements are discussed in full in a different document.

### **Course Requirements**

Class Activities: students will fingerspell and read all letters of the alphabet, sign and read counting numbers 1-100 and thousands, and sign and read signs for time and money

Reaction Papers: complete article review and reaction papers

Story: sign fluently a children's story

Narrative: sign fluently one personal narrative

Workbook Quizzes: Weekly Quizzes

History: participate in class discussion on selected topics related to sign language systems and deaf culture

Devices:

The students of SED 130 will:

1. fingerspell and read all letters of the alphabet.
2. sign and read counting numbers 1-100 and thousands.
3. sign and read signs for time and money.
4. sign fluently one personal narrative presentation
5. sign fluently a children's story.
6. converse in sign language with the instructor and fellow classmates.
7. complete article reviews, and reaction papers and weekly quizzes.
8. participate in class discussions on selected topics related to sign language systems and Deaf culture.

### **Evaluation Procedures**

1. Quizzes (no make-ups) and Reaction papers 40%
2. Class participation (includes lab activities and reaction papers) 10%
3. Study Journals: 10%
4. Class presentation: story 20%
5. Class presentation: personal narrative 20%

Grading Scale:

- A = 93 - 100%  
B = 85 - 92%  
C = 78 - 84%  
D = 70 - 76%

### **Standards for Written Work (Spelling, Grammar, Etc.)**

Assignments are due on dates announced in class. One letter grade will be deducted for each day an assignment is late. Grammar, spelling, punctuation, and neatness count in the final grade for each assignment. All papers are to be single spaced. All handwritten work is to be done in BLACK INK.

Reaction papers for articles/readings must be typed one and a half to two pages in length. One page is too short, over two pages is too long. Each reaction paper should have sufficient content from the article (s) to demonstrate that you have read the assignment in its entirety. Your grades for these papers will rely upon breadth of topics covered and quality of writing. Your grade will not be affected by the extent to which you agree with the author or instructor regarding the information presented in the readings. Significant reductions will be made for spelling and typographical errors.

### **Other Course Standards**

Professional behaviors reflecting the dispositions required of teachers will be expected from you as a prospective teacher. These behaviors include promptness and consistent attendance, preparedness for class discussion, meeting due dates, manners, honesty and ethics. Refer to Disposition Indicators provided to you for further information.

Professional appearance is required during class presentations. Therefore, clothing should be appropriate to standards expected of professional teachers for all class presentation. Clothing should be of a contrasting, solid color to improve visibility of hands and arm movement. Hair should be kept off of the face and bangs managed so that eyes and eye brows may reveal non-manual markers. Clothing should not reveal any features which are not supplemental to the understanding of sign language. Clothing which reveals a mid-drift or does not cover the shoulders is not considered professional, and final project grades will be reduced accordingly. Learning American Sign Language requires that you see the language presented first hand from the instructor and through interactive practice with your peers. Therefore, attendance is considered to be a vital component of the course. Attendance will be graded as follows: 1 absence will be allowed for illness, emergencies, etc. The second absence will equal a "B", a third absence will equal a "C", and so on. **No exceptions no matter what the reason.**

Attendance does not mean only your physical presence but includes your contributions in class. Everyone is expected to practice daily, share their insights, questions, experiences, etc. Therefore, class participation is 10% of your course grade.

Lab experiences are required for this course. Lab opportunities will be discussed in class. Attendance and participation in lab experiences must be documented.

### **Academic Integrity**

Academic integrity is expected in all class-related endeavors. Students are expected to be honest in all academic work. Offenses involving academic dishonesty include, but are not limited, to the following: cheating on quizzes or examinations, computer dishonesty, plagiarism, grade falsification or collusion (see Student Handbook for definitions and University regulations regarding academic dishonesty). Acts involving academic dishonesty will be reported to the Department Chairperson and the Student Judicial Office. The penalties for academic dishonesty may be severe, ranging from failure on the particular class requirement, to failure in the course, to expulsion from the major or the University (see catalog and Student Handbook for a description of adjudication procedures).

### **Special Needs**

Students who need accommodations based on a disability may contact the Office of Disability Concerns (438-5853 or TT/TDD 438-8620) and are encouraged to discuss the specific nature of the accommodations needed with the course instructor.