COURSE SYLLABUS

Learning Basic Skills in Sign Language II

Summer 2006

Course Number: EDUC 495-6, 713, (0170CU)
Credits: One (1) Undergraduate credit
Prerequisite: Graduated from a recognized high school; completion of the Learning Basic Skills in Sign Language I course.
Instructor: Brian Farrell, Interpreter-Instructor
Timothy Kaufman, Instructor of Record
Location: UW-Green Bay Campus
Dates: Monday-Friday, June 26-30, 2006 (8:00-11:00 a.m.)

Course Emphasis:
This course builds upon the basic sign language skills that students acquired in the Sign Language Skills I course. Practicing PK-12 educators will continue to learn sign language in an engaging and interactive way, and they will discover additional instructional classroom applications for teaching sign language to their own students.

Course Rationale:
The purpose of this course is to provide an opportunity for participants to continue the development of a life-long skill that will assist them in working with mainstreamed Deaf and Hard of Hearing students who enter their classrooms.

Course Objectives:
Students will be able to:

- Integrate their knowledge of sign language across the curriculum with an emphasis on the language arts.
- Analyze the educational and societal impact of deafness.
- Participate in a variety of activities that encourage the use of sign language in the classroom.
- Produce sign language expressively and comprehend it receptively.

Required Textbook

## Outcomes, Learning Experiences, and Assessment:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Learning Experiences</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Integrate knowledge of sign language across the curriculum with an emphasis on the language arts.</td>
<td>In-class instruction, sign language activities, and literature readings.</td>
<td>Active participation in activities and completion of a written homework assignment.</td>
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<tr>
<td>Analyze the educational and societal impact of deafness.</td>
<td>In-class discussion, viewing of video tape, and role-playing</td>
<td>Participation in discussions and activities.</td>
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<tr>
<td>Participate in a variety of activities that encourage the use of sign language in the classroom.</td>
<td>In-class instruction and activities</td>
<td>Active participation in activities.</td>
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<tr>
<td>Produce sign language expressively and comprehend it receptively</td>
<td>In-class instruction, viewing of video tape, and activities</td>
<td>Expressive skills will be evaluated by in-class participation in activities and completion of a final project. Receptive skills will be evaluated by tests that are written responses to signs performed by the instructor.</td>
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Requirements:

☐ Homework: You will have 2 homework assignments:

1. Homework Assignment 1

Find 2 electronic sources (Internet sites, CD-ROM games, etc.) and 1 print-based source (book from a library, magazine article, etc.) that deals with deafness or sign language. This should be information that you think would be helpful for teachers. On 1 sheet of paper, write an annotated bibliography for each source, including how to access them along with the brief summary/description of each source.

Please print 2 copies – one for comments, and the other for putting together a teacher resource booklet for this class.

2. Homework Assignment 2

Prepare a final project that you will perform for the class. The final project can be a poem, skit, song, story, etc. done in sign language.

The rubric for the final project is:

<table>
<thead>
<tr>
<th>LEARNING BASIC SKILLS IN SIGN LANGUAGE</th>
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<tbody>
<tr>
<td>FINAL PROJECT RUBRIC</td>
</tr>
<tr>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Student’s name_________________________</td>
</tr>
<tr>
<td>Frequency used incorrect signs. (Ex. “Mom” instead of “Dad”)</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Simplistic, basic</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Unsure of material</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Presentation length: &lt; 1 minute or &gt; 10 min.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Did not know the signs for the material</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>
Suggestions for final project:

- I suggest scripting/writing it out with the signs you will use. You may use that script during your presentation. I will help you with any signs you need.

- It really works out well if you use a tape or CD if you are doing a song. You do not have to remember the words that way – only the signs, and it flows much nicer. Please let me know if you need a tape or CD player, TV/VCR, or something else, and I will try to accommodate that need.

- Please do not go much beyond the 5-minute limit. If everyone went 10 minutes, we could be here awhile.

- Try to relax and have fun. This typically has been the highlight of the whole course. You will be amazed at what you and your classmates have learned and can accomplish in sign language!

Tests:

- All tests will be receptive. I will sign a word or sentence, and you will write it down.

- There will be plenty of review opportunities before tests.

- There will be NO surprise words or sentences. Only what is learned will be tested.

- There will not be a comprehensive final.

Grades: The grades are based on a 200-point possible score as follows:

- Homework assignment 1 -- 25 pts.
- Homework assignment 2 -- 25 pts.
- 3 Tests -- 50 pts. each

Grade Scale: | Letter Grade | Point Equivalent |
--- | --- | --- |
A | 190 – 200 |
AB | 180 – 189 |
B | 170 – 179 |
BC | 160 – 169 |
C | 150 – 159 |
D | 140 – 149 |
F | <140 |
Course Schedule:

- Class 1 – Review of the signs from Skills I. Teach lesson 5.
- Class 2 – Test 1 (Lesson 5). Teach lesson 6 & 7.
- Class 3 – Test 2 (Lessons 6 & 7). Homework Assignment 1 due. Teach lesson 8.
- Class 4 – Test 3 (Lesson 8) and prepare for final presentations.
- Class 5 – Final presentations (Homework Assignment 2).

Expectations:

- This class will NOT qualify someone to interpret for deaf individuals in any community setting. This class will give students a good foundation for communicating with deaf individuals in informal settings, but students should know that going beyond that - such as interpreting for a deaf friend in a doctor’s office - could cause irreparable harm to themselves and/or the deaf individual. Sign language interpreters are professionals who are licensed by the state of Wisconsin, and they are trained to deal with the linguistic, moral, ethical, and legal challenges of interpreting between two languages in a variety of settings. Ex. MEDICINE vs. POISON.

- This class will be hard work, but rewarding. Learning a foreign language such as sign language is the same as everything else in life – you get out of it what you put into it. What you learn, how much you learn, and how well you learn sign language is up to a very important person in this class – YOU!

- Attend every class. Attendance is extremely important for learning sign language. It is difficult to learn sign language from a book, so regular attendance will give you the best knowledge of how the signs should be performed.

- Above all, have fun. Sign language is a beautiful and enjoyable way to communicate. I applaud your courage and willingness to learn another language, and I know that combined with the language of love, you will touch the hearts and minds of ALL students in your classroom.
The following Wisconsin Standards for Teacher Development and Licensure will be addressed:

2. **Teachers know how children grow:** The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

3. **Teachers understand that children learn differently:** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

6. **Teachers communicate well:** The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. **Teachers are able to plan different kinds of lessons:** The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

The following Wisconsin Standards for Administrator Development and Licensure will be addressed:

1. The administrator has an understanding of and demonstrates competence in the Ten Teacher Standards.

2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.

3. The administrator manages by advocating, nurturing, and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

Last updated March 20, 2006 wpm