INTRODUCTION TO MANUAL COMMUNICATION

Semester Hours: 3
Semester/Year: Fall, 2009
Instructor: Jill Barton, M.S., CCC-SLP
Office Location: 130 Education Center: Comprehensive Community Clinic
Office Hours: M/W: 11am – 1pm
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COURSE DESCRIPTION

Pre-requisite: Admission to Teacher Education
This is an introductory course in manual communication systems, including history and
descriptions. Receptive and expressive skills for manual communication will be developed. This
course is designed for any student wishing to obtain basic skills and knowledge in Signing Exact
English (SEE) for use in educational settings.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which
programs, courses, experiences and outcomes are created. By incorporating the theme
"Developing Educators for School Improvement", the College assumes responsibility for
preparing educators who can positively influence school improvement through altering
classrooms, schools, and school systems (transformational systemic change). Ten descriptors
(decision-makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive,
empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual
framework and provide the basis for developing educators who are prepared to improve schools
through strategic change. National principles (INTASC, propositions (NBPTS), and standards
(Learned Societies) also are incorporated as criteria against which candidates are measured.
The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

LEARNING OUTCOMES

**Link to American Speech, Language, and Hearing Association (ASHA) Knowledge and Skills Acquisition (KASA)**

The ASHA KASA document details the Standards for the Certificate of Clinical Competence (SCCC). It is utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. It covers nine main knowledge areas (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiology, characteristics, prevention, assessment, and intervention). Due to the importance of the KASA standards in tracking and documenting the student’s achievement related to these knowledge areas and clinical parameters, they are directly related to the Learning Outcomes. Accordingly, the relevant Standard(s) are noted under each Learning Outcome. The relevant Conceptual Framework areas and NBPTS Propositions are also noted and discussed in more detail below.

**Students will:**

1. Identify the characteristics of manual communication modalities (Smith, Lentz, & Mikos 1993); *(ASHA KASA Standard III-C, Adaptive, Lifelong Learners, Culturally Sensitive, Empathetic, Knowledgeable; INTASC 1, 3, 5, 6, 9)*

2. Demonstrate receptive and expressive knowledge of signs and sign vocabulary, including use of a manual alphabet and numbers, in words, sentences, and conversational speech (Smith, Lentz, & Mikos 1993); and *(ASHA KASA Standard III-C, Lifelong Learners, Culturally Sensitive, Empathetic, Knowledgeable; INTASC 1, 3, 4, 5, 6, 9)*

3. Summarize the history of manual communication, various types of sign language, and the culture of the deaf population (Smith, Lentz, & Mikos 1993). *(ASHA KASA Standard III-C, Lifelong Learners, Culturally Sensitive, Empathetic, Knowledgeable; INTASC 1, 3, 4, 5, 6, 9)*
TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Recommended Text:

References:

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

The focus of the course is to help candidates learn the language of signing as related to assessment and intervention aspects of the profession. At the end of this course, candidates will demonstrate skills for lifelong-learning: promoting skills for continual scrutiny of professional applications of sign language (assignments 1, 2, 3), cultural sensitivity: considering the impacts of cultural backgrounds on intervention needs related to sign language (assignment 3), empathetic: understanding and accepting the individual and group needs related to signing (assignment 3), knowledgeable: versed in the theories, and practical applications of research-based techniques (assignment 3).
Assignments:

1. Quizzes and examinations. Students will demonstrate expressive and receptive signing abilities by practicing assignments, participating in classroom activities, and participating in weekly quizzes and periodic examinations. (250 points) Learning Outcomes 1, 2, 3.

2. Presentation. Students will demonstrate expressive signing ability by presenting a 2-4 minute presentation (i.e., songs, short story, jokes, nursery rhymes) at the end of the semester. Specific instructions for this activity will be discussed in class. (100 points) Learning Outcomes 1, 2, 3.

3. Paper. Students will demonstrate knowledge of the history of manual communication and aspects of the culture of the deaf population by engaging in appropriate research and writing a 3-5 page paper on a specific topic as selected in class. The topic of the paper must be approved by the instructor. Duplicate topics, not approved by the instructor, will be given a grade of ZERO. The paper will be presented orally and in written form. (100 points) Learning Outcomes 1, 2, 3.

Evaluation Procedures:

Students will be evaluated on a total point system. Extra credit is not an option.

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<tr>
<th>ASSIGNMENT</th>
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<tr>
<td>Expressive signing presentation</td>
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<tr>
<td>Unit exam 3</td>
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<tr>
<td>Weekly quiz</td>
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<tr>
<td>Paper and presentation</td>
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<td><strong>GRAND TOTAL</strong></td>
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NOTE: Total points may be revised if the students require more structured assignments in order to keep up with the assigned readings.

Grading Policy:

- 90-100% - A
- 80-89% - B
- 70-79% - C
- 60-69% - D
- below 60% - F
CLASS POLICIES

Please note:

As a reflection of university policy, this class is in compliance with all applicable federal, state, and local laws, including but not limited to, the Americans with Disabilities Act of 1990, the Civil Rights act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 (to the Higher Education Act of 1965), the Rehabilitation Act of 1973, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, and all amendments to the foregoing.

As advocates of both the letter and intent of the Individuals with Disabilities Education Act, we will make every accommodation possible to support students with disabilities which may negatively impact academic performance. Students with disabilities should make arrangements for the appropriate adaptation or accommodation at the beginning of the semester.

1. Punctuality is one of the hallmarks of a professional. It demonstrates respect for the instructor and our colleagues and promotes classroom instruction. Therefore, two occurrences of tardiness equal one unexcused absence and two unexcused absences will result in a one letter grade reduction. If, for any reason you will be forced to be tardy or absent, you must obtain approval from the instructor.

2. Participation. Each student is expected to read assigned material prior to class and participate in class discussions and in demonstrations of therapeutic techniques.

3. Students must exhibit professional conduct and demeanor consistent with ASHA, Georgia Professional Standards Commission, and University guidelines. Failure to do so may result in disciplinary action and/or grade reduction.

4. Students are required to conduct themselves according to professional standards consistent with ASHA, Georgia Professional Standards Commission, and University guidelines. Failure to do so may result in disciplinary action and/or grade reduction. Use of cell phones and personal computers for unacceptable personal information during class time may result in expulsion from class after one verbal warning to discontinue use.

5. As a University of West Georgia student, you are provided a “MyUWG” e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important University related information to UWG students in a timely manner. It is the student’s responsibility (your responsibility) to check his or her e-mail.

6. Written work done outside of class on must be reasonably correct in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate written work.
All typed assignments completed outside of class must be double-spaced, using Times, Times New Roman, or Arial font, unless other specified by the instructor. **All font sizes for typed assignments must be size .12. Any font size less than .12 will be returned for re-typing to required font size.** In ALL work, use person-first language to be consistent with IDEA. Emphasize the person more than the disability (i.e., a child with mental retardation, NOT a mentally retarded child).

7. Work submitted late will receive a 10 percent (%) reduction from the earned grade.

8. Student work will be returned as promptly as possible, but if you are absent when the work is handed back, you must pick up your work at the instructor’s office.

9. Submission of work taken directly from another source (e.g., lesson plan copied from a book, the Internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment unless properly credited. Students are encouraged to use a variety of resources in obtaining ideas and illustrations that will help complete assignments. *See the APA Guide for the correct method to cite other authors’ work.*

10. Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from class members who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class(es).

11. At times the university remains open during inclement weather. When this occurs, check both your email and the course webpage to determine if the class will be meeting on campus or online.

**CLASS OUTLINE**

Presented in class under separate cover

**ACADEMIC HONESTY**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses of purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Student Handbook, Undergraduate Catalog, and Graduate Catalog.