

**BASIC MANUAL COMMUNICATION**  
**University of Wisconsin – Stevens Point**  
**Communication Science and Disorders 342**  
**Semester I, 2016-2017**

**Instructor:** Beth Krolkowski  
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**Office Hours:** by Appointment

**Lab Time:** 4:00 – 5:50 pm  
**Day:** Mondays  
**Room:** CPS 229

### **Course Description**

This course is intended to serve as an introduction to American Sign Language. Aspects of Deaf culture, Deaf and Hard of Hearing communities, interpreting services, and assistive technologies will be covered. This course is 2 credits. This course will be delivered partially online through the course management system called D2L. The course schedule and all lecture assignments will be listed in the "News" or main page, of this course, in D2L. This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check D2L for corrections or updates to the syllabus, schedule, and lecture assignments.

### **Text**

Learning American Sign Language, by Tom Humphries and Carol Padden (2004-2<sup>nd</sup> edition).  
ISBN: 978-0205275533

### **Course Competencies**

This is a performance based course. It has been designed around these competencies:

1. Use the manual alphabet receptively and expressively.
2. Demonstrate appropriate American Sign Language vocabulary parameters.
3. Incorporate non-manual aspects of American Sign Language.
4. Demonstrate basic signed sentences receptively and expressively.
5. Explore aspects of Deaf and Hard of Hearing communities.
6. Identify the role of a Sign Language Interpreter.
7. Experience examples of assistive technology for the Deaf and Hard of Hearing

Performance-based tasks related to these competencies will be used to determine your grade. You may be required to show me the learning through class discussions, signed performances, signed and/or fingerspelled activities, group activities, written assignments or quizzes. You must be able to successfully demonstrate ALL course competencies in order to successfully complete this course.

### **Final Grade Determination**

Since this is a performance based class, your grade will be based on your ability to demonstrate all the competencies as described above. Because each competency is important, grades are averaged using weighted percentage scores not raw numbers.

#### **- For the Lab portion of class:**

Learning Activities (LA): Most weeks there will be a learning activity/quiz during our lab. Your lowest score, or (zero) from a missed Lab Learning Activity will be dropped in calculating your final course grade. Lab Learning Activities are 45% of the final grade.

Performance Assessment Tasks (PAT): There will be a midterm and a final performance assessment task in which you will prepare a signed presentation to be performed in class. Lab Performance Assessment Tasks are 25% of your final grade.

**- For the Lecture portion of class:**

Learning Activities (LA) / Performance Assessment Tasks (PAT): Learning Activities/ Performance Assessment Tasks related to the lecture portion of class are 30% of the final grade.

**Grading Scale**

<u>% value</u>	<u>Grade equivalent</u>	<u>% value</u>	<u>Grade equivalent</u>	<u>% value</u>	<u>Grade equivalent</u>
96-100	A	80-83	B-	67-69	D+
92-95	A-	77-79	C+	60-66	D
88-91	B+	74-76	C	60-0	F
84-87	B	70-73	C-		

**Attendance**

You are required to be present in lab to complete the lab's (LA) and (PAT). Missed lab (LA) cannot be made up. Lab (PAT) must be completed on the assigned date. Extensions will not be given except under extreme circumstances with documentation. If you must miss a Lab, you are still responsible for all material and assignments discussed during that Lab. Please be courteous to others and silence or turn off your cell phones and pagers during Lab.

Late work related to lecture will only be accepted IF you notify the instructor in a timely manner and provide a plausible explanation. If you do not, a grade of zero will be recorded and used in computing your final grade. Late work, for any reason, will be penalized.

**Emergencies**

In the event of a medical emergency, call 9-1-1 or use the RED emergency phone located in the hall to the right of our classroom door. For active shooter/code react situations – Run/Escape, Hide, Fight. If trapped; hide, lock doors, turn off lights, spread out and remain calm. Call 9-1-1 if safe to do so. Follow all instructions of emergency responders. In the event of an evacuation order or fire alarm, evacuate the building in a calm manner. Proceed to the left (Southwest stairwell) and exit the building. Walk across the parking lot. Our class will meet on the corner of the Fire station. In the event of a tornado warning, our classroom is designated a storm shelter area. See [www.uwsp.edu/rmgt/pages/em/priccedures/other/floor-plans.aspx](http://www.uwsp.edu/rmgt/pages/em/priccedures/other/floor-plans.aspx) to see severe weather shelters for all of campus. See UW-Stevens Point Emergency Management Plan at [www.uwsp.edu/rmgt/pages/em/procedures](http://www.uwsp.edu/rmgt/pages/em/procedures) for more details on all emergencies.

**Academic Integrity**

Academic dishonesty in any form will result in disciplinary action in accordance with the UW System Administrative Code. See <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf> for more information.

**Accommodations**

If you will require accommodations for this course you must notify me during the first 2 weeks of class. All accommodations must be approved through the Disability Services Office.

**ASHA Standards connected to this course**

SLP Standards – Communication Modalities

III-C – A, C, D, E, F, & G  
III-D – 3  
IV-G1 – 1d,  
IV-G2 – 2g

SLP Standards – Hearing

III-C - 2D, & 2G  
IV-G2 - 2a & 2g

Audiology Standards

IV-B – B2, B3, B18, & B21  
IV-E – E5 & E6

## **Guidelines for written work**

A grade equivalent to a "C" is for a paper, which meets the basic requirements of the assignment. In other words, "satisfactory" work is reflected in such a grade. To get the grade you want, make certain all your written work (**"Say Hi" post excluded**) adheres to these guidelines. Excellence in written communication is just as vital in today's professional world as is excellence in oral communication.

### *"C" paper would:*

- ✓ Be turned in on the date assigned.
- ✓ Meet or exceed specified content requirements.
- ✓ Be free from spelling / typographical errors.
- ✓ Be free from grammatical errors.
- ✓ Satisfactorily discuss (not just superficially mention) the issues specified in the assignment.
- ✓ Develop general statements in full.
- ✓ Be organized for consistency and coherence.
- ✓ Give citation to sources consulted, for any idea or concept not originally yours.

A few "typos" will not negatively impact your grade; however, frequent spelling errors and/ or grammatical errors will.

"Satisfactory" writing answers more questions than it raises in the reader's mind in terms of how completely it addresses the issues involved in the assignment.

### *"B" paper would:*

- ✓ Meet all the requirements for a "C" paper.
- ✓ Expand general statements in detail.
- ✓ Use evidence (examples, "logic", etc.) to support your assertions.
- ✓ Demonstrate insight into assignment issues through the imaginative use of language and arguments which have logical focus.

A grade of "B" identifies written work as *above average* – that is, better than we would expect to see.

### *"A" paper would:*

- ✓ Meet all the requirements for a "B" paper.
- ✓ Contribute a genuinely individual insight into the assignment issues.
- ✓ Demonstrate exceptional skill in using written communication to compel the reader to accept your viewpoint(s) on the issues raised.

A grade of "A" identifies written work as *superior*, that is, far better than we would expect to see.