

COURSE: CMSD 4810/6810  
 SEMESTER: SPRING 2003  
 INSTRUCTOR: JOAN LAUGHTON, PH.D.  
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**COURSE DESCRIPTION**

Basic introduction to sign language (Signing Exact English; Conceptually Accurate Signed English) with emphasis on receptive and expressive skills for English syntax, basic vocabulary, morphologic markers, semantic families, and communicative competence

**PREREQUISITES**

Permission of department (No co-requisites or cross-listings)

**TEXTS**

Student Workbook: Beginning Curricula A, B, and Affixes Used in SEE. Los Alamitos, CA: Modern Signs Press.  
 Gustason, G., & Zawolkow, E.(1993). Signing Exact English. Los Alamitos, CA: Modern Signs Press.

**LEARNING OBJECTIVES**

Students will

- Recognize and use 700 signs
- Recognize and use sign numbers
- Recognize and use hand formations of manual alphabet (ABCs) .
- Recognize and use sign principles
- Sign conversations with basic fluency using signs and fingerspelling
- Sign conversations with basic fluency using simultaneous sign and speech communication
- Analyze, synthesize, evaluate differences/similarities in sign systems (ASL, SEE, CASE)
- Analyze, synthesize, evaluate the use of sign language in deaf and hearing cultures

**COURSE REQUIREMENTS/EVALUATION**

Your grade for the course will be based on:

		<b>GRADING</b>
Daily Attendance/Active Participation	5 Points	90.000 - 100 Points=A
Weekly Receptive Quizzes	10 Points	80.000 - 89.999=B

Weekly Expressive Performances	10 Points	70.000	-
Sign Project 1 (Song)	15 Points	79.999 =C	-
		Below	
		70.00=F	
Sign Project II (Poem)	15 Points		
Sign Project III (Story)	15 Points		
Final Receptive Quiz	10 Points		
Sign Interview	<u>10 Points</u>		
Outside Project <u>to Points</u>	100 Points		

Daily Attendance: More than 3 absences or repeated tardiness may result in a lower grade. Please try to be punctual so that disruptions are kept to a minimum. Active participation in class is expected.

Practice everyday outside of class is critical to learning sign language - it is NOT a spectator sport nor can it be learned by cramming at the last minute. If you know a person who is deaf or a sign language user, enlist that person for weekly conversation practice to increase your skills.

### **ACADEMIC HONESTY**

All academic work must meet the standards contained in "A Culture of Honesty.." All students are responsible for informing themselves about those standards before performing any academic work. The Honor Code of the The University of Georgia states, "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." For this course, students are encouraged to work together on many in and out-of-class assignments. All parts of the final interview (although you will be in small groups) and the sign projects are to be completed independently. Part of the grading for the course is dependent upon your improvement in reading receptive and producing expressive sign. Your emerging fluency and lessening need for cues will determine your end of session communicative competence in sign.

### **COURSE OUTLINE**

Introduction to sign language  
 Introduction to deaf culture  
 Manual alphabet (ABCs)  
 Modes of communication  
 Manual Communication Systems - SEE, ASL, CASE  
 Sign Vocabulary - Lessons 1 through 14 (Curriculum A)  
 Daily Practice Sessions - Small Groups  
 Weekly Expressive Performances - Groups  
 Weekly Receptive Quizzes/Final Quiz  
 Home Practice Sessions - Study Groups  
 Sign Projects - In Class performances  
 Final Sign Interview  
 Outside Project

## PROJECTS

Sign Project I (Song). Select a song you enjoy, one that is fairly slow in tempo. Get instructor approval before learning the vocabulary. Practice signing and interpreting the song with the music playing. Interpret your song for the class on the assigned day. Bring your CD or tape to class.

Sign Project II (Poem). Select a favorite poem with approximately 10 lines. Get instructor approval; then learn the vocabulary for the poem. You will present your poem twice. The first time will be (a) sign only, followed by (b) simultaneous sign & speech.

Sign Project III (Story). Select a short story (e.g., a child's storybook). Get instructor approval before learning the vocabulary. You will present your story using simultaneous sign and speech.

Outside Project. Select and prepare a final project to present to others (e.g., a song in church,

teach something to a class or family member, etc.). Get instructor approval and videotape your activity to turn in near end of semester. Small groups (2 or 3) may work together, but you need to demonstrate each person's involvement in the project. You will be asked to submit your proposal no later than midterm.

## FINAL INTERVIEW

Sign language competence will be evaluated in small groups assigned to 15-20 time blocks near

end of the semester. Your communicative competence in conversation with unrehearsed topics

will be evaluated.

## SIGN LANGUAGE EVALUATION FORM

All of your daily practice sessions, and sign language projects will be evaluated via the **Sign Language Evaluation Form**. Be sure you have one and understand each of the discriminators that the instructor will use to evaluate you.



Sign Language Evaluation  
CMSD 4810/6810  
J. Laughton

Name:

Date:

Name of Song, Poem, Book:

Rating

	15	14	13	12	11	10
Sign Accuracy						
Fluency						
Fingerspelling						
Sign Space						
Facial Expression						
Body Expression						
Presence						
Simultaneous (Speech & Sign)						

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EVALUATION SUMMARY

NAME

SEMESTER \_\_\_\_\_

EXPRESSIVE PERFORMANCE

SCORE

AVERAGE

SONG

POEM

STORY

WEEKLY

INTERPRETING

FINGERSPELLING

RECEPTIVE PERFORMANCE

QUIZZES

FINAL QUIZ

OUTSIDE PROJECT

FINAL SIGN INTERVIEW

ATTENDANCE

DAILY PARTICIPATION