

**UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

**Sign Language & Social Work Practice with d/Deaf Clients:
Communication, Culture & Advocacy – Part II**

Course Number: SW311
Unique Number: 61555
Semester: Spring 2015
Meeting Time: T-TH 9:30-11:00am
Meeting Place: Room SSW 2.130

Instructor: Dr. Angela M. Nonaka
Office Hrs: T-Th 11a,-12:30pm;+appts.
Office location: SSW3.106D
Phone: 512-232-1942
E-mail: angelanonaka@austin.utexas.edu

I. STANDARDIZED COURSE DESCRIPTION

Sign languages, like spoken ones, are full-fledged languages. Scientific acknowledgement of this fact, however, was not accorded until the 1960s, and popular understanding still lags behind. The legacy of non-recognition of the full linguistic status of sign languages has had profound consequences for the social construction of d/Deafness. Historically, ‘deaf’ was synonymous with ‘dumb’ or ‘mute,’ terms that pathologize and stigmatize. Linguistic recognition of sign languages as languages, however, allowed for subsequent rethinking and respelling of the word. “Deaf” written with a capital letter D, refers to signing people who are members of an audiological and sociolinguistic minority group.

This course is a special language education course designed to encourage aspiring social workers to develop greater cultural and linguistic awareness and sensitivity of how to work with d/Deaf people. The course has two interwoven objectives. The first is to provide a basic communicative introduction to American Sign Language (ASL) and US Deaf culture. The second is to educate students about diversity within and among sign languages and Deaf communities in order to prepare social workers to work, for example, with non-standard signing dialects and minorities in the USA as well as with immigrants and refugees from other countries with entirely different sign languages and Deaf communities. Throughout the course, students are encouraged to critically analyze the implications and applications of their growing knowledge of multilingual and multicultural issues related to sign languages and Deaf communities for social work practice and theory.

Prerequisites

There is no language pre-requisite for this course, which is targeted for students who have little or no previous knowledge of American Sign Language.

Organization and Sequence

In terms of curricular organization and sequence, this course is designed to span an academic year and divided into two parts taught in the fall and spring semesters respectively. The latter builds upon the former. Thus, students should take the courses in the proper sequence.

Foreign Language Requirement

Students wishing to take this course to fulfill their foreign language requirement for the BSW degree in the School of Social Work must successfully complete the two-semester course in the proper sequence.

Students wishing to pursue further studies of ASL are highly encouraged to take classes from the ASL program in the Linguistics Department of the College of Liberal Arts. Be advised that taking this class is **not** equivalent to the program's beginning first-semester ASL class and also in no way does guarantee you placement in more advanced ASL classes. For more information, please visit the ASL program's website at http://www.utexas.edu/cola/depts/linguistics/asl_program/ASL-Program.php.

II. COURSE OBJECTIVES

Upon completion of this course students will demonstrate:

1. Basic communication skills in American Sign Language (ASL)
2. Basic cultural knowledge about the history of Deaf Communities in the USA
3. Appreciation for linguistic variation and cultural diversity among sign languages and Deaf communities internationally
4. Understanding of the professional etiquette of working with sign language interpreters
5. Familiarity with other modes of communication for working with deaf people, including individuals with disabilities
6. Awareness of local, national, and international sources of information as well as services related to d/Deaf people and sign language(s)

III. TEACHING METHODS

This class will be taught using a variety of methods with an emphasis on experiential learning: i.e. lecture and instruction; language drills and practice from textbook activities, including video viewing and taping; guest speakers; community-based cultural immersion activities, course assignments and readings. The assignments will provide the opportunity for "learning by doing."

For success in any language classes, including this one, you must be willing to attend class regularly, actively participate, practice language drills outside of class; and adjust to learning in and about a language and culture other than your own. Because we only meet twice a week, as opposed to meeting four to five times a week like most foreign language classes, you must practice outside of class on a regular basis as much as you can. It's a challenge and an adventure! Language learning is a social and socializing process. You are encouraged to ask questions (preferably in the target language!), help each other (except on exams and written work), and stretch your normal comfort zone to bridge the communicative gap.

Usually learning activities in this course are organized as follows:

1. Tuesdays = focused on study of sign language.
2. Thursdays = dedicated to study of US Deaf culture.

IV. TEXTS AND MATERIALS

The two required books for this course are available at the University Co-op's main location (the Guadalupe store). They also can be ordered online.

1. *Signing Naturally Units 1-6*. San Diego: DawnSign Press.
2. Thomas K. Holcomb (2013). *Introduction to American Deaf Culture (Professional Perspectives on Deafness: Evidence and Applications)*. New York: Oxford University Press.
3. Additional readings will be posted on Canvas.
4. Some films shown in class are available for additional review at UT's Fine Arts Library.

V. COURSE REQUIREMENTS

Although it is made to conform to the academic calendar at university, foreign language and cultural study is a process, one that builds on many small but steady steps. The process is also non-linear, involving peaks, valleys, and plateaus in learning. Thus it is not only best practice pedagogically but also safest in terms of evaluation and assessment, to assign numerous small and mid-size assignments spread out at regular intervals versus just one or two major ones. This is reflected in the various requirements for this course that are outlined below.

1. ASL Language Skills (35% total grade)

Assessment based on:

- Quizzes (evaluating receptive and productive ASL skills)
- Workbook exercises
- Other assignments (including video and electronic ones)

2. Cultural Knowledge of the U.S. Deaf Community and Deaf Culture, and Knowledge of Sign Language Linguistics, Deaf Studies, & Interpreting (35% total grade)

Assessment based on:

- Written summaries
- Discussion questions
- Other assignments

3. Annotated Bibliographic Citations Project information resources at UT SSW (15% total grade)

Assessment based on:

Develop an annotated bibliography of 3~5 published works in the field of Social Work related to sign language, interpreting, deafness, and/or Deaf people. Sources may include: articles, books, monographs, workbooks, AV materials, etc. (Whether you choose 3~5 sources depends on the length and complexity of the sources you select. This should be confirmed with the instructor ahead of time.)

Each annotation should include: 1) a full bibliographic citation; 2) an accurate, detailed, but succinct summary of the source as a whole. In other words, anyone should be able to read your annotated bibliographic entry and understand in a nutshell what the source is about, its approach, major thesis, etc. Useful information about annotated bibliographies is available at the following website: <https://owl.english.purdue.edu/owl/resource/614/03/>

4. Attendance and Participation (15% of total grade)

Assessment based on:

- Prompt daily class attendance
- Active & prepared participation (assignments, discussions, etc.)
- Everyone is responsible for completing all required reading and assignments correctly, fully, and on promptly. Research proves that strong attendance and participation are crucial for effective study of foreign languages.

*****The instructor reserves the right to adjust readings & assignments for educational purposes.*****

If changes to the syllabus are made, the instructor will be reasonable, and students will be alerted in advance.

Flexibility in social work practice and in life is crucial, so we may need to practice it together in this class.

VI. EVALUATION AND GRADING

Electronic Canvas (the new course 'Blackboard')

1. <http://canvas.utexas.edu/>
2. Canvas works on all major browsers, but **Firefox** is recommended for optimal performance.

Receiving, Viewing and Submitting Assignments

This is a multi-lingual and multi-modal pedagogical environment, so there are different types of assignments that must be submitted in different ways: written hard copies, electronic and video submissions on Canvas, etc. For details, see the Calendar of Course Assignments and Activities, which is subject to amendment as per the pedagogical needs of the class.

Final Assignment of Grades

Final grades will be calculated on a 100-point scale with the following breakdown:

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

Incompletes

Except in extreme circumstances and with proper documentation, no incompletes will be given.

Q Drop Policy

The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6).

Official Written (medical or legal) Excuses

If you are unable to complete any course requirement due to a medical or other genuine emergency, please contact me as soon as possible to inform me of the situation, and consistent with university policy, please be prepared to provide an official written excuse (e.g. from a doctor, police department, etc.).

Feedback

Students will be asked to provide feedback on their learning and the professor's teaching strategies in informal as well as formal ways. It is very important for the professor to know the students' reactions to what is taking place in class, ensuring that together the professor and students can create a dynamic and effective learning community. Students are encouraged to provide ongoing feedback to the instructor during class and office visits.

VII. OFFICIAL INFORMATION, POLICIES, AND REQUIREMENTS

Documented Disability Statement

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

Religious Holidays

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

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Use of E-Mail for Official Correspondence to Students

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time- sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

Use of Class Materials

The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

Policy On Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Professional Conduct in Class

The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

Classroom Civility

A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues.

Unanticipated Distress

Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the instructor. The instructor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

Behavior Concerns Advice Line (Bcal)

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Be aware of the following policies regarding evacuation:

1. Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
2. If you require assistance to evacuate, inform the professor in writing during the first week of class.
3. In the event of an evacuation, follow the professor's instructions.
4. Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

VIII. COURSE PHILOSOPHY & EXPECTATIONS: CREATING COMMUNITY

This class is an intellectual community – one to which we all belong & are accountable. Community is an interactive, co-constructed space that is created, nurtured & maintained. Like learning, community takes genuine & sustained effort – a readiness & willingness to be present, prepared & engaged.

To foster a positive classroom environment & to facilitate learning, members of our community should be prompt: arriving at class on-time, keeping scheduled appointments, communicating with the professor in a reasonable & timely fashion, & meeting deadlines for readings & assignments, etc. Community members are expected to be civil (in comportment, behavior, language, discourse & interaction) & respectful of fellow students, the teacher as well as any guest speakers. Use of electronic devices is not permitted during class time; phones, computers, and other personal digital assistants should be put away for the duration of the class. Community members must meet the class requirements outlined in this syllabus.

Your attendance, preparation, participation, & dedication – like mine – are crucial to our mutual educational endeavor. Practice is fundamental to developing the sign language skills taught in this class; you will need to be diligent in finding regular times to review the related materials. This course will be as interesting, fun, challenging, & rewarding, as we make it. **Welcome and let's get started! ☺**

IX. WEEKLY CALENDAR OF COURSE ASSIGNMENTS AND ACTIVITIES

*****Professor reserves right to adjust readings and assignments for educational purposes*****
In such cases, students will be alerted in advance about changes and any implications for the course.

WEEK 1

Class Period 1 (Tues. 1/20/15)

Activities:

- Welcome, checking in, catching up, and charting a path for the semester
- Pre-course fun quiz
- Review syllabus
- Discuss requirements for New Year's Resolutions assignment due 1/27/15
- ASL review and practice

Next class period's readings/homework:

- 1) Prepare first draft of your New Year's Resolutions statement in English & create ASL gloss version;
- 2) Review SN textbook & DVD for Units 1-3

Class Period 2 (Thurs. 1/22/15)

Activities:

- In-class review of *Signing Naturally* textbook Units 1-3
- In-class peer review of drafts of English and ASL gloss statements of New Year Resolutions

Next class period's readings/homework:

- 1) Continuing reviewing SN textbook & DVD for Units 1-3;
- 2) Continue revising and refining your English and ASL versions of the New Year's Resolutions assignment

WEEK 2

Class Period 1 (Tues. 1/27/15)

Activities:

- Continue reviewing SN Unit's 1-3 in preparation for in-class quiz next class period
- In-class peer review of drafts of English and ASL gloss statements of New Year Resolutions

***Due today:* Revised drafts of English and ASL versions of New Year's Resolutions assignment**

Next class period's readings/homework:

- 1) Prepare for in-class comprehensive review test of SN Units 1-3;
- 2) Make a 3~5 minute video of yourself telling your New Year's Resolutions in ASL;
- 3) upload your New Year's Resolutions video as well as final ASL gloss & English script to Canvas by 11:59pm Wed. 1/28/15

Class Period 2 (Thurs. 1/29/15)

Activities:

- In-class comprehensive review test of SN Units 1-3

***Due today:* New Year's Resolutions video, ASL gloss & English script uploaded to Canvas by 11:59pm Wed. 1/28/15**

Next class period's readings/homework:

- 1) Read SN textbook's, including related video portions on DVD.
- 2) Complete all workbook exercises associated with those sections.

Lesson 4:1
Lesson 4:2
Lesson 4:3
Lesson 4:4
Lesson 4:5
Lesson 4:6
Lesson 4:7

WEEK 3

Class Period 1 (Tues. 2/3/15)

Activities:

- Review SN lessons 4:1 – 4:7

***Due today:* At the start of class, submit all workbook exercises from Lessons 4:1 – 4:7**

Next class period's readings/homework:

- 1) Read SN textbook's, including related video portions on DVD.
- 2) Complete all workbook exercises associated with those sections.

Lesson 4:8
Lesson 4:9
Lesson 4:10
Lesson 4:11
Lesson 4:12
Lesson 4:13
Lesson 4:14
Lesson 4:15

Class Period 2 (Thurs. 2/5/15)

Activities:

- Review SN lessons 4:8 – 4:15

Due today: At the start of class, submit all workbook exercises from Lessons 4:8 – 4:15

Next class period's readings/homework: Study Unit 4 Review & Vocabulary Review

WEEK 4

Class Period 1 (Tues. 2/10/15)

Activities:

- Review SN Unit 4

Due today:

Next class period's readings/homework: In-class quiz over SN Unit 4

Class Period 2 (Thurs. 2/12/15)

Activities: In-class quiz over SN Unit 4

Due today:

Next period's readings/homework: Begin reading Holcomb chapters 7, 8, & 9

WEEK 5

Class Period 1 (Tues. 2/17/15)

Activities:

- Personal reading day to complete all readings from Holcomb chapters 7, 8, & 9
- Write summaries of Holcomb chapters 7, 8, & 9

Due today:

Next class period's readings/homework: Complete written summaries of Holcomb chapters 7, 8, & 9

Class Period 2 (Thurs. 2/19/15)

Activities:

- Examine Deaf Art & Literature

Due today: *Written summaries of Holcomb chapters 7, 8, & 9*

Next class period's readings/homework: Review video “Sound and Fury” (watched in Fall 2014)

WEEK 6

Class Period 1 (Tues. 2/24/15)

Activities:

- In-class film “Sound and Fury—Six Year’s Later

Next class period's readings/homework:

1) Develop 3 questions/observation about “Sound & Fury—Six Year’s Later” related to earlier movie, Sound & Fury”

2) Prepare for in-class discussion of and role-playing activity related to the two films

Class Period 2 (Thurs. 2/26/11)

Activities:

- Discussion of and role-playing activity related to the two films “Sound and Fury” & “Sound & Fury—Six Years Later.”

Due today: Three questions or observations about the film “Sound & Fury—Six Year’s Later”

Next class period’s readings/homework: Read and complete all homework associated with SN Unit 5:1—5:5

WEEK 7

Class Period 1 (Tues. 3/3/15)

Activities:

- Review SN Unit 5:1—5:5

Due today: Complete & submit hard copy of all exercises related to Lessons 5:1—5:5

Next class period’s readings/homework: Read and complete all homework associated with SN Unit 5:6-5:9

Class Period 2 (Thurs. 3/5/15)

Activities:

- Review of SN Unit 5:6-5:9

Due today: Complete & submit hard copy of all exercises related to SN Unit 5:6—5:9

Next class period’s readings/homework: Prepare for SN Unit 5 Review & Vocabulary Review

WEEK 8

Class Period 1 (Tues. 3/10/15)

Activities

- In-class quiz SN Unit 5

Due today: All APPROVED annotated bibliography citations

Next class period’s readings/homework: Personal reading day

Class Period 2 (Thurs. 3/12/15)

Activities

- Personal reading & writing day to work on annotated bibliographies

Due today:

Next period’s readings/homework: Personal reading & writing day to complete annotated bibliographies

SPRING BREAK = NO CLASSES (3/17/15 & 3/19/15)

WEEK 9

Class Period 1 (Tues. 3/24/15)

Activities:

- Personal reading & writing day to complete annotated bibliographies

Due today:

Next class period's readings/homework: Unit 6:1-6:4

Class Period 2 (Thurs. 3/26/15)

Activities:

- Study and complete all assignments for Unit 6:1-6:4

Due today: At start of class, hand in all homework for Chapters 6:1-6:4

Next class period's readings/homework: Create English script, ASL gloss, and ASL video of yourself telling a story using the focal grammatical points of storytelling from 6:1-6:4

WEEK 10

Class Period 1 (Tues. 3/31/15)

Activities:

- Guest speaker #1 (TBA)

Due today:

Next class period's readings/homework: Complete English script, ASL gloss & ASL video of your story related to Unit 6:1—6:4

Class Period 2 (Thurs. 4/2/15)

Activities:

- Guest speaker #2

Due today: Upload to Canvas English script, ASL gloss & ASL video of your story related to Unit 6:1—6:4 due by 11:59pm Thurs. 4/2/15

Next class period's readings/homework: Study & complete all homework associated with SN Unit 6:5-6:8

WEEK 11

Class Period 1 (Tues. 4/7/15)

Activities:

- Review & discuss SN Unit 6:5-6:8

Due today: Hand in all homework associated with SN Unit 6:5-6:8

Next class period's readings/homework: Develop English script, ASL gloss to tell a story using the grammatical principles of Unit 6:5-6:8

Class Period 2 (Thurs. 4/9/15)

Activities

- Students tell their own stories—in ASL—using the grammatical principles of Unit 6:5-6:8

Due today: Hand in hard-copy of ASL gloss & English script for your story related to Unit 6:5-6:8

Next class period's readings/homework: Personal study day to complete Holcomb chapters 10, 11, & 12

WEEK 12

Class Period 1 (Tues. 4/14/15)

Activities

- Personal study day to read and write summaries for Holcomb chapters 10, 11, 12

Due today:

Next class period's readings/homework: In-class student-led discussion of Holcomb chapters 10, 11, 12

Class Period 2 (Thurs. 4/16/15)

Activities

- Student-led discussion & social work application of information in Holcomb chapters 10, 11, 12

Due today: Hand in hard written summaries of Holcomb chapters 10-12

Next class period's readings/homework: Read and complete all homework related to SN Unit 6:9-6:12

WEEK 13

Class Period 1 (Tues. 4/21/15)

Activities

- In-class review of SN Unit 6:9-6:12

Due today:

Next class period's readings/homework:

- 1) Prepare English script & ASL gloss for your own story related to SN Unit 6:9—6:12
- 2) Tell your own story in class using grammatical points related to Unit 6:9—6:12

Class Period 2 (Thurs. 4/23/15)

Activities

- Students tell their own stories using grammatical points from Unit 6:9-6:12

Due today: Hand in English script & ASL gloss for your story demonstrating grammatical points from Unit 6:9-6:12

Next class period's readings/homework: Read & write summaries for Holcomb chapters 13, 14, 15

WEEK 14

Class Period 1 (Tues. 4/28/15)

Activities

- In-class discussion of Holcomb chapters 13, 14, 15

***Due today:* Hand in written summaries of Holcomb chapters 13, 14, & 15**

Next class period's readings/homework: Study & complete all homework associated with SN 6:13-6:17

Class Period 2 (Thurs. 4/30/15)

Activities

- Review of SN 6:13-6:17

Due today:

Next class period's readings/homework:

- 1) Prepare written English script & ASL gloss for creation of ASL video of you telling a story using grammatical points from Unit 6:13-6:17
- 2) Comprehensive review of grammar & vocabulary from SN Units 4-6

WEEK 15

Class Period 1 (Tues. 5/5/15)

Activities

- Review for last ASL test (comprehensive) Units 4-6
- Course evaluations

***Due today:* Upload your English script, ASL gloss & ASL video of your story incorporating grammatical points from SN Unit 6:13-6:17**

Next class period's readings/homework: In-class test

Class Period 2 (Thurs. 5/7/15)

Activities

- In-class ASL language quiz (comprehensive)
- Knowledge Fun Quiz

***Due today:* Annotated bibliographies uploaded to CANVAS by 11:59pm on Sunday 5/10/15**

(Next class period's readings/homework:) ENJOY SUMMER BREAK! ☺