

## **COURSE OUTLINE**

### **Signing Exact English Level III**

#### **Course Description**

SP 205. Signing Exact English (SEE) Level III. 2 hours credit. Prerequisite: SP 108 and SP 109 with a C or better. This course will enable the student to practice advanced beginners' skills in signing and receptive skills in the workplace, home, school, and the community. The student will build relationships with the Deaf and hard-of-hearing community in order to enhance his/her awareness and appreciation of the value of diversity.

#### **Course Relevance**

The value of manual communication systems is not felt until experienced. Manual language systems require the signer to have a degree of confidence in using the language in order to be effective in communicating. Part of this effectiveness comes from relating to others in the Deaf and hard-of-hearing culture.

#### **Required Materials**

Gustason, G., Phetzing, D & Zawolkow, E. (1993). *Signing exact English*. Los Alamitos, CA: Modern Signs Press, Inc.

Moore, M. (2003). *For hearing people only*. (3<sup>rd</sup> ed.). Rochester, NY: Deaf Life Press.

#### **Learning Outcomes**

The intention is for the student to be able to

1. Use receptive and expressive signing skills for 1000 new vocabulary words including the first basic vocabulary words, affixes, and other visual features of sign language from SP 108 and SP 109
2. Demonstrate an awareness of and respect for Deaf/hard-of-hearing issues and cultural differences

#### **Primary Learning PACT Skills that will be DEVELOPED and/or documented in this course**

Through the student involvement in this course, he/she will develop his/her ability in the following primary PACT skill areas:

1. Effective Relationships
  - Through a series of communication exercises with the Deaf and hard-of-hearing culture and the hearing community, the student will demonstrate an awareness of skills that are associated with a satisfactory relationship within that community.

Secondary skills (developed but not documented):

Listening

Speaking  
Critical Thinking  
Nonverbal Communication

### **Major Summative Assessment Task(s)**

These learning outcomes and the primary Learning PACT skills will be demonstrated by

1. Compiling a portfolio that contains written and video tape evidence of signing and receptive skills in using the new vocabulary and personal reflections of visitations with the Deaf and hard-of-hearing community

### **Course Content**

- I. Themes – Key recurring concepts that run throughout this course:
  - A. Cultural diversity-respect for others
  - B. Sign Language continuum
  - C. Value of language and manual communication
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
  - A. Range of perspective in deaf related issues
  - B. Perspectives of both hearing and the Deaf/hard-of-community
- III. Concepts – Key concepts that must be understood to address the issues:
  - A. SEE Sign System vs. other systems
  - B. Visual features of sign language vs. audible English
  - C. American Sign Language (ASL) influences vs. other influences
  - D. The stress of learning signs vs. the ease of experience
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
  - A. Signing and receptivity skills of an additional 1000 vocabulary words
  - B. Demonstrate appropriate use of the SEE sign language system
  - C. Incorporate visual features to enhance visual concepts
  - D. Increase recognition and fluency of finger spelled words
  - E. Word families
  - F. Affixes
  - G. Relationship building with the Deaf and hard-of-hearing

### **Learning Units**

Using the Intermediate Superlessons, Lessons 1-4, the student should complete these learning objectives:

- I. Intermediate Superlesson 1
  - A. Practice sentences that demonstrate receptive skills and signing skills for 50 vocabulary words of lesson 1
  - B. Review the four SEE components of signs and the SEE signing rules.
  - C. Demonstrate receptive skills and signing skills of the use of nine markers of this lesson
  - D. Demonstrate receptive skills and signing skills of five word families of this lesson.
  - E. Practice receptive skills and signing skills in at least one ordinary story

## II. Intermediate Superlesson 2

- A. Practice sentences that demonstrate receptive skills and signing skills for 50 vocabulary words of lesson 2
- B. Demonstrate receptive skills and signing skills of nine markers
- C. Demonstrate receptive skills and signing skills of five word families
- D. Practice ordinary stories with vocabulary, markers, and word families of this lesson
- E. Review the basic principles of SEE

## III. Intermediate Superlesson 3

- A. Practice sentences that demonstrate receptive skills and signing skills for 50 vocabulary words of lesson 3
- B. Demonstrate receptive skills and signing skills of nine markers
- C. Demonstrate receptive skills and signing skills of five word families
- D. Practice ordinary stories with vocabulary, markers, and word families of this lesson
- E. Review the visual features to use when signing in English

## IV. Intermediate Superlesson 4

- A. Practice sentences that demonstrate receptive skills and signing skills for 50 vocabulary words of lesson 4
- B. Demonstrate receptive skills and signing skills of nine markers
- C. Demonstrate receptive skills and signing skills of five word families
- D. Practice ordinary stories with vocabulary, markers, and word families of this lesson
- E. Review the structure words

### **Learning Activities**

The student will engage in independent and/or collaborative learning activities in and outside the classroom in developing skills in the process of manual communication, both signing skills and receptive skills. Class discussions, practice activities, quizzes, small group activities and simulation games, as well as videos and videotaping of student projects, hand-outs, guest speakers from the Deaf community and visitations or events within the Deaf and hard-of-hearing community will contribute to the learning process. These methods and other methods deemed suitable may be used individually or in combination by all instructors.

### **Grade Determination**

The student will be graded on the completion of assessment tasks, various learning activities, participation/practice, quizzes, projects, and daily work.