



**I. Course Description:**

This course is an integration of expressive and receptive skills in American Sign Language with emphasis on literature, discourse styles, and contextualization at an intermediate level. It provides students with information on idiomatic/colloquial usages of signs, as well as grammatical structures for complex sentences.

**II. Pre-requisites, co-requisites and other requirements:**

SGNL 2301/SLNG 1344 American Sign Language Intermediate I

**III. Text:**

*Signing Naturally, Level 3.* By Ken Mikos, Cheri Smith and Ella Mae Lentz. Dawn Sign Press.

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**IV. Instruction will consist of:**

Lectures in American Sign Language, videotapes, quizzes, videotaping of signing skills, written midterm and final exams. No voice is used in ASL classes therefore, we expect that students will adhere to this regulation also.

**Functional – Notional Approach**

The authors of *Signing Naturally* chose an approach which focuses on the “functions” of communicative purposes of people’s every interaction. They emphasize functions that help students establish and maintain social relationships. “Activities are varied and allow students to use different learning strategies to practice what they have learned. The indirect benefit of these situations for the student is the development of cultural awareness and cross-cultural adjustment skills.”

Teacher’s Edition, *Signing Naturally Level 2*, 1998

**V. Course Content:**

This course focuses on expressive and receptive skills in American Sign Language at the intermediate level. Emphasis will be on the use of classifiers, role-shifting, listing and space in ASL discourse.

**VI. Learning Outcomes and Performance Objectives with their methods of measurement as used to determine the students’ mastery of those outcomes.**

**Learning Outcome 1:** The student will demonstrate with a minimum of 70% accuracy, the ability to comprehend information presented in American Sign Language, based on “Signing Naturally”, Units 18-21. Topics include: Narrating Unforgettable Moments, Sharing Interesting Facts, Explaining Rules and Telling About Accidents

Performance Objectives for this outcome:

- 1.01** The student will be able to identify classifiers utilized in increasingly complex ASL discourse.
- 1.02** The student will distinguish different classifiers used within action sequences showing movement agreement, movement of an object between two or more people, as well as movement of objects from one locale to another.
- 1.03** The student will be able to identify examples of instrumental, locative and element classifiers used in advance ASL discourse.
- 1.04** The student will be able to identify character perspectives based on role shifting techniques.
- 1.05** The student will be able to identify transition markers indicating changes in perspective.
- 1.06** The student will be able to discuss use of spatial referencing as depicted in an ASL narrative.
- 1.07** The student will be able to discuss the basic action sequence depicted in an ASL narrative.
- 1.08** The student will be able to identify main ideas as well as the supporting details within an ASL narrative.
- 1.09** The student will recognize how affect and body are integrated within in ASL narrative.

**Methods of Measurement:** Homework, written quizzes, videotaped presentations and class participation.

**Learning Outcome 2:** The student will demonstrate with a minimum of 70% accuracy, the ability to express information in ASL based on “Signing Naturally Curriculum”, Units 18-21. Topics include Narrating Unforgettable Moments, Sharing Interesting Facts, Explaining Rules, and Telling About Accidents.

Performance Objectives for this outcome:

- 2.01** The student will be able to incorporate use of classifiers in more advanced ASL discourse.

- 2.02** The student will be able to demonstrate effective use of instrumental, locative and element classifiers in advanced ASL discourse.
- 2.03** The student will be able to sequence classifiers appropriately when rendering an ASL narrative.
- 2.04** The student will demonstrate appropriate use of classifiers within action sequences when showing movement agreement, movement of an object between two or more people, and/or movement of objects from one locale to another.
- 2.05** The student will be able to demonstrate character perspectives incorporated in role shifting.
- 2.06** The student will utilize transition markers indicating changes in perspectives.
- 2.07** The student will be able to apply spatial referencing while producing a narrative sequence.
- 2.08** The student will express a series of basic action sequences when rendering an ASL narrative.
- 2.09** The student will incorporate main ideas as well as some supporting details when rendering an ASL narrative.
- 2.10** The student will incorporate appropriate affect, non-manual markers and body language in rendering an ASL narrative.

**Methods of Measurement:** Homework, written quizzes, videotaped presentations and class participation.

**Learning Outcome 3:** The student will demonstrate with a minimum of 70% accuracy, an understanding of cultural norms and behaviors of people who are Deaf.

Performance Objectives for this outcome:

- 3.01** The student will demonstrate appropriate social behaviors for forming connections and making conversations.
- 3.02** The student will demonstrate culturally appropriate skills for mainstreaming social relationship.
- 3.03** The student will be able to identify underlying issues common to cross-cultural discussions.

**3.04** The student will demonstrate the language fluency and appropriate behaviors that will allow them to interact comfortably in unfamiliar situations.

**3.05** The student will be familiar with cultural rules, customs, and appropriate behaviors.

**Methods of Measurement:** Homework, written quizzes and class participation.

**Learning Outcome 4:** The student will demonstrate with a minimum of 70% accuracy, an understanding of the linguistic components of American Sign Language (ASL).

Performance objectives for this outcome:

**4.01** The student will demonstrate the use of transitions in sentences.

**4.02** The student will demonstrate the use of “ahh” and “impact” expressions and appropriate timing of such expressions.

**4.03** The student will demonstrate the use of topic-comment and contrastive structures to organize and present information.

**4.04** The student will demonstrate the ability to compare using contrastive structure.

**4.05** The student will demonstrate the ability to translate facts using topic and comment structure.

**Methods of Measurement:** Homework, written quizzes and class participation.

**Workplace Competencies** are defined in five areas: (a) resources, (b) interpersonal skills, (C) information, (d) systems, and (e) technology.

**The following SCANS competencies will be included in this course:**

**Resources:** A worker must identify, organize, plan, and allocate resources effectively. **C1-** Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules. **C3-** Material and facilities: acquire, store, allocate, and use materials or space efficiently. **C4-** Human Resources: assess skills and distribute work accordingly, evaluate performance and provide feedback.

**Information:** A worker must be able to acquire and use information. **C5-** Acquire and evaluate Information. **C6-** Organize and maintain information. **C7-** Interpret and communicate Information.

**Interpersonal Skills:** A worker must work with others effectively. **C9-** Participate as member of a team: contribute to group effort. **C10-** Teach Others New Skills. **C11-** Serve clients/customers: work to satisfy customers' expectations. **C14-** Work with Diversity: work well with men and women from diverse backgrounds.

**Basic Skills:** A worker must read, write, perform arithmetic and mathematical

operations, listen, and speak effectively. These skills include:

**The following foundation skills will be included in this course:**

**Foundation Skills** are defined in three areas: (a) basic skills, (b) thinking skills, and (C) personal qualities. **F1-** Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules. **F2-** Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts. **F4-** Listening: receive, attend to, interpret, and respond to verbal messages and other cues. **F5-** Speaking: organize ideas and communicate orally.

**Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include: **F6-** Creative thinking: generate new ideas. **F7-** Decision making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative. **F8-** Problem solving: recognize problems and devise and implement plan of action. **F9-** Visualize ("seeing things in the mind's eye"): organize and process symbols, pictures, graphs, objects, and other information. **F10-** Knowing how to learn: use efficient learning techniques to acquire and apply new knowledge and skills. **F11-** Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

**Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty. **F12-** Responsibility: exert a high level of effort and persevere toward goal attainment. **F13-** Self-esteem: believe in one's own self-worth and maintain a positive view of oneself. **F14-** Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings. **F15-** Self-management: assess oneself accurately, set personal goals, monitor progress, and exhibit self Control. **F16-** Integrity and honesty: choose ethical courses of action.

## **VII. Course requirements and grade computation:**

### **Grade Computation:**

Please refer to current syllabus which will be handed out during your first week of class.

#### **A. College Requirements:**

A written, comprehensive final examination, not to exceed two and one-half hours in length, shall be given at the end of each semester for each course at the regularly scheduled time. Any exceptions to these requirements must be approved by the appropriate dean. Other examinations are given at the discretion of the teacher.

A student who must be absent from a final examination should petition that instructor for permission to postpone the examination. A student absent without permission from a final examination is graded "F." Postponed examinations result in a grade of "I." The final exam must be taken within 120 calendar days from the end of the semester or the grade automatically becomes an "F." (San Antonio College Bulletin, Faculty Handbook – January 1995).

**B. Department Requirement:**

**Global Awareness**

This class will encourage an understanding of the importance of diversity and difference in the college, the community, and the country.

**C. Instructor Requirements:**

**Student Involvement**

The faculty members of the Department of American Sign Language and Interpreter Training are committed to your successful completion of our classes without lowering the college's academic standards. I understand that students face additional pressures from work and family, as well as have other obligations outside of their academic pursuits. I realize that at times issues beyond the control of a student interfere with class requirements.

If you experience any circumstance that has a negative impact on your participation in this course, please make me aware of it as soon as possible. I may be able to assist or accommodate your particular circumstance. Do not wait until the end of the semester to ask for advice. Communication between students and instructors can be quite valuable.

**VIII. College Policies:**

- A.** San Antonio College does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability with respect to access, employment programs or services.
- B.** Students are urged not to bring children to either a class or a lab. Minors under the age of twelve (12) must not be left unattended on campus. College Academic Council - April, 1998
- C.** ADA Statement: "As per Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, if accommodation is needed contact the Office of DisABILITY Support Services, CAC 124C, Phone: (210) 733-2347.
- D.** A Rapid Response Team exists for the purpose of responding to emergencies. If you have a disability that will require assistance in the

event of a building evacuation, notify Disability Support Services, Chance Academic Center 124C, Phone: (210) 733-2347.

- E.** Academic Dishonesty: Students may be subject to disciplinary proceedings resulting in an academic penalty or disciplinary penalty for academic dishonesty. Academic Dishonesty includes, but is not limited to, cheating on a test, plagiarism and collusion. For additional information refer to the “Student Code of Conduct” in the San Antonio College Bulletin.
- F.** Students are required to silence all electronic devices (e.g., pagers, cellular phones, etc.) when in classrooms, laboratories and the library. College Academic Council, 01/ 2000.
- G.** San Antonio College Attendance Policy: Regular and punctual attendance at all classes and laboratories, day and/or evening, is required. A student absent for any reason is responsible for all work missed. Both tardiness and early departure from class are forms of absenteeism. The instructor establishes the policy with regard to each. Absences of each student are recorded without exception. The counting of absences begins on the first day of class. A student absent the equivalent of two weeks of instruction in a 16-week semester may be dropped by the instructor. If a student is dropped from a class for excessive absences, the instructor will record a grade of “W” (withdraw). It is the student’s responsibility to ensure that the withdrawals have been submitted.
- H.** San Antonio College is a smoke free campus.
- I.** Students must also abide by the policies, procedures, and rules set forth in the “Student Code of Conduct” and all other policies set forth in the San Antonio College Bulletin.  
[http://www.accd.edu/sac/sacmain/schedule/SAC\\_Bulletin\\_2007\\_2008/07\\_08\\_bulletin.pdf](http://www.accd.edu/sac/sacmain/schedule/SAC_Bulletin_2007_2008/07_08_bulletin.pdf)