McLennan

COMMUNITY

COLLEGE

WACO, TEXAS

COURSE SYLLABUS
AND
INSTRUCTOR PLAN

Intermediate ASL I
SGNL 2302 01

Gayle VanTrease

Note: This is a 16-week course-

Course Description:

SGNL 2302 – Intermediate ASL II:
A continuation of Intermediate American Sign Language I. Review and application of conversational skills in American Sign Language; interpreting from signing to voice as well as from voice to signing. Introduction to American Sign Language literature and folklore. An integration of expressive and receptive skills with emphasis on literature, discourse styles, and contextualization at an intermediate level. Provides students with information on idiomatic/ colloquial usages for signs and grammatical structures for complex sentences.

Prerequisites and/or Corequisites:

SGNL 1402 Beginning ASL II

Course Notes and Instructor Recommendations:

SGNL 2301 is only offered in the Fall Semester of each year.

VISION STATEMENT
The American Sign Language (ASL) classrooms are characterized by students actively engaged in learning, and by teachers serving as guides and facilitators for frequent interaction in the target language. The students develop language proficiency as they use the language in relevant and meaningful situations through the use of simulations, small group work, technology, and authentic materials. The students are encouraged to increase their sensitivity to the Deaf culture, its values, customs, and traditions, to increase their understanding of ASL, and to respect the cultural and linguistic differences that they encounter in the classroom and the Deaf community.

Content Standards and Benchmark Stages
The framework for ASL instruction presented in this document is based on the development of student understanding and skills in the five strands/principles identified by the **National Standards in Foreign Language Project.** These principles (strands) are considered the "five C's of foreign language education as follows:

- Communication
- Culture
- Connections

- Comparisons
- Communities

Because ASL is a visual language, instead of emphasizing only skills of listening, speaking, reading, and writing, the ASL framework focuses on communication as it occurs in real settings between and among people who communicate individually and in groups. The communication principle recognizes three communication modes that place primary emphasis on the context and purpose of communication.

Interpersonal mode recognizes the exchange that occurs when individuals negotiate meaning, usually in a face-to-face or person-to-person context (e.g., conversational skills).

Interpretive communication occurs when one receives information from a text or signed format (e.g., receptive skills - understanding movies, television broadcasts, or presentations).

Presentational mode, the language user creates "one-way" messages for consumption by a group of people (audience), as in presentations (e.g., expressive skills - storytelling, making presentations).

Principle 1: Communication

Expressing and comprehending information while interacting in ASL.

> Standard 1.1
> Students engage in conversations, provide and obtain information, express feelings or emotions, and exchange opinions (interpersonal mode).
> Standard 1.2
> Students understand and interpret ASL on a variety of topics.
> (interpretive mode). Standard 1.3
> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode).

Principle 2: Culture

Developing knowledge and understanding of the culture in which ASL is used.

Standard 2.1

Students demonstrate a cultural understanding of the relationship between the practices and perspectives appropriate to the culture in which ASL is used.

Standard 2.2

Students demonstrate an understanding of the relationship between the products and perspectives appropriate to the culture in which ASL is used.

Principle 3: Connections

Reinforcing and increasing knowledge of other disciplines through the use of ASL.

Standard 3.1

Students reinforce and further their knowledge of other subjects and their knowledge of and skills in using ASL.

Standard 3.2

Students acquire information and recognize the distinctive viewpoints that are only available through the use of ASL.

Principle 4: Comparisons

Comparing and contrasting ASL and its culture with a student's own language and culture.

Standard 4.1

Students demonstrate an understanding of the nature of language through comparisons of the language studied (ASL) and their own.

Standard 4.2

Students demonstrate an understanding of the concepts of culture through comparisons of Deaf culture and their own culture.

Principle 5: Communities

Prticipate in ASL communities.

Standard 5.1

Students use ASL both within and beyond the school setting. Standard 5.2

Students show evidence of becoming life-long learners by using ASL for personal enjoyment and enrichment

Instructor Information:

Instructor Name:	Gayle VanTrease
MCC E-mail:	gvantrease@mclennan.edu
Office Phone Number:	254/227-5059
Office Location:	CSC E210
Office/Conference Hours:	Posted on Office Door
Other Instruction Information:	

Required Text & Materials:

Title:	Signing Naturally, Level 3 (DVD) Author: Lentz, Mikos, and Smith
Publisher:	Lentz, Mikos and Smith
ISBN:	978-1581211351

MCC Bookstore Website

You will need to register for **GoReact** to complete these required activities.

Methods of Teaching and Learning:

The course will be conducted online and will use readings from various sources, augmented with online readings, websites research and recordings posted by me. Students will participate in weekly discussion boards centered on topic questions related to the reading, will need to locate interpreters in the area to observe. Students will have reports that will be posted in Brightspace and will be required to turn in to the instructor the observation of interpreters.

Since the course is totally constructed around online participation, the student should have knowledge of using a Web browser, computer, and email: the ability to create and save documents; the ability to send and receive electronic documents; and a general understanding of online technologies and appropriate online behavior. The basic MCC Computer requirements are:
Hardware:
Internet connection (at least 56k, but a high speed connection is recommended)
BrightSpace recommends using a monitor that supports a resolution of 1024x768 or higher.

Software:

Web browser to access BrightSpace (An up-to-date version of Mozilla Firefox or MS Internet Explorer is recommended.)

Word processing software that allows you to save documents in rich text format. (MS Office or Open Office is recommended.) If MS Office is not available, students may download Word viewer and other viewers from the Microsoft Website to access documents provided by Chief Training Officers.

Certain areas of Blackboard require Java 2 Run Time Environment. Java may be downloaded from www.java.com

Some portions of the course may require one or more of these plug-in application programs:
>Adobe Acrobat Reader
>Apple QuickTime
>Adobe Flash Player

Course Objectives and/or Competencies:

Appropriate workplace competencies and foundation /skills identified by the Secretaries Commission on Achieving Necessary Skills (SCANS) are integrated into the following objective/competencies (see Appendix B). The objectives listed bellowed are also linked to the Student Learning Outcomes (SLO) for the program (see Appendix A).

The student will be able to:

1. Demonstrate knowledge of sign and spoken vocabulary presented I class.
2. Comprehend short stories or presentations in ASL and answer questions concerning the contents.
3. Produce narrative utilizing new vocabulary and idiomatic use of ASL vocabulary in appropriate grammatical structure.
4. Recognize and demonstrate communication methods used with minimal language skilled deal/hard of hearing persons in various situations.
5. Recognize and demonstrate sign and English vocabulary appropriate for use with professional deaf/hard of hearing persons in these situations.
6. Use and maintenance appropriate equipment (camera, recorders, computers) to access. record, and critique class assignments.
7. Be responsibility for submitting assignments in an appropriate format and on time.'
8. Interact appropriately with Deaf persons, other students and the instructor.

Course Outline or Schedule:

The following is a TENTATIVE schedule of topics and units to be covered in the course, but the schedule may change according to student progress and needs. Announcements about major changes in this schedule will be made in class and posted on D2L/Brightspace.

Week 1   Orientation and review
Week 2   ASL Structure and grammar
Week 3   ASL Structure and grammar
Week 4   Classifiers
Week 5   Classifiers
Week 6   Midterm
Week 7   Conceptual Accuracy
Week 8   Conceptual Accuracy
Week 9   Biography
Week 10   Biography and Prepare for Final
Week 11   Final Exam

Course Grading Information:

Grades shall be on student performance in the following areas:

Signing Stories	8 @ 15 points	120	Percent
GoReact Group/Conversation/Attendance		8/0	Percent
Testing	6 !100	600	Points
Final Exam		200	Percent
Total Possible Percent		**1000**	**Percent**

Grade Scale

Letter Grade	A	B	C	D	F
Total Points	1000 – 90 0	890 – 800	790 – 7000	690 - 600	590 or Below

Note: Students majoring in Interpreter Training (or Studies in Deafness) must obtain a grade of C or better in all required SGNL an SLNG classes in order to complete their degree or certificate. Testing Procedures: Written test items will be constructed to resemble the types of activities done in class and/or presented in the workbook/videos in both content and format. These may also be written questions based on the written material in the workbook.

Performance skills assessment are based on the student's production (on videos camera) of vocabulary, grammar, and pragmatic structures to the situations presented.
Vocabulary: use of correct parameters to form sign and appropriate choices according to meaning.

Grammar: include word order, and non-manual markers (eyebrows, mouth, eyes, body language).

Pragmatic: geared to perform the intended functions of describing surroundings or telling of events.

The emphasis is on communication which can be clearly understood by Deaf persons, and will be judged by the instructor according to standards for students at the beginning level. Clarity and fluency are valued above speed of production.

Videotapes Submission:
In class we will cofer 3 major topics: ASL Grammar and Video Journal Signs.
The bulk of videotaped submissions will in the ASL grammar content

Testing Procedure:
At the completion of each unit (3 in total), receptive and expressive tests will be administered.

ASL/Deaf Events: Attend events totaling 6 hours of interaction with Deaf people and/or workshops or Deaf Community events. Activities will be posted on the bulletin board in the classroom. Workshops will be credited as long as the topics relates to the class.
You are required to have an attendance certification signed by a deaf person or event organizer.

GRADE PENALTIES for cheating may include points deducted, re-doing an assignment, or a score of zero (0) on an assignment, depending on the weight of the assignment and the severity of the offense. Cheating includes (but not limited to):

- Unauthorized use of other resources (text, note, dictionaries, electronic information, information from other persons) during exams
- Plagiarism or copying work from other students (including daily homework, quizzes, use of YouTube, etc.)
- Giving assistance to another student during an exam or quiz. Allowing others to copy your homework or other assignment.

Late Work, Attendance, and Make Up Work Policies:

Workbook assignment, class work, and quizzes are due on the date assigned, and may not be durned in late without instructor's permission. Students absent on the due date may turn in daily assignments on the date they return to class. They should also bring in the CURRENT assignment (obtained from D2L/Brightspace or contacts with other students.) Daily quizzes, in class work may not be made up. If students are absent on the day of a scheduled exam, they are responsible for scheduling a make-up exam with the instructor. (Make-up exams should be scheduled as soon as possible after the student returns to class)

Student Behavioral Expectations or Conduct Policy:

I certainly want students to enjoy class, and I welcome and encourage appropriate and pertinent questions, comments and discussion. I also encourage professional, mature behavior.

Side Conversations: It is important that students are respectful to each other. Vocal side conversations are forbidden and cross the room signed conversations are very distracting. (Class discussion on pertinent course material is strongly encouraged!) When the teacher is working with other students, you are encouraged to have signed conversation with your neighbors.

Students are expected to maintain classroom decorum that includes respect for other students and the instructor, prompt and regular attendance, and an attitude that seeks to take full advantage of the education opportunity.

Students should demonstrate courtesy and respect to all instructors, guest, and fellow learners. While honest discussion and debate of topics is expected and encouraged, such interactions should not involve aggressive, derogatory, or hostile behaviors (verbal or otherwise). The instructor reserved the right to act to protect the decorum of the learning environment and the image of MCC.

When you are absent it is your responsibility to:
- Check D2L/Brightspace for handouts/assignments, etc.
- Consult with another student on missed notes and information.
- Bring in the current day's assignment, as well as assignments due on the day(s) you wee absent.

- Request a copy of any handout material from your instructor (if it is not on D2L/Brightspace). Specific titles of the handout should be requested.
- You may make <u>an</u> <u>appointment</u> with the instructor during office hours for additional individual assistance.

Understand the instructor cannot "catch you up" on <u>missed classwork or class information</u>.

Student Responsibilities:

Attend class and be on time

Ask questions when you do not understand

Adhere to Deaf Culture Norms as described in the body of this syllabus and in class

Accent feedback and integrating

Participate fully in class activities

Work collaborative with peers

Be patient

Complete all assignments on or before due date

Have mid-term and final expressive exam tapes completed by date assigned

Refrain from using your voice or interpreting for other students who may not understand the instructor

<u>MCC Academic Integrity Statement:</u>

The Center for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action." Individual faculty members determine their class policies and behavioral expectations for students. Students who commit violations of academic integrity should expect serious consequences. For further information about student responsibilities and rights, please consult the McLennan website and your Highlander Student Guide.

MCC Attendance Policy:

Regular and punctual attendance is expected of all students, and each instructor will maintain a complete record of attendance for the entire length of each course, including online and hybrid courses. Students will be counted absent from class meetings missed, beginning with the first official day of classes. Students, whether present or absent, are responsible for all material presented or assigned for a course and will be held accountable for such materials in the determination of course grades.

Please refer to the [Highlander Guide](#) for the complete policy.

* Click Here for the MCC Attendance/Absences Policy
(https://www.mclennan.edu/highlander-guide/policies.html)
Click on the link above for the college policies on attendance and absences. Your instructor may have guidelines specific to this course.

STUDENT LEARNING OUTCOMES for INTERPRETER TRAINING:
Student Learning Outcomes for the program and the courses in which they are primarily measured are indicated in this matrix:

	Student Learning Outcomes X = Assessed	SLNG 1317 Deaf Comm	SLNG 1321 Intro Interp	SLNG 1347 Deaf Culture	SLNG 2401 Interp I	SLNG 2402 Interp II	SLNG 2488 Intern-ship	Assessment Type
1	Explains/describes interpreters' role and responsibilities and the interpreting process		X					Exam
2	Demonstrates understanding of interpreter's role and functions appropriately in that role						X	Supv Eval
3	Identifies significant names, facts, acronyms related to Deaf Community, organizations, history	X						Exam
4	Identifies and explains environmental and logistical factors affecting the interpreting process, along with possible solutions		X					Exam
5	Recognizes and gives examples of cultural differences; identifies potential relevance to interpreting situations			X				Exam
6	Identifies health risks; explains and/or demonstrates methods for preventing RSI's and burnout		X					Exam
7	Explains/describes technology related to Deafness	X						Exam
8	Demonstrates an appropriate level of ASL Skills (Competence in vocabulary, grammar, sociolinguistics, pragmatics, and strategy)					X		Capstone Project
9	Demonstrates an appropriate Level of skills in Interpreting/Transliterating					X		Mock Eval (Perform Eval)

10	Implements a professional development plan; demonstrates commitment to ongoing personal and professional development						X	Capstone Project
11	Uses appropriate technology (camera, recorders, videophones, etc.)				X			
12	Evaluates own skills and suitability for assignments; demonstrates appropriate levels of self-confidence and poise							Mock Eval (Perform Eval)
13	Establishes appropriate professional relationships with supervisors, mentors, peers, and consumers							Supv Eval
14	Knows and follows recognized codes of ethics/conduct		X					Exam

Statement of Workplace and Foundation Competencies

McLennan Community College is determined to prepare you with the knowledge and skills you need to succeed in today's dynamic work environment. Towards this end, the following workplace competencies and foundation skills have been designed into the curriculum for a:

INTERPRETER TRAINING PROGRAM:

COMMON WORKPLACE COMPETENCIES

Manage Resources: Time / Money / Materials / Space / Staff

Exhibit Interpersonal Skills: Work on teams/ Teach others / Serve customers / Lead work teams /Negotiate with others

Work with Information: Acquire & evaluate data / Interpret & communicate data

Apply Systems Knowledge: Work within social systems / Work within technological systems / Work within Organizational systems / Monitor & correct system performance / Design & improve systems

Use Technology: Select equipment and tools

FOUNDATION SKILLS

Demonstrate Basic Skills: Arithmetic & Mathematics / Speaking / Listening

Demonstrate Thinking Skills: Creative thinking / Decision making / Problem solving / Thinking logically

Exhibit Personal Qualities   Self-esteem / Self-management / Integrity

Course Number: SGNL 2301 Course Name: Intermediate ASL I	Relevant Competencies (Identify by Competency Number)
SCANS COMPETENCIES.	
1. Managing Resources:	
a. Manage time	a
b. Manage money	b.
c. Manage materials	c.
d. Manage space	d.
e. Manage staff	e.
2. Exhibiting Interpersonal Skills:	
a. Work on teams	a.
b. Teach others	b.
c. Serve customers	c. 1,2,3,4,5,6,8
d. Lead work teams	d.
e. Negotiate with others	e.
f. Work with different cultures	f. all
3. Working with Information:	
a. Acquire/evaluate data	a. 3,4,7
b. Organize/maintain information	b. 2,3,7
c. Interpret/communicate data	c 2,3,5,6,7
d. Process information with computers	d.
4. Applying systems knowledge:	
a. Work within social systems	a. all
b. Work within technological systems	b.
c. Work within organizational systems	c.
d. Monitor/correct system performance	d. all
e. Design/improve systems	e. all
5. Using Technology:	
a. Select equipment and tools	a. 9
b. Apply technology to specific tasks	b. 9
c. Maintain/troubleshoot technologies	c. 9
SCANS FOUNDATIONS.	
6. Demonstrating Basic Skills:	
a. Reading	a.
b. Writing	b. 3,7
c. Arithmetic/Mathematics	c.
d. Speaking	d. 4,6,8
e. Listening	e. 2,3,5,7
7. Demonstrating Thinking Skills:	
a. Creative thinking	a. 1,4
b. Decision making	b. 2,5
c. Problem solving	c.
d. Thinking logically	d. 1,4,7
e. Seeing with the mind's eye	e. 1,4
8. Exhibiting Personal Qualities:	
a. Individual responsibility	a. 1,4,6,8
b. Self-esteem	b. 4,6,8
c. Sociability	c. 8
d. Self-management	d. 1,4,8
e. Integrity	e.

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C O M M U N I T Y

C O L L E G E

ACADEMIC RESOURCES/POLICIES

Student Support/Resources:
MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at http://www.mclennan.edu/campus-resource-guide/

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources or want to explore strategies for balancing life and school, we encourage you to contact a Success Coach by calling (254) 299-8226 or emailing SuccessCoach@mclennan.edu. Students may visit the Completion Center Monday-Friday from 8 a.m.-5 p.m. to schedule a meeting with a Success Coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff based on household size. Text (254) 870-7573 to schedule a pantry appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

MCC Foundation Emergency Grant Fund:
Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html to find out more about the emergency grant. The application can be found at https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf.

Minimum Technical Skills:
Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

Backup Plan for Technology:
In the event MCC's technology systems are down, you will be notified via your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

Minimum System Rquirements to Utilize MCC's D2L|Brightspace:
Go to https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

Email Policy:
McLennan Community College would like to remind you of the policy (http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails.

Instructional Uses of Email:
Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with their students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

Email on Mobile Devices:
The College recommends that you set up your mobile device to receive McLennan emails. If you need assistance with set-up, you may email Helpdesk@mclennan.edu for help.

Forwarding Emails:
You may forward emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may be lost or placed in junk or spam filters.

MCC Academic Integrity Statement:
Go to www.mclennan.edu/academic-integrity for information about academic integrity, dishonesty, and cheating.

Accommodations/ADA Statement:
Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. For additional information, please visit www.mclennan.edu/disability.

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:
> disabilities@mclennan.edu
> 254-299-8122
> Room 319, Student Services Center

Title IX:
We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at titleix@mclennan.edu or by calling Dr. Drew Canham (Chief of Staff for Diversity, Equity & Inclusion/Title IX) at (254) 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC at (254) 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting http://www.lighthouse-services.com/mclennan/.

Go to McLennan's Title IX webpage at www.mclennan.edu/titleix/. It contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence, or domestic violence.

Disclaimer:
The resources and policies listed above are merely for informational purposes and are subject to change without notice or obligation. The College reserves the right to change policies and other requirements in compliance with State and Federal laws. The provisions of this document do not constitute a contract.