



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

**American Sign Language (ASL) V
SLNG 2334 01**

Gayle VanTrease

NOTE: This is a 16-week Blended/Hybrid course.

COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals including your safety. We will continue to monitor the evolving situation with COVID 19 and adjust our safety guidelines to make sure we offer a safe environment for you and our faculty. Please make sure to consult your faculty and the MCC website at <https://www.mclennan.edu/crisis-management/coronavirus-updates/index.html> on any changes to these guidelines.

Course Description:

SLNG 2334 – American Sign Language (ASL) V

Development of proficiency in ASL. Includes instruction in semantic and grammatical accuracy and appropriate strategies in a variety of communication contexts.

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 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

Participate 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

Prerequisites and/or Corequisites:

Prerequisite: SGNL 2302.

Course Notes and Instructor Recommendations:

Course only taught in the Spring

Instructor Information:

Instructor Name: Gayle VanTrease
MCC E-mail: gvantrease@mclennan.edu
Office Phone Number: N/A
Office Location: BTB 113 (Temp)
Office/Teacher Conference Hours: tba

Other Instruction Information: I am committed to your successful completion of our classes without lowering the college's academic standards. I understand that you are facing additional pressures from work and family, and have other obligations both within and outside academic pursuits as well. I realize that at times issues beyond your control will interfere with class requirements. If you experience any circumstance that has a negative impact on our participation in this course, please make me aware of it as soon as possible. I may be able to assist or make accommodations for your particular circumstance. Do not wait until the end of the semester to ask for advice.

Required Text & Materials:

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

This class will cover the chapters in the Signing Naturally book that were not covered in SGNL 2302, ASL IV. In addition, we will cover specialized terminology for Legal and Mental Health Settings.

[MCC Bookstore Website](#)

* [Click Here for the Minimum System Requirements to Utilize MCC's Brightspace](#)

(www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements)

Click on the link above for information on the minimum system requirements needed to reliably access your courses in MCC's Brightspace learning management system.

Methods of Teaching and Learning:

The class will be taught fully in ASL.

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 objectives/competencies (see Appendix B). The objectives listed below are also linked to the Student Learning Outcomes (SLO) for the program (see Appendix A)

Appropriate workplace competencies and foundation skills identified by the Secretaries Commission on Achieving Necessary Skills (SCANS) are integrated into the following objectives/competencies.

The student will:

Apply knowledge of intermediate American Sign Language grammatical rules by demonstrating ability to identify grammatical components in a discourse and to replicate grammatical components.

Demonstrate the ability to express intermediate information in American Sign Language of

- a. Discussing medical situations
- b. discussing legal situations
- c. discussing mental health situations

Demonstrate comprehension of intermediate information in American Sign Language by:

- a. to be able to accurately put into English using appropriate medical terms when medical issues are being discussed
- b. to be able to accurately convey in English discussions information regarding legal situations using appropriate terms
- c. when mental health issues able to express in English using appropriate terms.

Course Grading Information:

Grades shall be based on student performance in the following areas:

- | | |
|--|-----|
| . Deaf event (9hrs)/workshop (6 hrs) | 20% |
| . testing (Receptive/Expressive skills) (20% each) | 80% |
| . Unit 23 Legal | |
| Unit 24 medical and mental health | |
| Unit 25 story telling | |

Late Work, Attendance, and Make Up Work Policies:

Workbook assignments, classwork, and quizzes are due on the date assigned, and may not be turned in late. Daily quizzes 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 PRIOR to being absent with the instructor unless it is in the case of an emergency or sickness.

When you are absent it is your responsibility to:

- Check Brightspace/GoReact 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 were absent
- Request a copy of any handout material from your classmates (if it is not on Brightspace) Specific title(s) of the handout should be requested
- You may make an appointment with the instructor during office hours for additional individual assistance.

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.

Side Conversations: Signed class discussion on pertinent course material is strongly encouraged, however, not when instruction is occurring. During language activities, or when the instructor is working with another student, discreet signing is allowed.

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, guests, 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 reserves the right to act to protect the decorum of the learning environment and the image of MCC.

The Student is expected to:

Attend class and be on time

Ask questions when you do not understand

Adhere to Deaf Culture Norms

Participate fully in class activities

Complete all assignments on or before due date

Be patient

Have expressive exam tapes completed by dates assigned

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

[Click Here for the MCC Attendance/Absences Policy](https://www.mclennan.edu/highlander-guide/policies.html)
([**https://www.mclennan.edu/highlander-guide/policies.html**](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 additional 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	Assessmen t 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						X	Capstone Project

ASL V
SLNG 2334 01

	professional developmen							
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

Appendix B: 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 the **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: <u>SGNL 1402</u>	Relevant Competencies
---------------------------------	-----------------------

ASL V
SLNG 2334 01

Course Name: <u>Beginning ASL II</u>	(Identify by Competency Number)
SCANS COMPETENCIES.	
1. Managing Resources: a. Manage time b. Manage money c. Manage materials d. Manage space e. Manage staff	a. 11 b. c. 11,12 d. e.
2. Exhibiting Interpersonal Skills: a. Work on teams b. Teach others c. Serve customers d. Lead work teams e. Negotiate with others f. Work with different cultures	a. 2,5,6,10,12 b. c. d. e. 3,6,12 f. all
3. Working with Information: a. Acquire/evaluate data b. Organize/maintain information c. Interpret/communicate data d. Process information with computers	a. 1,2,3,4,6 b. 2,4,5,6 c. 1,2,4,5,6,7,11,12 d.
4. Applying systems knowledge: a. Work within social systems b. Work within technological systems c. Work within organizational systems d. Monitor/correct system performance e. Design/improve systems	a. 5,6,7,8,10,12 b. 8,11 c. d. 10 e. 9,12
5. Using Technology: a. Select equipment and tools b. Apply technology to specific tasks c. Maintain/troubleshoot technologies	a. 8 b. 8,11,12 c. 11
SCANS FOUNDATIONS.	
6. Demonstrating Basic Skills: a. Reading b. Writing c. Arithmetic/Mathematics d. Speaking e. Listening	a. 1,2,4,6,8,11 b. 2,10 c. 4 d. 1,2,5,7,9,12 e. 1,2,4,5,6,7,9,12
7. Demonstrating Thinking Skills: a. Creative thinking b. Decision making c. Problem solving d. Thinking logically e. Seeing with the mind's eye	a. 5 b. 7,9 c. 2,4,7,8,9 d. 5,6,7,12 e. 6,9
8. Exhibiting Personal Qualities: a. Individual responsibility b. Self-esteem c. Sociability d. Self-management e. Integrity	a. 5,7,8,10,11,12 b. 5 c. 8,10 d. 7,10,11,12 e.

McLennan

C O M M U N I T Y

COLLEGE

ACADEMIC RESOURCES/POLICIES

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.

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.

MCC Academic Integrity Statement:

Go to www.mclennan.edu/academic-integrity for information about academic integrity, dishonesty, and cheating.

Minimum System Requirements to Utilize MCC's D2L|Brightspace:

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

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.

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.

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.