

McLennan C O M M U N I T Y C O L L E G E

WACO, TEXAS

COURSE SYLLABUS AND INSTRUCTOR PLAN

**ASL II
SGNL 1402
Shannon Jacobs**

16 WEEK ONLINE 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.

AN EQUAL OPPORTUNITY INSTITUTION

Spring 2023

Course Description:

This course is an introduction to the basic skills in developing production and comprehension skills in American Sign Language (ASL). Students will learn ASL vocabulary, structure, and grammar. Course content also includes the manual alphabet and numbers. Students will develop basic conversational abilities, culturally appropriate behaviors, and learn about the culture and history of Deaf communities.

Prerequisites and/or Corequisites:

Prerequisite: ASL I with a C or better.

Instructor Information:

Instructor Name: Shannon Jacobs

MCC Email: sjacobs@mclennan.edu

Zoom link: <https://mclennan.zoom.us/j/7294782942>

Office Hours: By Appointment Only

Required Text & Materials:

1. Purple Moontower. (2022). *TRUE+WAY ASL Student eWorkbook Units 5-9* (3rd ed.).
(This is your student login that you created for TWA)
2. Video Platforms:
 - Brightspace Zoom
 - Go React Student Account (Included in your course fees)
 - Flip Grid Login

MCC Bookstore Website: <http://www.mclennan.edu/bookstore/>

Methods of Teaching and Learning:

Anyone can pick one of the myriad of sign language books or view YouTube videos in attempts to learn SIGNS by copying them, but you won't know if it is correct or not. In this course you will not only begin learning the language, but also mannerisms, and culture norms as well as vocabulary. This will be done teaching mostly in ASL, thereby exposing and modeling the appropriate way to sign, the correct accent, the grammatical aspects of ASL and appropriate cultural behaviors. A **limited** amount of speech will be allowed at certain times during the period, mostly for instructional purposes. For most of the lesson, speech is considered disruptive to the visual language learning process. Students are expected to give visual attention and feedback to the instructor and other students in accordance with Deaf cultural norms. **Deaf Culture rules will apply.** This means, among other things, that without being asked, you should be able to tell us why you are late, if you have to leave early or if you (frowning here) receive a

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cell phone call during class! Because of the visual nature of the language and the amount of material we will cover, your full attention and attendance is needed in class. Please turn off all cell phones unless we are using them in class. Please make sure to have childcare accommodations as well. You will learn to abide by the Deaf Culture Norm of using your eyes, hands and bodies for communication.

This course integrates ASL expressive and receptive skills using bilingual techniques. Also includes vocabulary expansion, idioms, manual and non-manual aspects of ASL, ASL linguistics, cross-cultural communication, and cultural knowledge. This class provides a practice-oriented approach to language acquisition. This class will be conducted in ASL, no voice.

The course will be conducted face to face and will use readings from various sources, augmented with online readings, websites research and recordings. This course is a 4-credit course, which means that students are expected to do at least 20 hours of course-related work or activity each week during the semester. This includes viewing video lectures as well as time spent completing assignments, studying for tests, participating in GoReact feedback, group sessions, preparing video assignments and other course-related tasks.

Students will also learn by first-hand interaction with the Deaf community, class dialogues, class projects, videos and completing assignments. Instructors will use daily creative interaction and participation, quizzes, performance and written assignments to assess student understanding on GoReact, Brightspace, Flip Grid and True+Way AS Canvas Platforms

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. MCC based 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 RunTime 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 below are also linked to the Student Learning Outcomes (SLO) for the program (see Appendix A).

The student will be able to:

1. Vocabulary Development

- a. Recognize and produce vocabulary items in each unit.
- b. Demonstrate comprehensive mastery of targeted vocabulary words drawn from class items, lectures, and videos.

2. Grammatical Features

- a. Demonstrate comprehensive mastery of target, content-specific commands, questions, and statements in ASL.
- b. Identify grammatical features within short dialogues in ASL directed by the professor.

3. Conversational and Communication Skills

- a. Demonstrate comprehension and conversation facilitating behaviors.
- b. Demonstrate comprehension and production of regulating behaviors (i.e. attention-getting techniques, turn-taking signals, and others)
- c. Comprehend short narratives and stories in ASL signed by the professor, Deaf ASL speakers, or ASL videos added by the professor.
- d. Demonstrate the ability to create, conduct and terminate a short content-specific conversation.

4. Cultural Awareness

- a. Analyze and critique competing perspectives of diverse Deaf Communities in the United States and Canada, ideas, aesthetic traditions, and cultural practices, and its history.
- b. Compare, contrast, and interpret differences and commonalities among Deaf and hearing cultures.

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

Course Schedule:

All assignments are due each Sunday of the corresponding week, by 11:59pm

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Week	TWA Units: 5-9	*Projects/Due Dates
1 Jan. 8	Course Intro / Syllabus / Unit 5 / Unit 5.1, 5.2, 5.3 Snapshots, Discussions & Worksheets and Quiz	Due: Jan. 15
2 Jan. 15	Unit 5.4, 5.5, 5.6 Snapshots, Discussions & Worksheets, and Quiz	Due: Jan. 22
3 Jan. 22	Unit 5 Review: POA, Story Comprehension & SOAR and Tests	Due: Jan. 29
4 Jan. 29	Unit 6 / Unit 6.1, 6.2, 6.3 Snapshots, Discussion & Worksheets	Due: Feb. 5
5 Feb. 5	Unit 6.4, 6.5 Snapshots, Discussion & Worksheets, and Quiz	Due: Feb. 12
6 Feb 12	Unit 6 Review: POA, Story Comprehension & SOAR	Due: Feb. 19
7 Feb 19	Unit 7 Unit 7.1, 7.2, 7.3 Snapshots, Discussion & Worksheet	Due: Feb. 26 <u>Project Due:</u> Deaf Community Hours/Reflections: Checkpoint #1
8 Feb 26	Unit 7.4, 7.5 Snapshots, Discussion & Worksheet, and Quiz	Due: Mar. 5
9 Mar. 5	 SPRING BREAK	Due: Mar. 12 <u>Project Due:</u> Me Bag
10 Mar. 12	Unit 7 Review: POA, Story Comprehension & SOAR and Tests	Due: Mar. 19

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11 Mar. 19	Unit 8 Unit 8.1, 8.2, 8.3 Snapshots, Discussions & Worksheets	Due: Mar. 26
12 Mar. 26	Unit 8 Review: POA, Story Comprehension & SOAR and Tests	Due: Apr. 2
13 Apr. 2	Unit 9 Unit 9.1, 9.2 Snapshots, Discussions & Worksheets	Due: Apr. 10 <i><u>*Note: Due Date Monday, 11:59pm</u></i>
14 Apr. 9	Unit 9.3, 9.4 Snapshots, Discussions & Worksheets	Due: Apr. 16 <i><u>Project Due:</u></i> Deaf Community Hours/Reflections: Checkpoint #2
15 Apr. 16	Unit 9 Review: POA, Story Comprehension & SOAR and Tests	Due: Apr. 23
16 Apr. 23	FINAL EXAM: Cumulative Unit 9 Comprehension and Production Tests	Due: May 1 <i><u>*Note: Due Date Monday, 11:59pm</u></i>

Course Grading System

Your comprehension and production skills will be evaluated regularly throughout the course in different ways as listed below.

Course Grading Information:

Category	Assignments	Percentage
Practice	<ul style="list-style-type: none">• Conversation Starters Discussions• Worksheets	5% 10%

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Application	<ul style="list-style-type: none">• Quizzes (Story comprehension and snapshots)• Peer Observation Assignment (POA)• Self-Observation Assessment Review (SOAR)• Projects<ul style="list-style-type: none">• Deaf Community Hours/Reflections (10/2)• Me Bag	25% 5% 10% 15%
Evaluation	<ul style="list-style-type: none">• Tests<ul style="list-style-type: none">• Unit Comprehension Test• Unit Production Test	30%
		Total =100%

Grade Scale

100-90	A
89-80	B
79-70	C
69-65	D
64-0	F

Conversation Starter Discussions 5%

Watch the conversation starters. Pick a question to answer, and type your response in the discussion board by the due date. Once you type your response, you will be able to see your classmates' responses. Feel free to post additional questions and comments to better understand the conversation starters.

Worksheets 10%

Worksheets are designed to retain and reinforce what is learned in the classroom. Complete the assigned workbook assignments by assigned due dates.

Quizzes 25%

Quizzes are designed to cover content previously learned to ensure you are on the right pace in learning the material. Complete the assigned quizzes by the due dates.

Peer Observation Assignment (POA) 5%

At the end of each unit, you will be watching videos of proficient Deaf ASL signers signing something incorrectly. Try to identify the error by answering the questions by the due date.

Self-Observation Assessment Review (SOAR) 10%

At the end of each unit, you are to sign sentences in ASL. You are to record your work and submit your video in Go React by the due date. Complete the rubric by comparing your video with the proficient Deaf ASL signer, identifying areas you can improve and areas that you are doing well.

Tests 30%

The test will cover material presented up to this point in the course. They will include information from the lectures, vocabulary, conversation starter discussions, worksheets, and quizzes.

Projects 15%

This will include your Deaf Community Hours and Reflections related, as well your Me Bag assignment in Go React.

Lab Hours are required: Typically, 1 hour per credit hour for the course. Lab hours can be any of the following: the onsite ASL Lab, group practice outside of class (in person or via Zoom), and/or onsite/Zoom tutoring.

ASL Tutors: There will be ASL tutors available in the onsite lab as well as Zoom lab, weekly. Tutoring Lab hours are posted in Brightspace.

Late Work, Attendance, and Make Up Work Policies:

Late work:

Assignments are due every SUNDAY by 11:59pm unless otherwise specified by the instructor. If you feel that you are struggling to complete assignments for this course, it is YOUR responsibility to come and speak with me BEFORE an assignment is due. Late work is not accepted unless you have major extenuating circumstances and have also received permission from me.

Attendance:

Class attendance is expected. If you are absent the equivalent of 4 class meetings, you may be dropped from the course based on your performance. MCC has a policy that students cannot miss more than 25% of the course without a possibility of being dropped from that course.

Note: If the student's 25 percent absences are reached after the official drop date (the 60 percent point in the semester or term), the professor may assign a W if the student is passing and requests to be withdrawn. However, if a student who is not passing reaches the 25 percent point after the official drop date, the student will receive an F. In extenuating circumstances, the professor may assign a W to a student who is not passing.

Attendance is taken based on student's completing weekly discussion board requirements. Though attendance is not counted as a grade the student's grade will be negatively impacted due to not completing required discussions.

[Click Here for the MCC Attendance/Absences Policy](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.

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 were absent
- Request a copy of any handout material from your instructor (if it is not on D2L/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.
- Understand the instructor cannot "catch you up" on missed class information during class.

Technical difficulties:

Technical difficulties will not relieve you of your responsibility for turning in assignments or completing assignments on time. Attempt all assignments and quizzes early so you may seek help as needed. I suggest allowing a minimum of 24 hours to ensure all assignments are submitted successfully, on time.

Video recorded assignments:

When doing any recording of assignments for this class, make sure that you are not chewing gum and that your clothing is conducive to reading signs with no large graphics, or other designs that interfere with reading signs. When in doubt, ASK!

Student Behavioral Expectations or Conduct Policy:

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.

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-andresources/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.

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.

***Do NOT use Brightspace email. I do not check that email often. ***

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.lighthouseervices.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.

TRUE+WAY ASL Workbook Outline

Unit 5: Scheduling

- 5.1 Calendar and Time Expressions
 - 5.1.1 Month, Day, Week, Month
 - 5.1.2 M, W, and F
 - 5.1.3 Timeline
 - 5.1.4 Numeral Incorporations: Days, Weeks, Months, Years, Dates
 - 5.1.5 Time-related: Non-Manual Markers
 - 5.1.6 Time Expressions
 - 5.1.7 Semantics: LAST
 - 5.1.8 Numeral Incorporation: Clock
 - 5.1.9 Times & Time Expressions
- 5.2 Events
 - 5.2.1 Event-related Vocabulary
 - 5.2.2 Holidays and Observances
 - 5.2.3 Calendar Events
 - 5.2.4 Semantics: BREAK
- 5.3 Errands
 - 5.3.1 Errands

- 5.3.2 Calendar-related Vocabulary
- 5.4 Reasons and Excuses
 - 5.4.1 Reasons & Excuses
 - 5.4.2 Absent
- 5.5 Frequency
 - 5.5.1 How Often?
 - 5.5.2 Numeral Incorporation: Every
- 5.6 Daily Activities
 - 5.6.1 Daily Activities
 - 5.6.2 Daily Routines
 - 5.6.3 A Day

Unit 6: Good Times

- 6.1 Insights and Skills
 - 6.1.1 Insights
 - 6.1.2 Opinions
 - 6.1.3 Activity Skills
 - 6.1.4 Bravery
- 6.2 Hobbies and Interests
 - 6.2.1 Hobbies & Interests
 - 6.2.2 Collections
- 6.3 Sports and Recreations
 - 6.3.1 Sports & Recreations
 - 6.3.2 World Sport Organizations
- 6.4 Vacations
 - 6.4.1 Vacations & Road trip
- 6.5 Snacks
 - 6.5.1 Snacks
 - 6.5.2 Drinks

Unit 7: It's All About Food!

- 7.1 Fruits and Vegetables
 - 7.1.1 Fruits
 - 7.1.2 Vegetables
- 7.2 Meats, Poultry, and Seafood
 - 7.2.1 Red Meats
 - 7.2.2 Poultry
 - 7.2.3 Pork
 - 7.2.4 Seafood
- 7.3 More Food and Sweets
 - 7.3.1 Dairy Products
 - 7.3.2 Packaged Goods
 - 7.3.3 Canned Goods
 - 7.3.4 Jams & Jellies
 - 7.3.5 Condiments
 - 7.3.6 Baking Products
 - 7.3.7 Baked Goods
 - 7.3.8 Beverages

- 7.4 Regional Cuisines
 - 7.4.1 Cuisine/Restaurant Types
 - 7.4.2 Breakfast
 - 7.4.3 Appetizers/Sides
 - 7.4.4 Entrees
- 7.5 Recipes
 - 7.5.1 Measurements
 - 7.5.2 Ways of Preparing Food
 - 7.5.3 Ways of Mixing Food
 - 7.5.4 Cooking Methods

Unit 8: People Among Us

- 8.1 People
 - 8.1.1 Life Stages
 - 8.1.2 Ethnicity and Ethnic Groups
- 8.2 Physical Descriptions
 - 8.2.1 Heights
 - 8.2.2 Body Types
 - 8.2.3 Hair Colors
 - 8.2.4 Hair Types
 - 8.2.5 Hair Lengths
 - 8.2.6 Facial Hair
 - 8.2.7 Eyebrows
 - 8.2.8 Facial Features
 - 8.2.9 More Features
- 8.3 Clothing
 - 8.3.1 Tops
 - 8.3.2 Necklines & Collars
 - 8.3.3 Pants & Shorts
 - 8.3.4 Dresses & Skirts
 - 8.3.5 Suits, Tuxedos & Uniforms
 - 8.3.6 Sleepwear, Undergarments & Swimsuits
 - 8.3.7 Pockets
 - 8.3.8 Sizes
 - 8.3.9 Accessories
 - 8.3.10 Type of Glasses
 - 8.3.11 Earrings
 - 8.3.12 Necklaces
 - 8.3.13 Socks
 - 8.3.14 Footwear
 - 8.3.15 Patterns

Unit 9: My Home

- 9.1 Floor Plans
 - 9.1.1 Ordinal Numbers
 - 9.1.2 Lobby & Hallway
 - 9.1.3 Rooms
 - 9.1.4 Home Layouts

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- 9.2 The Exterior
 - 9.2.1 Around Your Home
- 9.3 The Interior
 - 9.3.1 Kitchen & Dining Room Items
 - 9.3.2 Living room Items
 - 9.3.3 Bathroom & Bedroom Items
 - 9.3.4 Laundry Items
 - 9.3.5 Home Entertainment
- 9.4 Housework
 - 9.4.1 Living Room
 - 9.4.2 Kitchen
 - 9.4.3 Bedroom
 - 9.4.4 Laundry
 - 9.4.5 Household Problems & Repairs
 - 9.4.6 Home-related Professionals

APPENDIX A: 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

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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			

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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

2021-2022
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 dynamic work environment. Towards this end, the following workplace competencies and foundation skills have been designed into the curriculum for:

MENTAL HEALTH PROGRAM

COMMON-WORKPLCE COMPETENCIS

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

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

Work with Information: Acquire and evaluate data / Interpret and Communicate data

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

Use Technology: Select equipment and tools

FOUNDATION SKILLS:

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Demonstrate Basic Skills: Arithmetic and Mathematic / 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 1401</u> Course Name: <u>Beginning ASL I</u>		Relevant Competencies (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 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. b. c. d. e. f. 5
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 b. 1, 2, 3, 4, 6 c. 1, 2, 3 d. 8
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, 10 b. 8 c. d. e.
5.	Using Technology: a. Select equipment and tools b. Apply technology to specific tasks c. Maintain/troubleshoot technologies	a. 8 b. 8 c.

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SCANS FOUNDATIONS.	
6. Demonstrating Basic Skills: a. Reading b. Writing c. Arithmetic/Mathematics d. Speaking e. Listening	a. 1, 3, 5, 6 b. c. 4 d. 2, 3, 5, 6, 10 e. 5, 6, 10
7. Demonstrating Thinking Skills: a. Creative thinkin b. Decision making c. Problem solving d. Thinking logically e. Seeing with the mind's eye	a. 9 b. 3, 6, 8 c. 3, 4, 6, 9 d. 1, 2, 3, 7 e. 6, 9
8. Exhibiting Personal Qualities: a. Individual responsibility b. Self-esteem c. Sociability d. Self-management e. Integrity	a. 10, 11 b. c. 5, 10 d. 11, 7 e.

Updated 11/04/2022



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-
2998122
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 acting Title IX Coordinator at titleix@mclennan.edu or by calling, Dr. Claudette Jackson, (Diversity, Equity & Inclusion/Title IX) at (254) 299-8465. MCC employees are mandatory reporters and must report incidents immediately to the Title IX Coordinator. Individuals may also contact the MCC Police Department at (254) 299-8911 or the MCC Student Counseling Center 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/>

Academic Support and Tutoring is here to help students with all their course-related needs. Specializing in one-on-one tutoring, developing study skills, and effectively writing essays. Academic Support and Tutoring can be found in the Library and main floor of the Learning Commons. This service is available to students in person or through Zoom from 7:30 am - 6:00 pm Monday through Thursday and 7:30 am - 5:00 pm on Friday. You can contact the Academic Support and Tutoring team via Zoom (<https://mclennan.zoom.us/j/2542998500>) or email (ast@mclennan.edu) during the above mentioned times.

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 either MCC CREW – Campus Resources Education Web by calling (254) 299-8561 or by emailing crew@mclennan.edu or a Success Coach by calling (254) 299-8226 or emailing SuccessCoach@mclennan.edu. Both are located in the Completion Center located on the second floor of the Student Services Center (SSC) which is open Monday-Friday from 8 a.m.-5 p.m.

Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff. To schedule an appointment, go to https://mclennan.co1.qualtrics.com/jfe/form/SV_07byXd7eB8iTqJg. Both the Completion Center and Paulanne's 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/FacultyandStaffCommons/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. For more information about your student email account, go to www.mclennan.edu/studentemail.

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.

You can find help on the McLennan website about connecting your McLennan email account to your mobile device:

- [Email Setup for iPhones and iPads](#)
- [Email Setup for Androids](#)

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.

For more helpful information about technology at MCC, go to [MCC's Tech Support Cheat Sheet](#) or email helpdesk@mclennan.edu.

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.

Updated 11/04/2022

McLennan
C O M M U N I T Y
COLLEGE

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