

McLennan
C O M M U N I T Y
COLLEGE

WACO, TEXAS

COURSE SYLLABUS
AND
INSTRUCTOR PLAN

Intermediate ASL II
SGNL 2302.01

Note: This is a 16 WEEK COURSE THAT MEETS IN PERSON

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:

SGNL 2301 – Intermediate ASL II: Integrate and refine s expressive and receptive skills in American Sign Language (ASL), including recognition of sociolinguistic variation. A practice-oriented approach to language acquisition, including the use of multimedia. Review and application of conversational skills in American Sign Language. Prerequisite: SGNL 2301 with a grade of C or better or consent of the program director. Semester Hours 3 (3 lec).

Prerequisites and/or Corequisites:

Prerequisite: SGNL 2301 with a grade of C or better or consent of the program director.

Instructor Information:

Instructor Name:

MCC Email:

Office Location:

Office Phone:

Office Hours:

Zoom Link:

Required Text & Materials:

Title: Signing Naturally: Student Workbook, Level 3 (Video/DVD)

Author: Lentz, E., Mikos, K., Smith, C.

Publisher: DawnSignPress

ISBN: 978-1581211351

*After purchasing your book, use the code in the back of the book to register for free subscription access to your online video library. Use this link,

<https://www.dawnsign.com/subscribe/signing-naturally-level-3>

Go React Link: Coming soon.

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

Methods of Teaching and Learning:

Continuation of Intermediate ASL I. 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 is a face to face course and will use curriculum 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, discussions, group sessions, preparing video assignments and other course-related tasks.

Students will also learn by first-hand interaction with each other, the Deaf community, class dialogues, class projects, videos and completing assignments. Instructors will use daily creative interaction and participation, quizzes, performance and written tests to assess student understanding on GoReact and Brightspace.

Students 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 (SLO 5, 8)

- 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 (SLO 5, 8)

- 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 (SLO 5, 8)

- 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 (SLO 5, 8)

- 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 Outline:

The following is a TENTATIVE schedule of topics and units to be covered in the course. The schedule may change according to student progress and needs.

Week	SN Units: 18-24 <u>*Lab time - 12:30-1:00pm - T/TH</u>	Assignments Due: <u>*2 Lab Hours are due weekly</u> <u>All assignments are due on</u> <u>Sundays by 11:59pm.</u>
1 Jan.9-15	<ul style="list-style-type: none"> Course Overview - Orientation/Schedule/Syllabus/Materials Introductions Set Up Accounts <ul style="list-style-type: none"> SN Online Library Access Go React 	
2 Jan. 16-22	<ul style="list-style-type: none"> Unit 18 - Narrating Unforgettable Moments 	<ul style="list-style-type: none"> <i>Unit 18 Vocabulary Video</i>

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3 Jan. 23-29	<ul style="list-style-type: none"> Unit 18 - Narrating Unforgettable Moments 	<ul style="list-style-type: none"> Unit 18 Expressive Assignment
4 Jan 30- Feb. 5	<ul style="list-style-type: none"> Unit 19 - Sharing Interesting Facts 	<ul style="list-style-type: none"> Unit 18 Peer Evaluation <i>Unit 19 Vocabulary Video</i>
5 Feb 6-12	<ul style="list-style-type: none"> Unit 19 - Sharing Interesting Facts Unit 19 - Quiz 	<ul style="list-style-type: none"> Unit 19 Expressive Assignment
6 Feb. 13-19	<ul style="list-style-type: none"> Unit 20 - Explaining Rules 	<ul style="list-style-type: none"> Unit 19 Peer Evaluation <i>Unit 20 Vocabulary Video</i>
7 Feb. 20-26	<ul style="list-style-type: none"> Unit 21 - Telling About Accidents 	<ul style="list-style-type: none"> <i>Unit 21 Vocabulary Video</i>
8 Feb. 27- Mar. 5	<ul style="list-style-type: none"> Unit 21 - Telling About Accidents Unit 21 Receptive Quiz 	<ul style="list-style-type: none"> Due: Deaf Community Hours/ASL Reflections: Checkpoint #1
9 Mar. 6-12	Spring Break!	
10 Mar 13-19	<ul style="list-style-type: none"> Unit 22 - Talking about Money 	<ul style="list-style-type: none"> <i>Unit 22 Vocabulary Video</i>
11 Mar 20-26	<ul style="list-style-type: none"> Unit 22 - Talking about Money 	<ul style="list-style-type: none"> Unit 22 Expressive Assignment
12 Mar 27- Apr 2	<ul style="list-style-type: none"> Unit 23 - Making Major Decisions 	<ul style="list-style-type: none"> Unit 22 Peer Evaluation <i>Unit 23 Vocabulary Video</i>

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13 Apr 3-9	<ul style="list-style-type: none"> Unit 23 - Making Major Decisions Unit 23 Receptive Quiz 	
14 Apr. 10-16	<ul style="list-style-type: none"> Unit 24 - Discussing Health Conditions 	<ul style="list-style-type: none"> <i>Unit 24 Vocabulary Video</i>
15 Apr. 17-23	<ul style="list-style-type: none"> Unit 24 - Discussing Health Conditions 	<ul style="list-style-type: none"> Unit 24 Expressive Assignment - Live Presentation Due Nov. 27: Deaf Community Hours/ASL Reflections: Checkpoint #2
16 Apr. 24-May 1	Last week of class, Final and grades post.	

Course Grading Information:

Category	Task	Percentage
Practice	<ul style="list-style-type: none"> Weekly Lab hours (2/week) In Class Assignments Peer Evaluations (3) 	20%

Application	<ul style="list-style-type: none"> Deaf Community Hours/Reflections (15 hrs) - 2 X 10pts = 20pts Vocabulary Videos (7) Quizzes (3) 	35%
Evaluation	<ul style="list-style-type: none"> Expressive Assignments (4) 	45%

Grade Scale

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

Academic Dishonesty:

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Late Work, Attendance, and Make Up Work Policies:

Late work:

- Late work is not accepted. If you are struggling getting your assignments turned in on time because of an extenuating circumstance, please reach out to me before the assignment is due.**

- 2. Quizzes and exams may not be turned in late. If you cannot make a quiz or exam, you must contact me before the quiz/exam to get permission to set up a time to take it BEFORE it is due.**

Attendance:

Class attendance is expected. If you are absent the equivalent of 8 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 at the beginning of each class. Though attendance is not counted as a grade the student's grade will be negatively impacted due to excessive absences. In class work is part of your grading criteria.

[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.

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.

Practice outside of class:

All students are expected to practice outside of class in order to fully learn ASL. An approximate amount of independent practice is 1 hour each week for each credit hour earned. (i.e. a three credit hour course requires three hours of practice each week of independent study).

Student Behavioral Expectations or Conduct Policy:

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.

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.

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 Requirements to Utilize MCC's D2L|Brightspace:

Go to <https://www.mclennan.edu/center-for-teaching-andlearning/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.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:

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Updated 11/04/2022

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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.

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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.

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