

SYLLABUS

SIGN LANGUAGE II

THREE RIVERS COMMUNITY COLLEGE

WEDNESDAY

6:30 - 9:15

Patricia D. Clark, CICT

SPRING 2009

## **COURSE DESCRIPTION**

This course is a continuation of Sign Language I. American Sign Language (ASL) is stressed. Knowledge of issues surrounding deafness is given some emphasis. (Course does not fulfill foreign language requirement.)

This interactive course will focus on expanding the students' ability to communicate in American Sign Language (ASL) through classroom instruction and participation as well as out of class readings and practice and required visitations. The instructional approach will be holistic, exploring all aspects of the language - mechanics, culture, environmental concerns and interpreting.

## **GOALS & OBJECTIVES**

Upon successful completion of Sign language II, students will be able to demonstrate the following:

- Expand vocabulary expressively and receptively.
- Form signs with accuracy, fluency and clarity.
- Select appropriate signs for clear and accurate communication.
- Utilize the appropriate facial expression and body language to communicate effectively in sign language.
- Understand and use classifiers for better communication style.
- Expand the knowledge and use of grammar and syntax used in American Sign Language.
- Be able to expressively and receptively communicate utilizing more complex concepts in ASL.
- Improve fingerspelling, and be able to effectively integrate fingerspelling appropriately in conversation.
- Develop further understanding of Deaf culture.
- Expand knowledge about the difference between hearing and Deaf culture.
- Develop insight to, understanding of and empathy for the experiences of being Deaf and learning to communicate in a predominantly hearing world.

## **MATERIALS**

- Required Text: Learning American Sign Language (2<sup>nd</sup> edition) - Tom Humphries & Carol Padden.
- Supplemental materials will be provided by the instructor.
- Videos and supplementary materials used in class.

## PROCEDURE

- 1 Classroom instruction of language component.
- 2 Modeling of target language.
- 3 Practice using target language in and outside of class.
- 4 Interaction with native users of target language.
- 5 In-class discussions, activities and presentations.
- 6 Off campus activities with written papers.
- 7 Quizzes & Exams

## METHOD OF EVALUATION

Students gain proficiency / mastery at different rates. Each student is capable of achieving proficiency / mastery in ASL and will be given every opportunity to do so. Evaluation of this course will be based on a point system consisting of 1000 points. Which are divided among the following categories. All assessments are cumulative.

- 1 Classroom Participation - 60% (600 points).** In order to learn sign Language, one **MUST** participate in using it. (sorry, no shortcuts on this one!) I recognize that there are extenuating circumstances, if there is an issue with being able to attend class, please contact me.

**In class activities** - 2 assignments that will be interactive among students in the class. Activities will be done alone or with a partner and in which both expressive and receptive skills will be practiced. Each assignment is worth **75 points = (150 points)**

**Exams** - 2 which will be cumulative and interactive among students in the class. Both the expressive skills of the presenter and the receptive skills of the audience members will be evaluated. Quality signing is an important component of presentations. Each exam will also include a written section on theory. Evaluation of each presentation will always include the following criteria.

- Clarity and fluency of signs
- Choice of signs
- Correct usage / grammar
- Appropriate use of facial expressions and body language
- Clear formation and appropriate use of fingerspelling
- Confidence.

Each presentation is worth **150 points with 3 parts =(300 points)**

Expressive - 100 points / presentation = 200 per semester

Receptive - 25 points / presentation = 50 per semester

Theory - 25 points / presentation = 50 per semester

**Video/presentation** - 2 in activities where students will demonstrate their expressive and receptive skills. This will be a team of two/three students. Each student must contribute 2 minutes of material.

Can elect to video in advance.

Each activities is worth **75 points = (150 points)**

**2 Quizzes - 15% (150 points)** - quizzes will be used to asses your progress and to show you where you need to focus your energy. There will be 10 quizzes.

**3 Outside visits to deaf functions - 15% (150 points)** - Each student will be required to visit two functions where deaf people are present. Each visitation must be at least 1  $\frac{1}{2}$  hours long. Following the visitation, a paper is to be written on your experience at the site. Each paper will be 2 pages typed or neatly written using the following guidelines:

- Each paper is a representation of **YOUR** thoughts. **YOUR** feelings or beliefs, **YOUR** impressions, **YOUR** agreements / disagreements and why.
- Is this new or old information for you?
- How has this experience / activity impacted you?
- How will you use this information?
- Does this information / activity change the way that you think or support it? How and why?

**\*\*Papers that do not satisfy the above requirements will be given back to the student to redo and will receive no credit until the criteria are satisfactorily completed**

**4 Final exam - 10% (100 points)**

Each student has the opportunity to earn a total of 1000 points. The grading scale is:

A = 935 - 1000 points	A- = 900-934	B+ = 865 - 899
B = 825 - 864	B- = 800 - 824	C+ = 765 - 799
C = 725 - 764	C- = 700 - 724	D= = 665 - 699
D = 630 - 664	D- = 600 - 629	

Those students who show proficiency / mastery of the goals and objectives by the end of the semester will receive grades accordingly (C = proficiency; B = above proficiency; A = mastery)

### **MISCELLANEOUS EXPECTATIONS AND INFORMATION:**

Class begins promptly at 6:30 p.m. And procedures will not be delayed to accommodate late comers. Consistent practice using sign is of utmost importance if students are to master the language. Therefore, students will be expected to spend time outside of class practicing the language of native signers which students will find helpful to view. Any public library will have or be able to get through inter-library loan videos and books on ASL.

### **EARLY WARNING**

All students will receive an interim progress report on March 11<sup>th</sup>. If you are having ANY difficulty for any reason, please see me as early as possible to discuss ways of assisting you to be successful in this class.

### **COLLEGE WITHDRAWAL POLICY**

Students may withdraw, in writing at the Registrar's Office for any reason until the end of the 10<sup>th</sup> week of classes. NOTE: You will need your instructor's signature if you decide to withdraw at the end of the 10<sup>th</sup> week.

## **DISABILITIES STATEMENT:**

If you have a hidden or visible disability and require classroom or test taking modification, please see me as soon as possible. If you have not already done so, please be sure to notify Student Development and Services, which coordinates services to students with disabilities, or Chris Scarborough, Learning Specialist

## **WHAT YOU CAN EXPECT FROM ME:**

- To arrive to class on time
- To be prepared
- To hold class for the entire class period
- To return corrected work, as often as possible, the next class period after it is collected.
- To give you my best effort in sharing what I know about American Sign Language and the Deaf
- To work with each individual to assist her / his to successfully complete this course.

I can be available for extra assistance by appointment.

Valuable resources:

[www.aslpro.com](http://www.aslpro.com)  
[www.lifeprint.com](http://www.lifeprint.com)

IF AT ANY TIME YOU HAVE CONCERNS OR QUESTIONS ABOUT WHAT IS EXPECTED, HOW YOUR ARE PROGRESSING, YOUR GRADES, OR ANYHTING ELSE, PLEASE SEE ME RIGHT AWAY.

FOR INFORMATION REGARDING SCHOOL CANCELLATIONS DUE TO WEATHER CALL TRCC AT 860-886-0177

## COURSE SCHEDULE DATES - SPRING 2008

(SUBJECT TO CHANGE DUE TO LIFE!)

UNITS	DATE	AGENDA OUTLINE
	JAN 21	Welcome - expectations - getting started Review and updates
12 & 13	JAN 28	Vocabulary, sentence work in groups.
	FEB 04	Quiz #1, review
14 & 15	FEB 11	Quiz #2
	FEB 18	Quiz #3, hand out deaf history, review
16	FEB 25	Video - Audism (Presentation topic #1) Quiz #4
	MAR 04	Quiz #4, sentence review
17 & 18	MAR 11	PROGRESS REPORT, at least one of your visits due, Hand out deaf history, review, presentations/Video due
	MAR 18	SPRING BREAK - NO CLASS
19	MAR 25	Quiz #5, Presentation topic #2
	APR 01	EXAM #1
20 & 21	APR 08	Quiz #6, Hand out deaf history
	APR 15	Quiz #7, Presentations/video due
22	APR 22	Quiz #8
23 & 24	APR 29	Quiz #9
	MAY 06	Quiz #10, IN CLASS ACTIVITY, REVIEW
	MAY 13	LAST DAY OF CLASS - FINAL EXAM

## MAKE UP WORK

- 1 Missed quizzes **MUST** be made up as soon as possible.
- 2 Missed presentation **MUST** be made up within one week of scheduled date. Due to the nature of the presentation, only the expressive and theory portions will be able to be made up.
- 3 Missed In-class Activities cannot be made up due to the nature of the activities.
- 4 All Essays that fulfill the requirements will receive full credit. If a mini does not fulfill the requirements, it will be given back to the student to be completed for full credit.
- 5 This course does not offer extra credit.

IT IS EACH STUDENT'S RESPONSIBILITY TO MAKE  
ARRANGEMENTS WITH ME  
TO MAKE UP MISSED WORK.

DATE	ATTENDANCE	IN CLASS ACTIVITIES	QUIZZES	PRESENTATIONS	
JAN 21					
JAN 28					
FEB 04					
FEB 11					
FEB 18					
FEB 25					
MAR 04					
MAR 11					
MAR 18					
MAR 25					
APR 01					
APR 08					
APR 15					
APR 22					
APR 29					
MAY 06					
MAY 13					
TOTALS					