

# El Paso Community College

## Syllabus

### Part II

## Official Course Description

<b>SUBJECT AREA</b>	<u>Sign Language/Interpreter Prep</u>								
<b>COURSE RUBRIC AND NUMBER</b>	<u>SLNG 1404</u>								
<b>COURSE TITLE</b>	<u>American Sign Language (ASL) I</u>								
<b>COURSE CREDIT HOURS</b>	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>4</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>:</u></td> <td style="text-align: center;"><u>2</u></td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td></td> <td style="text-align: center;">Lab</td> </tr> </table>	<u>4</u>	<u>3</u>	<u>:</u>	<u>2</u>	Credits	Lec		Lab
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Credits	Lec		Lab						

### I. Catalog Description

Introduces the basic skills in production and comprehension of American Sign Language (ASL). Includes the manual alphabet and numbers. Develops conversational ability, culturally appropriate behaviors, and exposes students to ASL grammar. (3:2).

### II. Course Objectives

Upon successful completion of this course, the student will be able to:

- A. Recognize and demonstrate the standard form of a targeted functional vocabulary base of 750 concepts.
- B. Recognize and demonstrate the basic targeted grammatical features of ASL to include sign parameters, spatial referencing, use of classifiers, ASL syntax, and non-manual behaviors.
- C. Initiate, conduct, and terminate short context-specific conversations in American Sign Language utilizing appropriate sign choice, non-manual behaviors, facial expressions, and body language.
- D. Relate information from short ASL dialogues and narratives using Deaf role models.
- E. Apply basic socio-linguistic principles of ASL to functional communication settings.
- F. Demonstrate basic appropriate cultural adjustment skills for a beginner signer.

### III. THECB Learning Outcomes (WECM)

1. Demonstrate and identify culturally appropriate behaviors.
2. Express and comprehend a core vocabulary.
3. Demonstrate receptive and expressive competencies using ASL dialogues, short narratives, and stories, including basic fingerspelling and numbers.
4. Define and demonstrate the use of basic linguistic components of ASL.

### IV. Evaluation

- A. The student will be assessed on the basis of successful demonstration of the unit competencies to include written and/or performance competency test(s) which will include all of the items listed in the course of objectives. There will be **no** make-up examinations, the lowest examination grade **may** be dropped in the averaging process.
- B. Remediation-Should any student fail to meet the recommended 70% (\*) criterion for any examination, the student is encouraged to repeat learning activities, study and drill further on

his/her sign language skills, and to seek advice and/or instructional aid from the instructor. Extra credit activities and their point value will be announced by the instructor if appropriate.

Suggested Grading formula:

Minimum of three major exams 15% each	=45%
Competency Unit Performances 5% each	=25%
Attendance/Participation/Homework	=10%
Final (Expressive/Receptive)	= <u>20%</u>
	100% Total

**V. Disability Statement (American with/Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

**VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.