

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Sign Language/Interpreter Prep</u>		
COURSE RUBRIC AND NUMBER	<u>SLNG 1405</u>		
COURSE TITLE	<u>American Sign Language (ASL) II</u>		
COURSE CREDIT HOURS	<u>4</u>	<u>3</u>	<u>2</u>
	Credits	Lec	Lab

I. Catalog Description

Develops receptive and expressive ability and allows recognition and demonstration of more sophisticated grammatical features of American Sign Language (ASL). Increases fluency and accuracy in fingerspelling and numbers. Encourages opportunities for interaction within the Deaf Community. **Prerequisite: SLNG 1404. (3:2).**

II. Course Objectives

- A. Recognize and demonstrate the standard form of an additional targeted functional vocabulary of 750 concepts.
- B. Compare and contrast frequently used initialized sign variants utilized in contact signing and Signed English systems.
- C. Recognize and demonstrate more complex targeted grammatical features of ASL to include more advanced non-manual behaviors, inflected signs, spatial referencing, classifiers, and temporal sequencing.
- D. Initiate, conduct, and terminate medium length context-specific conversations in ASL.
- E. Relate specific information demonstrating receptive mastery of prepared ASL dialogues and narratives.
- F. Demonstrate self-generated short stories and narratives.
- G. Relate basic socio-linguistic principles of ASL to conversational strategies.
- H. Exhibit the cultural sensitivity and adjustment skills appropriate for an intermediate signer.

Unit Titles and Descriptions

- A. Unit I. Giving Directions
Introduces the student to giving and receiving directions from the general to the specific. Includes communication strategies used by the Deaf Community to communicate with non-signing individuals. Reinforces cardinal and ordinal numbers.
- B. Unit II. Identifying Others
Introduces the student to identifying others. Includes vocabulary related to personal features, racial identity, features and clothing. Emphasis is placed on descriptive classifiers, contrastive structure and topic-comment structures.
- C. Unit III. Making Requests
Introduces the student to making requests, complaints and offering assistance. Emphasis is placed on the conversational strategies of asking for clarification; the use of spatial verbs and inflected verbs; and the importance of role-shifting in indirect discourse.
- D. Unit IV. Talking About Family and Occupations

Introduces the student to the exchange of personal information. Emphasis is placed on the appropriate conversational strategies of correcting and confirming behaviors; possessive pronouns; and the listing principles.

- E. Unit V. Attributing Qualities to Others
Introduces the student to describing the characteristics and qualities of others. Emphasis is placed on contrastive role-shifting to recount an interaction; and the conversational strategies of confirming, qualifying and contradicting opinions.
- F. Unit VI. Talking About Routines
Introduces the student to a brief history of Deaf America. Discusses the continuity of relationships within the Deaf Community. Emphasis is place on the ability to exchange information regarding activities; the grammatical principles of temporal sequencing; and listing principles for activities.

Each unit will be enhanced from grammatical information and vocabulary development from a variety of ASL materials.

III. THECB Learning Outcomes (WECM)

1. Exhibit continued development of skills in expressive and receptive ASL communications, including fingerspelling and numbers.
2. Identify and demonstrate more complex grammatical features of ASL, including non-manual markers, inflected signs, spatial referencing, classifiers, and temporal sequencing.
3. Initiate, conduct, and terminate short/medium length context specific conversations in ASL. 4. Demonstrate self-generated short stories and narratives.
4. Demonstrate an expanded core vocabulary.

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. A departmental team approach may be used including Deaf and Hearing faculty members.
- 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.
- C. Grading formula:

Minimum of three major exams 10% each	= 30%
Competency Unit Performances 5% each	= 20%
Attendance/Participation/Homework	= 10%
Student Performance Projects	= 20%
Final Comprehensive(Expressive/Receptive)	= <u>20%</u>
	100% Total
- D. Grading is on standard scale:
 - 90 - 100 = A
 - 80 - 89 = B
 - 70 - 79 = C*
 - 60 - 69 = D*
 - Below 59 = F*

*If these grades are earned, the student is encouraged to seek remediation, I, W, grades will be assigned as is appropriate. A student who does not receive a final grade or a C or better is strongly advised to repeat the course. See current EPCC catalog and student handbook for any general college regulations.

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.