

**El Paso Community College
Syllabus
Part II
Official Course Description**

SUBJECT AREA	<u>Sign Language/Interpreter Prep</u>								
COURSE RUBRIC AND NUMBER	<u>SLNG 1344</u>								
COURSE TITLE	<u>American Language (ASL): III</u>								
COURSE CREDIT HOURS	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;">:</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>3</u>	<u>2</u>	:	<u>2</u>	Credits	Lec		Lab
<u>3</u>	<u>2</u>	:	<u>2</u>						
Credits	Lec		Lab						

I. Catalog Description

Integrates and refines expressive and receptive skills in American Sign Language (ASL), including recognition of sociolinguistic variation. Presents a practice-oriented approach to language acquisition.
Prerequisite: SLNG 1405. (2:2).

II. Course Objectives

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

- A. Recognize and demonstrate the standard and variant forms of targeted vocabulary items drawn from prepared texts and dialogues.
- B. Demonstrate receptive and expressive mastery of appropriate selected stylistic, regional, social, ethnic, and age-related variations of vocabulary items.
- C. Utilize with appropriate linguistic populations and situations ASL, PSE and Signed English.
- D. Incorporate more complex targeted grammatical features of ASL into expressive use, sentence types, time, pronominalization, topic-comment structures, classifiers, locatives, spatial referencing pluralization principles, distributional aspect and temporal sequencing.
- E. Initiate, conduct, and terminate medium length non-context specific conversations incorporating appropriate conversational and non-manual behaviors, i.e. conversational openers. Attention-getting behaviors, topic maintenance, turn taking, confirming and clarification techniques with Deaf users of ASL other than the teacher.
- F. Demonstrate self-generated short stories and narratives of medium length and complexity.
- G. Participate in context-specific teacher-directed group discussions in ASL.
- H. Demonstrate cultural sensitivity adjustment skills of an intermediate to advanced student of ASL.
- I. Demonstrate an appreciation for ASL's rich linguistic heritage as evidenced by understanding of ASL humor, poetry and other linguistic traditions.

III. THECB Learning Outcomes (WECM)

- 1. Differentiate between ASL and non-ASL based signing.
- 2. Perform standard and variant forms of targeted vocabulary items.
- 3. Integrate fingerspelling and numbers appropriately in discourse.
- 4. Demonstrate receptive and expressive proficiency using more complex grammatical features and communication strategies in self-generated narratives.
- 5. Demonstrate cultural sensitivity adjustment skills at an intermediate level.

IV. Evaluation

Students will be evaluated on written (receptive) and performance (expressive skill) examinations. Students will be graded on:

A. Completion of ASL Skill Portfolio Assignments	50%
B. Receptive and ASL Retelling Stories	20%
C. ASL Interaction Project with Deaf Community	10%
D. ASL Grammar and Language Quizzes	5%
D. Final Expressive Competency & Examination	<u>15%</u>
TOTAL	100%

* If a student fails to meet 70% criterion for any exam, the student is encouraged to repeat learning activities, study and drill further on his/her specific area of deficiency and seek advice and/or instructional assistance from the instructor. Due to the nature of “signed” tests, no make-up testing will be permitted without the approval of the faculty.

It is the student’s responsibility to make prior arrangements with the instructor if the student is unable to attend class the day of any exam. A grade of zero (0) will be given if any exam is not taken and no prior arrangements to take the exam have been made. If prior arrangements have been made, the make-up test will be administered during the class session immediately following the missed exam. If this is not possible, a make-up exam will be given at the instructor’s convenience.

Quizzes and other assignments may also be given at the instructor’s prerogative and will be added into the overall points for the type of activity in the ASL Skill Portfolio.

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.