1. **COURSE TITLE\*:** Beginning American Sign Language II
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:** FLNG 1121
3. **PREREQUISITE(S)\*:** Successful completion of Beginning American Sign Language I **COREQUISITE(S)\*:**
4. **COURSE TIME/LOCATION/MODALITY: (*Course Syllabus – Individual Instructor Specific*)**
5. **CREDIT HOURS\*:** 4 **LECTURE HOURS\*:** 4

**LABORATORY HOURS\*:** 0  **OBSERVATION HOURS\*:** 0

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This course is an introduction to the basic skills in developing production and comprehension skills in American Sign Language (ASL).  Students will learn ASL vocabulary, structure, and grammar.  Course content also includes the manual alphabet and numbers. Students will develop basic conversational abilities, culturally appropriate behaviors, and learn about the culture and history of Deaf communities.

1. **LEARNING OUTCOMES\*:**

**1. Communication** - Communicate in Languages Other Than English

**Standard 1.1:** Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.  
**Standard 1.2:** Students understand and interpret written and spoken languages on a variety of topics.  
**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**2. Cultures** - Gain Knowledge and Understanding of Other Cultures

**Standard 2.1:** Students demonstrate an understanding of the relationship between the perspectives and practices of the culture studied.  
**Standard 2.2:** Students demonstrate an understanding of the relationship between the perspectives and products of the culture studied.

**3. Connections** - Connect With Other Disciplines and Acquire Information

**Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.  
**Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

**4. Comparisons** - Develop Insight into the Nature of Language and Culture

**Standard 4.1:** Students demonstrate understanding of the nature of language though comparisons of the language studied and their own.  
**Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

**5. Communities** - Participate in Multilingual Communities at Home and Around the World

**Standard 5.1:** Students use the language both within and beyond the school setting.  
**Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

\*Excerpted from: Standards for Foreign Language Education: Preparing for the 21st Century. ACFTL, 1999.

1. **ADOPTED TEXT(S)\*:**

Signing Naturally  
Units 7-12 Student Set  
by Cheri Smith, Ella Mae Lentz, and Ken Mikos  
Dawn Sign Press

**Instructors may choose to use the print version or the interactive online materials.**

* **Print: ISBN 978-1-58121-221-1**
* **Interactive online materials: ISBN 978-1-58121-274-7**

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

Students will need to purchase a flash drive and have access to digital video equipment in order to record themselves in and out of class for analyzing their work and maintaining a video portfolio. Students may also be asked to read additional articles and/or books to emphasize the cultural perspectives of the course.

1. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

**Example:**

Unit Tests (Each Unit 7-10) 200  
Sentence Types Test 50  
Comprehension Stories (Each Unit 7-10) 100  
Midterm Expressive (Potluck Party) 100  
Cochlear Implant Project 150  
Final Expressive (Comprehensive Units 7-10) 100  
Final Receptive (Comprehensive Units 7-10) 100  
Total Points 800  
Homework as Assigned (TBD)

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

This curriculum parallels what we know about language development and second language learning. We focus on introducing language in context and reinforcing what is learned by engaging you into various interactive activities. A conversational curriculum requires you to be an active learner. You need to come prepared to sign with other classmates. Our classes are conducted in American Sign Language (ASL) from the very first day. You are immersed in the language for approximately four hours a week to maximize your language learning. The teacher will use gestures, signs, drawings and act out situation to get the point across and you job is to keep trying. This may sound daunting at first, but trust me, it works!

1. **COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

***(Insert sample course outline with learning outcomes tied to assignments / topics.)***

|  |  |
| --- | --- |
| Unit 7: Describing People and Things: Classifiers (Body/Descriptive/Instrument), Adverbials, Spatial Agreement, Review Numbers 1-100, Wh? Review, Years, Greetings/Goodbyes, Appropriate Use of “Have”, Identifying a Person with Follow Up Comments and Questions, Describing Items and Comprehension Stories  Unit 12: The Tailor 12.1 and 12.2:Classifiers, Narrative Story Presentation | |
| **Week 1** | Welcome and Syllabus Pre-Unit Review Units 1-6 7:1 Conversation 1: Identifying a Person, Relaying a Message 7:2 Fingerspelling: Clothing Related Words 7:3 Numbers: Guess My Number 12:1 The Tailor and “My Favorite Leather Jacket” |
| **Week 2** | 7:4 Conversation 2: Describing Personal Items 7:5 Translating Sentences with “Have” 1 7:6 Translating Sentences with “To Drive”, “To Take” and “To Pick Up” 1 7:7 Telling the Year 7:10 Translating Sentences with “Have” 2 7:11 Cultural: Greetings and Leave-takings |
| **Week 3** | 7:12 Translating Sentences with “To Drive”, “To Take” and “To Pick Up” 7:13 Comprehension Story: A Memorable Costume 12:2 The Tailor “Your Version” |
| Unit 8: Making Requests and Asking for Advice: Adverbials, Declining Requests, Review Months, Verb Agreements, Conditional and Negated Statements, Numbering Systems Review and Introduce Identification Numbers, ASL Syntax, Cultural Focus-Minimizing Interruptions and Name Signs and Comprehension Stories | |
| **Week 4** | 8:1 Conversation 1: Explaining a Situation, Making a Request 8:2 Talking About Months 8:3 Agreement Verbs 1 8:4 Conversation 2: Agreeing with Condition 8:5 Negations 1 8:6 Giving Phone Numbers |
| **Week 5** | 8:7 Conversation 3: Conjunction-What You Forgot to Do, Asking for or Giving Advice 8:8 Asking for a Sign 8:9 Agreement Verbs 2 8:10 Conversation 4: Conjunction- What Unexpectedly Happened, Explaining Situation 8:11 Negations 2 |
| **Week 6** | 8:12 Comprehension Story: The Motel Story 8:13 Cultural: Minimizing Interruptions 8:14 Cultural: Name Signs Unit Review |
| **Week 7** | Units 7 and 8 Test Midterm (Potluck Party) Preparation |
| Unit 9: Describing Places: Rhetorical Sentences, Locatives, Perspective Shift, Reviewing Time, Signers Perspective, Topic-Comment Sentences, Review Y  es/No Questions, Classifiers (Descriptive), NMGS, Cultural Focus-Getting Attention, Permission, and Expressing Gratitude and Comprehension Stories | |
| **Week 8** | **Midterm Expressive: Potluck Party** 9:1 Describing a Neighborhood 1 9:2 Places in the Neighborhood 9:3 Giving the Time 1 |
| **Week 9** | 9:4 Describing a Neighborhood 2, Using Rhetorical Questions 9:5 Giving Directions: Next to, Across from 9:6 Yes-No Questions 9:7 Conversation 1:Element, Descriptive and Locative Classifiers 9:8 Giving Directions: Where to Turn 9:9 Giving the Time 2 |
| **Week 10** | 9:10 Suggesting a Place to Eat 9:11 Giving Directions: Perspective Shift 9:12 Yes-No Questions 9:13 Culture: Keeping Others Informed |
| **Week 11** | Comprehension Story: The Hitchhiker Neighborhood Assignment Unit Review |
| Unit 10: Giving Opinions about Others: Temporal Aspect, Money, Predicate Adjectives, Giving Opinions of Others and Describing Situations, Role Shift, Contrastive Structure, Reference Points, Spatial Agreement, Classifiers, Cultural Focus-Interrupting Others, Asserted Statements, and Comprehension Stories | |
| **Week 12** | 10:1 Conversation 1: Temporal Aspect 10:2 Telling the Price 1 10:3 Wh-word Questions 1 10:4 Conversation 2: Predicative Adjective 10:5 Telling the Price 2 |
| **Week 13** | 10:6 Conversation 3: Using Role Shift to Describe Situation 10:7 Telling Where Items are Located 10:8 Wh-word Questions 2 10:9 Comparing Personal Qualities |
| **Week 14** | 10:10 Culture: Interrupting Others 10:11 Comprehension Story: A Lesson Learned 10:12 Looking for a Misplaced Item Unit Review |
| **Week 15** | Prepare for Final |
| **Week 16** | Units 9 and 10 Test  Finals Week |

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

Students need to be aware that due to the nature of this course it may be necessary at times that the instructor or another student will come in contact physically with each other. (Ex: Student is producing the sign incorrectly and the instructor needs to physically move the students hand to the proper location, shape, movement, or adjust palm orientation. All of which are crucial aspects of American Sign Language.)

To protect all parties involved in this course, you are required to use your educational institution’s assigned e-mail account to communicate with your professor and classmates.  Please also use your institutional e-mail account to create accounts with, and log in to your courses. This ensures we all are in compliance with the Federal Educational Rights and Privacy Act (FERPA).

**16. FERPA: \***

Work submitted in this class may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Other instructors may also see your work during the evaluation/feedback process. Student assignments and exams are kept on file for review by various Accrediting Boards of both the Medical Assisting and Institutional Boards. On occasion papers may be traded with another student or work-study for grading purposes.

There is also a possibility that your papers may be submitted electronically to other entities to determine if references are cited appropriately. Plagiarism is a serious offense. Work submitted by the student must be the students’ own creation. The instructor reserves the right to fail any student who submits plagiarized or duplicated work. A grade of “zero” will automatically be given to the duplicated submissions. The instructor will be the sole judge in such cases. If a student cannot demonstrate conclusively that a work was not copied or plagiarized or, in the case of the original author, was copied without consent, the penalty will stand.

**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact the Academic Affairs office administrative assistant, Barb Fleming, at bfleming@sscc.edu or 937-393-3431 X-2620.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first.  For more information about Religious Accommodations, see the full policy at <https://www.sscc.edu/services/accessibility-services.shtml#religious-accommodations>

or contact the Academic Affairs office administrative assistant, Barb Fleming, at [bfleming@sscc.edu](mailto:bfleming@sscc.edu) or 937-393-3431 X-2620.

**18. OTHER INFORMATION\*\*\*:**

**Classroom Conduct:** Civility in the classroom is very important. As professionals, we expect students to conduct themselves in a courteous and respectful manner. Disruptive, rude, sarcastic, obscene or disrespectful speech or behavior have a negative impact on everyone, and will not be tolerated. Students need to remember that the online discussion boards and chat rooms in the online course are considered classrooms and the same rules apply. Students will use these tools in the online classroom for information that pertains to the course; it is not to be used for personal exchanges of a social nature. If you engage in any such conduct you will be asked to leave and you will receive a “zero” for any work completed on that day. The instructor reserves the right to permanently remove a student from the class for inappropriate conduct after consultation with the Department coordinator and Academic Dean.

**WITHDRAWING FROM CLASS:** Failure to officially withdraw from a course will result in a failing grade recorded on your transcript. Schedule adjustment forms are available from the Counseling/Advising Center or the Student Services.

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.