**I. COURSE TITLE:** Intermediate American Sign Language I

**COURSE NUMBER:** 2220  **CATALOG PREFIX:** FLNG

**II. PREREQUISITE(S):** Successful completion of Beginning American Sign Language II

**III. CREDIT HOURS:** 4  **LECTURE HOURS:** 4

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

**IV. COURSE DESCRIPTION:**

Intermediate American Sign Language I has been designed to build upon the student’s prior knowledge and experiences from Beginning American Sign Language I & II. This course focuses on building narrative skills and developing real-world conversational skills used in everyday discussions. Students will continue to acquire cultural information through immersion in the Deaf Community and through the stories presented in the text and live in class. Students will gain the skills needed to express ideas and concepts and illustrate how things work using American Sign Language.

**V. GRADING**:follows SSCC policy as stated in the catalog:

90 to 100 =A

80 to 89 = B

70 to 79 = C

60 to 69 = D

0 to 59 = F

**VI. ADOPTED TEXT(S):**

Signing Naturally

Units 7-12 Student Set

by Cheri Smith, Ella Mae Lentz, and Ken Mikos

Dawn Sign Press, 2014

ISBN: 13: 978-1-58121-221-1

Signing Naturally

Level 3 (Student Text with DVD)

By Ken Mikos, Cheri Smith, and Ella Mae Lentz

ISBN: 978-1-58121-135-1

**VII. COURSE OBJECTIVES:**

* Students will deepen their understanding of and ability to use a variety of classifiers, sentence types, temporal aspect, verb agreement, and NMGS through conversational signing of familiar topics.
* Students will continue to build their repertoire of common idiomatic expressions and culturally appropriate vocabulary.
* Students can use the language to meet basic needs of familiar topics and can use the language to ask and answer questions concerning familiar topics.
* Students will begin to self-correct errors during signing.
* Students will show comprehension of main ideas and many details of viewed signed stories, current events, and dialogue.
* Students will make basic presentations in the target language concerning: people, activities, events and experiences, plans and directions, their thoughts and reactions to topics of interest, and possible songs, poems, children’s stories and practiced narratives, dialogues or speeches from American Deaf culture.

**VIII. COURSE METHODOLOGY:**

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 students to be active learners. Students need to come prepared to sign with the instructor and other classmates. Classes are conducted in American Sign Language (ASL) from the very first day. Students are immersed in the language for approximately four hours a week to maximize language learning. The instructor will use gestures, signs, drawings and act out situations to get the point across and the students job is to keep trying. Immersion is a tried and tested form of learning a foreign language.

**IX. COURSE OUTLINE:**

Signing Naturally Units 7-12  
Unit 11 Discussing Plans and Goals  
 Unit 12 Storytelling and Fables (12:3-12:10)

Signing Naturally Level 3  
 Unit 18: Narrating Unforgettable Moments

Unit 19: Sharing Interesting Facts

Unit 22: Talking About Money

Signing Stories:  
 Assignment 1: “A Teacher I’ll Never Forget” by Mary Telford  
 Assignment 2: “Never Above the Waist” by Cinnie MacDougall  
 Assignment 3: “A Lesson About Sound” by Mary Telford

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| Unit 11 Discussing Plans and Goals:  Numbers, States and Provinces, Relative Clauses, Repeating, and Constructing a Narrative | |
| **Week 1** | Welcome, Syllabus and Review 11:1 Discussing One’s Knowledge and Abilities 11:2 Numbers Review 11:3 Asking for Opinion about Someone 11:4 Describing Reactions 11:5 States and Provinces 1 |
| **Week 2** | 11:6 Narrating about Canceled Plans/ Signs for Thinking 11:7 First and Last Time You Did Something 11:8 Numbers Review 11:9 Discussing Personal Goals 11:10 States and Provinces 2 11:11 Story “Busted” |
| **Week 3** | 11:12 Culture: ASL Student in the Community  Unit 11 Review Unit 11 Test |
| Unit 19: Sharing Interesting Facts   Lesson 1: Whole-Part  Lesson 2: Listing  Lesson 3: Comparisons  Lesson 4: Illustrate a Fact  Assignment 1: “A Teacher I’ll Never Forget” by Mary Telford | |
| **Week 4** | Lesson 1: Whole-Part (percentages and fractions) Lesson 2: Listing (categorize information and ranking)  ASL Literature Introduction |
| **Week 5** | Lesson 3: Comparisons (contrastive structure use to organize and discuss information, concluding the fact with generalizations, theories, and conclusions) Lesson 4: Illustrate a Fact (using classifiers and role shifting to illustrate and demonstrate the fact) ASL Literature Introduction cont. |
| **Week 6** | Assignment 1: “A Teacher I’ll Never Forget” by Mary Telford (discussing name signs, ASL/PSE/SEE, increase signed vocabulary and sentence structure variation, comprehension) ABC/Numbers Story practice |
| **Week 7** | Unit 19 Review Unit 19 Test  ABC Story and Numbers Story Due |
| Unit 22: Talking About Money  Lesson 1: Money Vocabulary  Lesson 2: Discussing Banking  Lesson 3: Discussing Finances Assignment 2: “Never Above the Waist” by Cinnie MacDougall Assignment 3: “A Lesson About Sound” by Mary Telford | |
| **Week 8** | Midterm Exam Lesson 1: Money Vocabulary (vocabulary review, new money related vocabulary) Lesson 2: Discussing Banking (banking related vocabulary and discussions in ASL over familiar day-to-day topics) |
| **Week 9** | Lesson 3: Discussing Finances (use previously learned vocabulary to discuss more in-depth topics concerning money and banking) Assignment 2: “Never Above the Waist” by Cinnie MacDougall (increase sign vocabulary and comprehension, sports in the Deaf community, conversation skills) |
| **Week 10** | Assignment 3: “A Lesson About Sound” by Mary Telford (cultural meanings of sound discussion, conversations skills, comprehension, increase sign vocabulary, view related videos concerning sound in the Deaf culture) |
| **Week 11** | Unit 22 Review Unit 22 Test |
| Unit 18: Narrating Unforgettable Moments  Lesson 1: Pass, Throw, and Spill  Lesson 2: Tripping and Falling  Lesson 3: Injuries and Mishaps  Lesson 4: Kiss, Hug and Poke  Lesson 5: Unforgettable Moments | |
| **Week 12** | Lesson 1: Pass, Throw, and Spill (role shift and the movement of classifiers) Lesson 2: Tripping and Falling (using classifier movement and timing) 12:3 One Fine Day (ASL literature/Fables) 12:4 Character Placement |
| **Week 13** | Lesson 3: Injuries and Mishaps (using classifiers to describe injury and one person role shift) Lesson 4: Kiss, Hug and Poke 12:5 Conditional Sentences and Agreement Verbs with Role Shift (variations of the role shift sequence using the initiator’s view: corresponding gesture, receiver’s response without role shift, receiver’s change in position. Receiver’s view: initiator’s action touched your without role shift) 12:6 Instrument Classifiers with Role Shift |
| **Week 14** | Lesson 5: Unforgettable Moments (using classifiers and NMGS/giving descriptions, sharing thoughts, giving reasons, and showing reactions while telling a story)  12:7 Guidelines: Your Presentation |
| **Week 15** | Unit 18 Review Unit 18 Test Journals Due Book Report Due |
| **Week 16** | Finals Week Cultural Experience Response Paper Due |

**X. OTHER REQUIRED TEXTS, SOFTWARE, AND MATERIALS:**

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.

**XI. EVALUATION:**

Evaluations will be based on expressive and receptive skills of the language. In order to appropriately evaluate students the instructor may video tape the students work for evaluation purposes. A combination of quizzes, tests, mid-term and final will be used for evaluation only. Students may be required to submit recordings via flash drive, YouTube, Blackboard or other recording evaluation. Make up tests may be permitted, this will vary per instructor.

Cultural Experience Response Paper 100  
Book Report 100  
Journal 50  
ABC Story 50  
Numbers Story 50  
Homework (5-units) 100  
Unit Tests (5-Expressive and/or Receptive) 250  
Midterm (Comprehensive-Expressive and Receptive) 100  
Final (Comprehensive-Expressive and Receptive) 200  
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Total Points 1000

**CULTURAL EXPERIENCE:** In this class, students must participate in **ONE** approved, Deaf cultural event. Three primary reasons support the need for such an expectation (though others exist): (1) language development requires consistent, practical application, (2) cultural awareness and negotiating one’s way in the Deaf community are core emphases for this class, and (3) Getting to know the Deaf Community in your area will help create a foundation for your role in the Community as an ASL student and beyond. The instructor will have a list of approved events from time to time that students may choose from. Also if a student has one in mind that the instructor does not have on the list, that student must get instructor approval. The event must be at least an hour and a half. Proof of attendance is required, if possible, (a ticket stub, a receipt, brochure, business card, flyer of the event, or a signature of a willing d/Deaf person).

Students should remember, when at a Deaf event, that they should be respectful, use their ASL skills, and talk to at least one d/Deaf person. The whole point of attending an event is to socialize and use learned skills. Your instructor will expect you to share your experiences, conversations, and observations in a typed report and classroom discussion (in ASL).

**JOURNAL:** Students will keep a journal that is to include a list of vocabulary (signs) that have been learned and weekly writings of their thoughts and feelings in regards to their strengths, weaknesses, and concerns regarding their progression in the course.

**BOOK REPORT:** Students will read one book from the approved book list (given by your instructor) and submit a 3 page paper discussing the information covered in the book. The paper must include in text citations and be submitted in MLA format.

**ABC/NUMBERS STORIES:** Students will present either a video submission or an in class presentation of each an ABC story and a numbers story after a discussion and viewing of various types of ASL literature in Deaf culture.

**HOMEWORK:** Homework will be given for each unit and will support the learning objectives for each unit.

**UNIT TESTS & EXAMS:** Unit tests and exams may be receptive and/or expressive (Unit 12 “Your Presentation” may be given as homework and the test could be given as a receptive literature test-per instructor). They may be submitted by recording or may be given live in class depending on time restrictions and will vary per instructor. Students who have participated in class and have studied diligently the coursework assigned should do well.

**TESTS:** Comprehension tests are given in class, live by your instructor. However with the case of inclement weather some tests may be put online/Blackboard. Make-up tests will generally not be permitted. This will be handled on a case by case scenario, due to the availability of time. This means if a test is scheduled you NEED to make every attempt to be in class because it is very likely you cannot make up the test. Extra credit will not be given.

**Participation/Attendance:** Your success in this class requires your motivation and willingness to be present, to offer comments and observations, to participate in class activities, and to share and discuss your own examples and experiences. Your absences and/or lack of participation and preparation will be reflected in your final grade. Missing a class in ASL is not the same as other classes, you cannot simply read your text and gain the knowledge you would have gained by being present in class. Learning sign means getting your hands up…failing to do so will negatively influence your final grade.

**Workbook:** Not every activity assigned in your workbook will be graded. However, neglecting to do such assignments will affect your ability to succeed in this class. The workbook is for your practice and will aid you in learning. In much the same way you are assigned practice problems in a math class, the workbook exercises help you to be prepared for in class activity and exams, which will be graded. If you habitually disregard the work in your workbook, it will be assumed you are not interested in the class content and will require a meeting with the instructor to discuss your success in the class and what steps need to be taken.

**XII. 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.

**XIII. 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.

**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.

**DISABILITIES:** Students with disabilities may contact the Disabilities Service Office, Central Campus, at 800-628-7722 or 937-393-3431 ext. 2604.

**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.