****

**Course Syllabus**

American Sign Language (ASL) Beginning II

SGNL 1402

|  |  |
| --- | --- |
| **Semester with Course Reference Number (CRN)** |   Spring 2019, CRN 11453 |
| **Instructor contact information (phone number and email address)**  |  Darnell Woods (713) 410-7498 (email is the best way to contact me)ProfDWoods@gmail.com |
| **Office Location and Hours**  | Central Campus, Education Developmental Center, room A200By appointment only |
| **Course Location/Times** |  SGNL 1402-01 Central Campus, EDC BLDG., Room TBA, M/W- 7-9:20pm |
| **Course Semester Credit Hours (SCH) (lecture, lab) If applicable** |

|  |  |  |
| --- | --- | --- |
| Credit Hours | 3.00 |   |
| Lecture Hours | 2.00 |   |
| Laboratory Hours | 2.00 |   |

 |
| **Total Course Contact Hours**  | 80 |
| **Continuing Education Units (CEU): if applicable** | N/A |
| **Course Length (number of weeks)** |  16  |
| **Type of Instruction** | Lecture in American Sign Language, videotapes, quizzes, videotaping of signing skills, receptive/expressive final exams. No voice is used in ASL classes therefore, we expect that students will adhere to this regulation also. |
| **Course Description:**  | ASL II develops receptive and expressive ability and allows for recognition and demonstration of more sophisticated grammatical features of American Sign Language (ASL). This course increases fluency and accuracy in fingerspelling and numbers, and provides opportunities for interaction within the deaf community.**Student must pass the final exam Benchmark with a “B” or better. If you do not pass the final with a “B” or better, you must take mandatory tutoring and re-test the final exam.** |
| **Course Continuing Education Units (CEU): If applicable** | N/A |
| **Course Prerequisite(s)** | SGNL 1301 orSGNL 1401SLNG 1211 (former 1311) |
| **Course Description: ACGM or WECM** | 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. Increases fluency and accuracy in spatial organization and techniques, ASL narrative skills/conversation, facial expression, and description skills using classifiers. |
| **Course Description: HCC 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. Increases fluency and accuracy in spatial organization and techniques, ASL narrative skills/conversation, facial expression, and description skills using classifiers. |
| **Academic Discipline/CTE Program Learning Outcomes** | 1. Develop receptive and expressive skills in American Sign Language and Fingerspelling;
2. Develop knowledge and awareness of the differences between the Deaf culture/deaf community and the hearing community;
3. Accurately interpret and transliterate between ASL and English in a variety of settings:  face-to-face, small group settings, monologue and/or large group settings;
4. Apply professional standards, practices, and ethics, not limited to the tenets of the Code of Professional Conduct, to their work
 |
| **Course Student Learning Outcomes (SLO): 4 to 7** | Exhibit continued development of skills in expressive and receptive ASL communications, including fingerspelling and numbersIdentify and demonstrate more complex grammatical features of ASL, including non-manual markers, inflected signs, spatial referencing, classifiers and temporal sequencingInitiate, conduct and terminate short/medium length context specific conversations in ASLDemonstrate self-generated short stories and narrativesDemonstrate an expanded core vocabulary |
| **Learning Objectives (Numbering system should be linked to SLO - e.g., 1.1, 1.2, 1.3, etc.)** | **Learning Outcomes 1:** Using American Sign Language, the student will be able to demonstrate and comprehend information presented in American Sign Language, based on **Signing Naturally,** *Unit 7,”Describing People and Things”* curriculum with a minimum of 70% mastery**.** **Performance objectives for this outcome:** Upon completion of *Unit 7*, the student will be able to use ASL receptively and expressively to: **2.1** demonstrate and comprehend the interactive process used to identify people who are present or not present**2.2** ask/tell “who” in real world orientation – identify others by race, physical appearance, clothing and clothing patterns and accessories**2.3** correctly produce and comprehend multiples of 10 and 11 using appropriate form, hand shape, palm orientation and movement**Methods of Measurement:** Written assignments, quizzes, class participation, homework, expressive video assignment and final exam **Learning Outcomes 2**: Using American Sign Language, the student will be able to demonstrate and comprehend information presented in *Unit 8, “Making Requests and Asking for Advice”*, based on the **Signing Naturally, Unit 8** curriculumwith a minimum of 70% accuracy**.** **Performance objectives for this outcome:** Upon completion of *Unit 8*, the student will be able to use ASL receptively and expressively to: **3.1** ask/answer requests for assistance including stating the problem and accepting and/or declining the solution**3.2** formulate and comprehend numbers related to money using appropriate form, hand shape, palm orientation and movement from one cent up to one dollar**3.3** demonstrate and comprehend inflecting and spatial verbs**3.4** Identify and demonstrate vocabulary related to objects in a variety of locations**3.5** specify and comprehend stages of completion**3.6** successfully re-tell a story in ASL by shadowing/mirroring the storyteller**Methods of Measurement:** Written assignments, written quizzes, class participation, homework and final exam**Learning Outcomes 3**: Using American Sign Language, the student will be able to demonstrate and comprehend information presented in *Unit 9, “Describing Places”*, based on the **Signing Naturally, Unit 9** curriculumwith a minimum of 70% accuracy**.** **Performance Objectives for this Outcome:** Upon completion of *Unit 9*, the student will be able to use ASL receptively and expressively and receptively to: * 1. specify directions within a multi-story building and surrounding outdoor locations using a common reference point
	2. explain and comprehend location directions going from general to specific
	3. demonstrate and comprehend ordinal numbers from “first” on up using appropriate form, hand shape, palm orientation and movement
	4. explain a problem and ask for alternate locations
	5. ask/tell basic needs and wants related to hunger and thirst using vending machine snack vocabulary

**1.6** identifies a fingerspelled word within a signed sentence.**Methods of** Measurement**:** Written assignments, quizzes, class participation, homework, expressive video assignment and final exam.**Learning Outcomes 4:** Using American Sign Language, the student will be able to demonstrate and comprehend information presented in *Unit 10, “Giving Opinions About Others”*, based on **Signing Naturally,** *Unit 10* curriculum with a minimum of 70% accuracy. **Performance objectives for this outcome:** Upon completion of *Unit 10,* the student will be able to use ASL receptively and expressively to: **4.1** demonstrate and comprehend personal and possessive pronouns**4.2** correctly produce and comprehend numbers representing ages of people using appropriate form, palm orientation, hand shape and movement**4.3** correctly produce and comprehend ranking of ages in a person’s family **4.4** demonstrate and comprehend vocabulary related to workplaces, hospitals and occupations**4.5** identify and demonstrate persons of authority in an occupation**4.6** explain and comprehend if people in a relationship “get along” or not**Methods of Measurement:** Written assignments, written quizzes, class participation, homework, expressive video about self and final exam **Learning Outcomes 5:** Using American Sign Language, the student will be able to demonstrate and comprehend information presented in *Unit 11*, “*Discussing Plans and Goals*”, based on **Signing Naturally,** *Unit 11* curriculum with a minimum of 70% mastery**.****Performance objectives for this outcome:** Upon completion of *Unit 11* the student will be able to use ASL receptively and expressively to: **5.1** Use target vocabulary to describe one’s knowledge and abilities.**5.2** Review number types with numbers 1-15: cardinal, age clock, money, year and lengths of time. **5.3** sign dialogue on giving name, asking wo, explaining relationship, explaining/asking opinion, giving opinion about a person, asking follow-up questions and replying**5.4** sign dialogue on hypothetical question, state sequence of events, and ask the question**5.5** Learn to name U.S. states and Canadian provinces using fingerspelling or signs **5.6** Sign theses dialogues and follow the narrative outline, accept invitation, state problem with date, and decline invitation.**5.7** ask questions using “when” clauses asking about the first or last time someone did something then repeat information to another person and summarize results of survey.**5.8** practice number combination for money, clock and year numbers.**5.9** sign this narrative, broach subject, state five goals, and conclude.**5.10** Review naming U.S. states and Canadian provinces using fingerspelling or signs.**5.11** Develop comprehension and production skills through the story *“Brother On the Roof*”. **5.12** Learn appropriate ways to interact in environments where Deaf people are present. **Methods of Measurement:** Written assignments, written quizzes, class participation, homework and final exam**Learning Outcomes 6:** Using American Sign Language, the student will be able to demonstrate and comprehend information presented in *Unit 12, “Storytelling”*, based on **Signing Naturally,** *Unit 12* curriculum with a minimum of 70% accuracy. Performance objectives for this outcome: Upon completion of *Unit 12*, the student will be able to use American Sign Language receptively and expressively to:**6.1** Understand the story, descriptive classifiers (DCLs), instrument classifiers (ICLs), locative classifiers (LCLs), and transition.**6.2** Sign this narrative, Descriptive classifiers ( DCLs) to describe size of garment, Instrument classifiers ( ICLs), and Locative classifiers (ICLs)**6.3** Practice placing characters alternatively on the left and right sides and maintaining agreement**6.4** Practice using conditional sentences with role shift**6.5** Practice using instrument classifiers ( ICLs) with role shift**6.6** Practice signing the opening and closing segments**6.7** Learn to adapt story from English into American Sign Language**Methods of Measurement:** Written assignments, written quizzes, class participation, homework and final exam |
| **SCANS and/or Core Curriculum Competencies: If applicable**  | **Exhibit continued development of skills in expressive and receptive ASL communications, including fingerspelling and numbers****Identify and demonstrate more complex grammatical features of ASL, including non-manual markers, inflected signs, spatial referencing, classifiers, and temporal sequencing****Initiate, conduct, and terminate short/medium length context specific conversations in ASL****Demonstrate self-generated short stories and narratives****Demonstrate an expanded core vocabulary****SCANS Workplace Competencies** are defined in five areas: (a) resources, (b) interpersonal skills, (C) information, (d) systems, and (e) technology.**The following SCANS competencies will be included in this course:** **Resources:** A worker must identify, organize, plan, and allocate resources effectively. **C1-** Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules. **Information:** A worker must be able to acquire and use information. **C5-** Acquire and evaluate Information. **C6-** Organize and maintain information. **C7-** Interpret and communicate Information. **Interpersonal Skills:** A worker must work with others effectively. **C14-** Work with Diversity: work well with men and women from diverse backgrounds. **Systems:** A worker must understand complex interrelationships. **C16-** Monitor and correct performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions. **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. **The following foundation skills will be included in this course:** **Foundation Skills** are defined in three areas: (a) Basic skills, (b) thinking skills, and (C) personal qualities. **F1-** Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules. **F2-** Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts. **F4-**Listening: receive, attend to, interpret, and respond to verbal messages and other cues. **F5-** Speaking: organize ideas and communicate orally. **F6-**Speaking-organizes ideas and communicate orally. **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include: **F10-** Knowing how to learn: use efficient learning techniques to acquire and apply new knowledge and skills. **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty. **F11-** Knowing How to Learn-uses efficient learning techniques to acquire and apply new knowledge and skills. **F12-** Responsibility: exert a high level of effort and persevere toward goal attainment. **F13-** Self-esteem: believe in one's own self-worth and maintain a positive view of oneself. **F14-** Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings. **F15-** Self-management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control. **F16-** Integrity and honesty: choose ethical courses of action. **F17-**Integrity/Honesty-Chooses ethical course of action.***The course calendar will be based on 16 weeks. NOTE: This outline is subject to changes as the class develops and student needs emerge. I will give you ample notice if there are any changes in the dates for the assignments below.*** |
| **Course Calendar** |

|  |  |  |
| --- | --- | --- |
| Week Number | Activities and Assignment | Objectives and Details |
| 1  (M/W) | 2/11/19 | Introduction, syllabus, ACE, Email, Classroom Management, Online Eagle, & Class Requirement |
|  | 2/13/19 | Teacher’s Expectation QuizUnit 7 “Identify present people” page 24-40 |
| 2 | 2/18/19 | **No School President’s Day** |
|  | 2/20/19Classifiers(proj.#1) | Unit 7 “Describing Personal Items”, pages 52-70Unit 7 "Translating Sentences “Page, 71-78 and “Translating sentences with Drive to, Take and Pick up”, page 79-85 |
| 3 | 2/25/19 |  Unit 7 “Numbers: Asking How Many” Page 86-90 and “describing Lost Items Page 91-102 **Classifiers (Project #1)**  |
|  | 3/4/19 | Unit 7 “Numbers: Telling the Year”page 103-110 and “Translating sentences with Have 2”, pages 111–114, “Culture: Greetings and Leave-takings”, page 115-124, “Comprehension: The Family Portrait”, page 131- 137Unit 7 Vocabulary ReviewUnit 7 Self-Assessment based on benchmark  |
| 4 | 3/6/19Description(proj. #2) |  Unit 8 “Making Requests”, page 146-162 and “Fingerspelling: months” page 163-169,“Agreement Verbs 1” Page 171-178  |
|  | 3/18/19 | Unit 8 “Agreeing with Condition” page 179- 193And “Negations 1” Page 194-204, “ Asking for Advice 1” Page 213-227**Description (Project #2)** |
| 5 | 3/20/19 | Unit 8 “Agreement Verbs 2” Page 233-240 and “Asking for Advice 2” Page 240-261, |
|  | 3/25/19 | Unit 8 “Negations 2” Page 264-277, “Comprehension: the Candy Bar Page” 278-283 and “Culture: Minimizing Interruptions” Page 284-287, |
| 6  | 4/1/19 | **continued** |
|  | 4/3/19 | Units 7 and 8 ReviewUnit 8 Vocabulary ReviewUnit 8 Self-Assessment based on benchmark |
| 7  | 4/8/19 | **Exam Units 7 and 8** |
|  | 4/10/19 | Group Discussion/Feedback on ExamUnit 9 “Describing a Neighborhood 1”, page 312-332, And “Places in the Neighborhood” Page 333-338,“Describing a Neighborhood 2” Page 177-183Student Workbook. |
| 8 | 4/15/19Your Home Plan (Units 7&9, Proj.#3) |

|  |
| --- |
| Unit 9 “Giving Directions: Next to, Across From” Page 360--371, “Yes-No Questions” 1 Page 372-377,  “ Describing a Restaurant” Page 379- 403 |
|  |
|  |

 |
|  | 4/17/19 | Unit 9 “Giving Directions Where to Turn” Page 404-415 and “Suggesting a Place” to Eat Page 416-428.“Comprehension: Stop the Traffic” Page 452-459**Your Home Plan Project #3** |
| 9 | 4/22/19 |

|  |
| --- |
| Review Unit 9Unit 9 Vocabulary Unit 9 Self-Assessment based on benchmark |
|  |

 |
|  | 4/24/19 | Unit 10 “ Giving Opinions about Tendencies” Page 466-485“ Wh-word Questions 1” Page 499-504“Giving Opinions about personal Qualities 1” Page 505- 522 |
| 10 | 4/29/19(Proj. #4) | Unit 10 “Numbers: Telling the Price 2” Page 523- 533“Giving Opinions about Personal Qualities 2” Page 534- 542“Telling where Items are Located” Page 544-554 |
|  | 5/1/19 | Unit 10 “Wh-word Questions 2”, page 555-560“Comparing Personal Qualities,” page 563-570**Project #4** |
| 11 |  | Units, 9 & 10 ReviewUnit 10 Vocabulary Unit 10 Self-Assessment based on benchmark |
|  |  | **Exam Units 9 and 10** |
| 12 |  (Proj. #5) | Group Discussion/Feedback on ExamUnit 11 “Discussing one’s Knowledge and abilities” Page 608- 624“Asking for Opinion About Someone” Page 631-639 |
|  |  | Unit 11 “Describing Reactions” Page 640-650“Making and Canceling plans” page 663-680**Project #5** |
| 13 |  | Unit 11 “Discussing Personal goals” Page 697-710 |
|  |  | Unit 12 “The Tailor” Understanding the story Page 758-769 & Unit 12 “Fables: The Lion and the Mouse”, page 800-827then Student workbook on page 417“One Fine Day” Understanding the story Page 770- 775,  |
| 14 |  | Unit 12 Vocabulary Unit 12 Self-Assessment based on benchmark |
|  |  | **Exam Units 11 & 12** |
| 15 |  | Group Discussion/Feedback on Exam |
|  |  | Five Parameters and Tied-up lessons |
| 16 |  | **Cumulative Review, Units 7-12** |
|  | 5/8/19 | **Units 7-12 Final Examination** |

 |
| **Instructional Methods** |  Lecture in American Sign Language (ASL), videotapes, quizzes, videotaping of signing skills, written midterm and final exams. No voice is used in ASL classes, therefore, we expect for students to adhere to this regulation also.**Functional – Notional Approach** The authors of *Signing Naturally* chose an approach which focuses on the “functions” of communicative purposes of people’s every interaction. They emphasize functions that help students establish and maintain social relationships. “Activities are varied and allow students to use different learning strategies to practice what they have learned. The indirect benefit of these situations for the student is the development of cultural awareness and cross-cultural adjustment skills.” *Teacher’s edition, Signing Naturally Level 1 1998*  |
| **Student Assignments**  | **Unit 7**Practice Conversation 1 from Student Workbook from Language in Action, page 4.Bring to Class (pick one of your items) from Student Workbook, page 25.Activity to use translate the sentence from Student Workbook, page 37 Write the translation from Student Workbook, page 43-44Practice Conversation 3 from Student Workbook from Language in Action, page 114.**Unit 8**Practice Conversation 1 from Student Workbook from Language in Action, page 74.Five questions from Student Workbook, page 92-93.Agreement Verbs 1 from Student Workbook, page 94-98.Practice Conversation 2 from Student Workbook from Language in Action, page 99.Negations 1 from Student Workbook, page 104-108Practice Conversation 3 from Student Workbook from Language in Action, page 114.Practice your story on The Candy Bar**Unit 9**Amber’s neighborhood from Student Workbook, page 154.Places in the neighborhood from Student Workbook, page 168-173.Fill in the Space from Student Workbook, page 188.Yes-No Question 1 From Student Workbook, page 189Practice Conversation 1 from Student Workbook from Language in Action, page 193.Giving Directions: Where to Turn from Student Workbook, Page 210-212Suggesting a place to eat from Student workbook, page 216-221**Unit 10**Practice Conversation 1 from Student Workbook from Language in Action, page 242.WH-Word Question 1 from Student Workbook, page 259.Practice Conversation 2 from Student Workbook from Language in Action, page 261.“Two People you know” from Student Workbook from Language in Action, page 279.Ask Favor 1-6 from student workbook page 282Interviewer 1-2 from Student workbook from Language in Action, page 294-295**Unit 11**Minidialogue 1-4 from “Discussing one’s knowledge and abilities”, Student Workbook, page 317.Minidialogue 1-5 from “Asking for Opinion about someone”, Student Workbook, page 326.Minidialogue 1-7 from “Reactions”, Student Workbook, page 336.Practice Conversation 2-3 from Student Workbook from Language in Action, page 353Your Bucket List from Student workbook page 372.**Unit 12**The Tailor from Student Workbook, page 394-396“One Fine Day” from Student Workbook, page 415-416“ Fables: Lion and the Mouse” from Student Workbook, page 417 |
| **Student Assessment(s)**  | Pre/post testingParticipation (including laboratory)Self-assessment (including peer reviews)Games and interactive exercisesObjective assessment (expressive and receptive skills on videotape) |
| **Instructor's Requirements** |  **Student Involvement** The faculty members of the Department of American Sign Language and Interpreter Training are committed to your successful completion of our classes without lowering the college’s academic standards. I understand that students face additional pressures from work and family, as well as have other obligations outside of their academic pursuits. I realize that at times issues beyond the control of a student interfere with class requirements. If you experience any circumstance that has a negative impact on your participation in this course, please make me aware of it as soon as possible. I may be able to assist or accommodate your particular circumstance. Do not wait until the end of the semester to ask for advice. Communication between students and instructors can be quite valuable.  |
| **Program/Discipline Requirements: If applicable** | **Global Awareness**

|  |
| --- |
| This class will encourage an understanding of the importance of diversity and difference in the college, the community, and the country. |

 |
| **HCC Grading Scale** |

|  |  |  |
| --- | --- | --- |
| A = 900-1000 |   | 4 points per semester hour |
| B = 800-899 |   | 3 points per semester hour |
| C = 700-799 |   | 2 points per semester hour |
| F = 699 and below |   | 1 point per semester hour |  |
| W(Withdrawn) |   | 0 points per semester hour |  |
| AUD (Audit) |   | 0 points per semester hour |  |

To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grade "I" does not affect GPA. |
| **Instructor Grading Criteria**  |

|  |  |  |  |
| --- | --- | --- | --- |
| Grade will be determined by the following | Details | Points | Points you earned |
| 5 Small Projects (5 Projects, 10 points each total) | 1# = Classifiers 2# = Description 3# = Your Home Plan (Units 7&9)4# = TBA5# = TBA | 50 |  |
| Homework |  | 15 |  |
| ELGS3 (survey) |  | 10 |  |
| Test 1 (Units 7 & 8) |  | 75 |  |
| Test 2 (Unit 9 & 10) |  | 75 |  |
| Test 3 (Units 11 & 12) |  | 75 |  |
| Final Exam |  | 700 |  |
|  | Total Points | 1000 |  |

**Grades         900-1000     A****800-899       B****700-799       C** **600-699 D****Below 599    F**The lab assignments will be watching a video and writing a short summary of what it said and also answering questions which will be turned in. |
| **Instructional Materials** | Signing Naturally, Level I Student Workbook and videotext, Units 7-12 (workbook with DVD) HCC Email AccountYouTube AccountSanako |
| **HCC Policy Statement: ADA and Academic Honesty****Title IX (Sex/Gender/Misconduct/Pregnancy****Adoption of Basic Needs Security Language****Campus Carry Law****Mandatory Orientation****Video Testing****15 Hours of Deaf Social/Varied Events** | Access Student Services Policies on their Web site:<http://hccs.edu/student-rights>Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students’ rights with regard to sex/gender discrimination. Information regarding these rights is on the HCC website. It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations. Complaints may be filed with the HCC Title IX Coordinator available at 713 718-8271 or email at oie@hccs.edu.  “Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide any resources that HCC may possess.” At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/district/departments/police/campus-carry/>For each semester, the student will be required to attend Mandatory Orientation each semester. The date and room will be announced.The student will have video testing for all tests. The student will need to have a flash drive to store videos for reviewing and video portfolio of the work. The Interpreter Training Program is requiring all students who are Interpreting Majors to attend 15 hours of Deaf Socials and/or Interpreting Workshops. |
|  |  |
| **Distance Education and/or Continuing Education Policies****EGLS3** | Access DE Policies on their Web site: <http://de.hccs.edu/Distance_Ed/DE_Home/faculty_resources/PDFs/DE_Syllabus.pdf>Access CE Policies on their Web site: <http://hccs.edu/CE-student-guidelines>EGLS3-Evaluation for Greater Learning Student Survey System At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey for research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Looks for the EGLS3 as part of the Houston Community College Student System online near the end of the term. |

**Classroom Management Policies**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Hegemony of the Class**

The instructor, and not the student, retains full control over all matters relating to the design, direction, content, and governing management of the class.

The class calendar, and anything else related to this course including this syllabus, is subject to change at the discretion of the instructor.

1. **Attendance Policy**

You will be expected to be on time to class. Attendance will be taken at the start of the class and after the break. It is your responsibility to sign the attendance sheet. Failure to sign the attendance sheet will constitute an absence for that lecture period.

1. **Absence**

HCC's policy is that if a student misses more than 12.5% of the class that equates to ASL classes **4** hours per semester, the student may be administratively dropped from the class. In the Interpreter Training/Sign Language Program, after missing **4** hours, you may be administratively withdrawn or dropped from class.

In the event of your absence, it is your responsibility to obtain materials provided to the class. You can make copies from your peers (students).

If a student stops coming to class, it is their responsibility to withdraw from the class. Failure to do so will result in the instructor averaging the grades that had been submitted for the course. This will generally result in a grade of **“F**”. The instructor will not be responsible for withdrawing the student if the student stops showing up for the class.

If there is a medical reason for the student not to be continuing in class and prevents them from withdrawing in person, it is their responsibility to notify the instructor in writing requesting the instructor formally withdraw them from class.

1. **Beepers and Cell Phones**

Students with beepers and cell phones will place them on the silent mode. If you need to use it, you need to wait until the break or the next class period. If you do not return at the end of the break, your absence will be recorded. Using beepers or cell phones during the class will not be tolerated, you will be asked to leave the class. In the last resort, teacher will take beepers and cell phones from you.

1. **Agenda**

It is COMPLETELY your responsibility to ask your peers for agenda when you are absent from the class. Teachers are not responsible to notify you of the day’s agenda.

1. **Tardiness**

It is important arriving class on time to minimize distraction or disruption to other students and instructor. If you come to class later than 15 minutes, the instructor will count it as an absence. In the event of your tardy, it is your responsibility to obtain materials provided to the class.

1. **Examinations/Tests/Quizzes**

Once you are applying for the exam you are committed to that time and date. The instructor DO NOT give make up examinations, tests, and quizzes.

1. **Class Participation**

Class Participation is expected. Students are expected to ask questions or discuss issues. Students who are sitting back and being non-participation are not acceptable. Participation must entail a respectful give and take and a willingness to hear and listen to another’s points of view. Accepting and respecting another’s point of view or perception is professional behavior. To fully developing your skill in sign language and interpreting as student is expected to participate in outside assignments that are designed to familiarize the student with the deaf community and culture.

1. **Mumbling/Voicing/Whispering**

Mumbling/voicing/whispering is not ALLOWED in the class unless the instructor ASKS you to explain ASL-related issues to your peers. You will be asked to leave the class after one warning. The instructor will write your name on board as a reminder after one warning. You will be allowed to come back in the next class period.