

**Division of** **Interpreting/Sign Language**

https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/interpretingsign-language/

SGNL 1401: ASL I |Lecture/Lab

Fall 2019 | 16 Weeks (8.29.2019-12.15.2019)

In-Person | EDC A219 | M, W, 6p-8:20p

4 Credit Hours |Lec 3|Lab 2|80 hours per semester

### Instructor Contact Information

Instructor: Darnell Woods, MS Office Phone: 713-410-7498 Text Only

Office: Ed Dev Ctr Office Hours: By Appointments Only

HCC Email: Darnell.Woods@hccs.edu Office Location: Central College Campus

 ProfDWoods@gmail.com

##

## Instructor’s Preferred Method of Contact

**Please email or call me at the information listed above.**I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings.

### What’s Exciting About This Course

This course emphasizes performance-based instructions. Students will work in small groups, individually, as well as one on one with the instructor. Fingerspelling template-building, through drills, will be the primary method of skill enhancement in this course. Some videotaping work for review and feedback will be included. The goal is for each student to become self-directed and autonomous in his/her ability to look at his/her work with objectivity and set goals for improving skills.

An introduction to the basic skills in production and comprehension of American Sign Language (ASL). Includes the manual alphabet and numbers. Develops conversational ability, culturally appropriate behaviors and exposes students to ASL grammar.

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.

### My Personal Welcome

Welcome to ASL I—I’m delighted that you have enrolled into your last and final course of ASL. One of my passions is to pass along my personal knowledge of American Sign Language and what it is all about. I realize that you can grasp concepts and apply then in your own way; however, it can be an individualistic approach to learning. As you listen, read, watch various signers, your signing will be how you place it in your mind. I will present the information in the most exciting way I know, so that you can grasp the concepts and apply them now and hopefully throughout your life. As you read and wrestle with new ideas and facts that may challenge you, I am available to support you. My goal is for you to apply this information.

### Prerequisites and/or Co-Requisites

No Prerequisites
Please carefully read and consider the repeater policy in the [HCCS Student Handbook.](http://www.hccs.edu/resources-for/current-students/student-handbook/)

### Eagle Online Canvas Learning Management System

This section of SGNL 1401 will use [Eagle Online Canvas](https://eagleonline.hccs.edu/login/ldap) (<https://eagleonline.hccs.edu>) to supplement in-class assignments, exams, and activities.
HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. It is recommended that you **USE** [**FIREFOX**](https://www.mozilla.org/en-US/firefox/new/) **OR** [**CHROME**](https://www.google.com/chrome/browser/desktop/index.html) **AS YOUR BROWSER**.

## HCC Online Information and Policies

Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

## Scoring Rubrics, Sample Assignments, etc.

Look in Eagle Online Canvas for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. <https://eagleonline.hccs.edu/login/ldap>

# Instructional Materials

### Textbook Information

|  |  |
| --- | --- |
| https://www.dawnsign.com/public/uploads/products/signing-naturally-units-1-6-student-set/medium/signing-naturally-students.jpg | The textbook listed below is ***required*** for this course. ***"Signing Naturally"*** (Units 1-6) by Cheri Smith, Ella Mae Lentz, Ken Mikos. ISBN: 978-1-58121-207-5It is included in a package that contains the text as well as an access code and are found at the [HCC Bookstore](https://hccs.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=19561&catalogId=10001&langId=-1). Order your book here: [HCC Bookstore](https://hccs.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=19561&catalogId=10001&langId=-1). |

### Other Instructional Resources

## Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](http://www.hccs.edu/resources-for/current-students/tutoring/) website for services provided.

## Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries’ resources and services is the HCCS library web page at [http://library.hccs.edu](http://library.hccs.edu/).

## Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

# Course Overview

Introduction to American Sign Language covering finger spelling, vocabulary, and basic sentence structure in preparing individuals to interpret oral speech for the deaf or hard of hearing.

### Core Curriculum Objectives (CCOs)

The ITP Advisory Board has specified that the course address the following core objectives:

* ***Critical Thinking***: Students must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively of which will generate new ideas.  **Decision making*:*** specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.  **Problem solving:** recognize problems and devise and implement plan of action. Visualize ("seeing things in the mind's eye"): organize and process symbols, pictures, graphs, objects, and other information.
* ***Communication Skills***: Communicate thoughts, ideas, information, and messages in signs. **Listening:** receive, attend to, interpret, and respond to verbal messages and other cues.
**Speaking:** organize ideas and communicate orally.
* **Personal Qualities:** A student must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.  **Responsibility:** exert a high level of effort and persevere toward goal attainment. Self-esteem: believe in one's own self-worth and maintain a positive view of oneself.  **Sociability:** demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.  **Self-management:** assess oneself accurately, set personal goals, monitor progress, and exhibit self-Control.  **Integrity and honesty:** choose ethical courses of action as per Code of Professional Conduct
* ***Social Responsibility***: Students will demonstrate cultural self-awareness, intercultural competency, civil knowledge, and the ability to engage effectively in regional, national, and global communities by completing social engagement forms

### Program Student Learning Outcomes (PSLOs)

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 (CSLOs)

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.

### Learning Objectives

1. Student will demonstrate receptive fluency in American Sign Language vocabulary, fingerspelling, numbers, classifiers, non-manual markers and other American Sign Language features at the appropriate level.

2. Student will demonstrate expressive fluency in American Sign Language vocabulary, fingerspelling, numbers, classifiers, non-manual markers and other American Sign Language features at the appropriate level.

3. Student will identify and demonstrate cultural knowledge of the American Sign Language Deaf Community.

4. Student will demonstrate and understanding of knowledge and theory of American Sign Language at the appropriate level.

# Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for interpreting assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

#### **Accept Responsibility**Remember that you alone are responsible for your academic achievement. Your instructor is your guide and your classmates may help you to understand your assignments; however, you are responsible for your own success.

#### **Discipline Yourself**

#### Discipline yourself to study everyday at least two hours or until you understand your assignment. Study to know and to understand, not merely to get a particular grade.

#### **Manage Your Time**

Manage your time well, so that you allow time for your personal responsibilities and time to study. Remember procrastination is a subtle thief that will steal your academic success.

#### **Help Yourself Then Ask for Help**

If you are not keeping up in class, do all that you can do to help yourself to improve your academic performance. (For example: increase your study time, form a study group, study with a partner, and use all support services available to you.) If you continue to experience difficulty, make an appointment with your instructors to talk about your academic performance.

#### **Be Present and Prompt**

Avoid being absent or tardy. You are required to attend classes from the first day that classes begin for the semester. Good attendance will give you first-hand knowledge of your instructors' comments and responses to questions. Also, good attendance shows

#### **Don't Quit**

Do not stop coming to class because of a personal crisis, problem, or frustration. The instructor can help you determine how to manage or cope with these situations. If you stop coming to class you will earn an "F," which will lower your GPA and course repeat is a must.

#### **Communicate with Instructors**

If you cannot come to class because you are ill, notify your instructors. Try to make arrangements to make up your missed assignments.

There is no short cut for success in this course; it requires reviewing, practicing, re-practicing. Above all, study the material using the course objectives as your guide.

### Instructor and Student Responsibilities

As your Instructor, it is my responsibility to**:**

* Provide the grading scale and detailed grading formula explaining how student grades are to be derived
* Facilitate an effective learning environment through learner-centered instructional techniques
* Provide a description of any special projects or assignments
* Inform students of policies such as attendance, withdrawal, tardiness, and make up
* Provide the course outline and class calendar which will include a description of any special projects or assignments
* Arrange to meet with individual students before and after class as required

As a student, it is your responsibility to**:**

* Attend class in person and/or online
* Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
* Comprehend interpreting assignments
* Complete the required assignments and exams
* Ask for help when there is a question or problem
* Keep copies of all paperwork, including this syllabus, handouts, and all assignments
* Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](http://www.hccs.edu/resources-for/current-students/student-handbook/)

# Assignments, Exams, and Activities

### Written Assignment

At least one written assignment is required. The written assignment(s) should be clearly linked to the course student learning outcomes and learning objectives. Written assignment(s) must count at least 15% of students’ course grades or a minimum of 150 points on a 1,000-point scale (see Grading Formula below).

### Exams

Insert a specific description of your exams. Include the number and types of questions, such as “50 multiple-choice questions.” You must also state how much each question counts and how much each exam counts toward students’ course grades. If your exams are on Eagle Online Canvas, advise students of the dates of availability of each exam, the time limit, if any, and the number of attempts allowed. HCC does not provide students with Scantron forms. They are sold in campus bookstores.

### In-Class Activities

You may choose to include in-class activities. If so, specify the types of activities student should expect, such as quizzes, participation in activities during class, projects, etc.

### Final Exam

All students will be required to take a comprehensive departmental final exam consisting of 100 multiple- choice questions. Students must provide their own Scantron forms (FORM NUMBER 882-E-LOVAS). All the information students need to prepare for the exam is in the [*Final Exam Handbook*](http://learning.hccs.edu/programs/psychology/psyc-2301-departmental-final-exam-preparation-resources).

You must get at least 50% (50 of 100) of the items correct on the final to pass the course (departmental decision). Students who are absent from the final exam without discussing their absence with the instructor in advance or within 24 hours afterward will receive a course grade of Incomplete. Any student who does not take a makeup exam by the end of the following long semester will receive a final exam grade of zero and a course grade of F.

### Grading Formula

The psychology department strongly recommends that you adopt a points-based grading system with a maximum 1,000 total points possible.

Written Assignment(s) 200 points

Exams 500 points

In-Class Activities 100 points

Departmental Final Exam 200 points

|  |  |
| --- | --- |
| **Grade** | **Total Points** |
| A | 900+ |
| B | 800-899 |
| C | 700-799 |
| D | 600-699 |
| F | <600 |

## HCC Grading Scale can be found on this site under Academic Information:

[**http://www.hccs.edu/resources-for/current-students/student-handbook/**](http://www.hccs.edu/resources-for/current-students/student-handbook/)

# Course Calendar

|  |  |  |
| --- | --- | --- |
| **Week** | **Dates** | **Topic/What’s due** |
| 1 | 8.26-8.28 | Intro to the course, manual alphabet, Review Fingerspelling, SN Unit 1 “Getting to Know You” “Same or Different 1” |
| 2 | 9.4 | Continue Unit 1 “Introducing Onesself” “Same or Different 2” Receptive Practice and Game |
| 3 | 9.9-9.11 | Unit 1 “Asking Who” “Specify Where” “Giving Commands: Objects in the classroom” “Following Instructions” |
| 4 | 9.16-9.18 | Unit 2 “Giving Information about Yourself” “Identifying Locations: Tic-Tac-Toe” “Narrating Experience With Languages” “Talking about Leisure Activities” “Describing Three Types of Shapes” |
| 5 | 9.23-9.25 | Unit 2 “Identifying People” “Culture: Negotiating a Signing Environment” “Asking What is the Sign”Units 1 and 2 Review |
| 6 | 9.30 | Exam Units 1 and 2  |
| 7 | 10.2 | Group Discussion/Feedback on Exam |
| 8 | 10.7-10.9 | Unit 3 “Telling Where One Lives” “Giving Commands: Locations” “Communicating with the Face” |
| 9 | 10.14-10.16 | “Discussion One’s Residence” “Giving Basic Directions: Around the Classroom” “Identifying which Square 1” “Talking About Roomates and Pets” “Giving Basic Directions: Expressing Needs” “Telling How Long” “Traveling to School or Work” “Identifying Which Square 2” |
| 10 | 10.21-10.23 | Review Unit 3Unit 4 “Talking About Immediate Family” “Negation 1” “Have, Like, Want, Need” “Talking About Siblings” “Telling How Old”**Midterm-** |
| 11 | 10.28-10.30**11.4**  | “Talking About Extended Family” “Telling How Family Member Are Related” “Negation 2” “Discussion Family Variations” “Commenting on Family Members”**Exam Units 3 and 4** |
| 12 | 11.6 | Group Discussion/Feedback on ExamUnit 5 “Talking about Everyday Activities” “Agreement Verbs” “Talking about Chores” “Asking if Done” “Talking about Errands” “telling How Often” |
| 13 | 11.11-11.13 | Unit 5 “Talking about Activities with Others “Talking about What one Does For a Living” Review Unit 5 |
| 14 | 11.18-11.20 | Unity 6 “Understanding the Timber Story” “One Person Role Shift” “Two Person Role Shift” “Story Cohesion” “Understanding the GUme Story” “Entrances and Exits” “Character Development” “Story Cohesion”Review Unit 5 |
| 15 | 11.25 | Cumulative Review/Storytelling |
| 16 | 12.2-12.4**12.11.2019** | Exam Unit 5**Final Exam- Units 1-6****Grading****Grades posted by 12.14.2019** |

## Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

# Instructor’s Practices and Procedures

## Missed Assignments

**<< Modify Section & Delete Placeholder Text >>** Insert your make-up policy for course work other than the departmental final exam. It is acceptable to have a “no makeups” for exams if you drop the lowest exam. You may also allow makeups accompanied by a late-work penalty. Another option is to state that you may allow makeups on a case-by-case basis. Please also clearly state that a make-up exam is not a retake. That is, make-up exams are allowed only for missed exams. You are responsible for proctoring make-up exams if you allow them.

## Academic Integrity

Scholastic Dishonesty will result in a referral to the Dean of Student Services. See the link below for details.

Here’s the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

## Attendance Procedures

It is important that you attend class everyday this summer session. Classes are condensed and a lot of information will be presented. If you miss 3 days, you can be automatically withdrawn from class. If you stop coming to class and you do not withdraw, a grade of F will automatically be given.

## Student Conduct

Students will behave according to HCC’s policy and disruptive behavior will not be tolerated.

You can put what your district policy here as well

## Instructor’s Course-Specific Information (As Needed)

Video assignments and exams will be graded and returned within 7 days.

You can put whatever you wish here.

## Electronic Devices

Please respect students and the instructor and limit use of cell phone use in class.
You can put what your district policy here as well

# Program Information

* Interpreter Student Association (ISA)
* Careers in Sign Language Interpreting
* Interpreting Scholarship

# HCC Policies

Here’s the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

|  |  |
| --- | --- |
| Academic Information | Incomplete Grades |
| Academic Support | International Student Services |
| Attendance, Repeating Courses, and Withdrawal | Health Awareness |
| Career Planning and Job Search | Libraries/Bookstore |
| Childcare | Police Services & Campus Safety |
| disAbility Support Services | Student Life at HCC |
| Electronic Devices | Student Rights and Responsibilities |
| Equal Educational Opportunity | Student Services |
| Financial Aid TV (FATV) | Testing |
| General Student Complaints | Transfer Planning |
| Grade of FX | Veteran Services  |

## EGLS3

The EGLS3 ([Evaluation for Greater Learning Student Survey System](http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS3 surveys are only available for the Fall and Spring semesters. EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

## Campus Carry Link

Here’s the link to the HCC information about Campus Carry: <http://www.hccs.edu/departments/police/campus-carry/>

## HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](http://www.hccs.edu/resources-for/current-students/student-e-maileagle-id/) and activate it now. You may also use Canvas Inbox to communicate.

## Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

# Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<http://www.hccs.edu/departments/institutional-equity/>)

## disAbility Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/support-services/disability-services/>

## Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence.  Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual’s fundamental rights and personal dignity.  Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities.  If you require an accommodation due to pregnancy please contact an Abilities Services Counselor.  The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator.  All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu

<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

# Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>

# Department Chair Contact Information

Danielle Stagg, Ed.D.
Faculty Division Chair (Interim)

Speech/Communication/Sign Language Interpreting

#### Email

danielle.stagg@hccs.edu

713/718-5478