**Course Syllabus**   
American Sign Language (ASL) Beginning I   
SGNL 1401

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| **Semester with (CRN)** | | Fall 2018, CRN 10522 |
| **Instructor contact information** | | [Darnell.Woods@hccs.edu](mailto:Darnell.Woods@hccs.edu)  [MrDBWoods@gmail.com](mailto:MrDBWoods@gmail.com) (referred)  (713) 410-7498 |
| **Office Location and Hours** | | A200.1 See Posting |
| **Course Location/Times** | | EDC Room 252 T/Th 5:30-7:50 |
| **Course Semester Credit Hours lecture, lab** | | |  |  |  | | --- | --- | --- | | Credit Hours | 4.00 |  | | Lecture Hours | 3.00 |  | | Laboratory Hours | 2.00 |  | |
| **Total Course Contact Hours** | | 80 |
| **Course Length** | | 16 |
| **Type of Instruction** | | This class emphasizes performance-based instruction. 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 ASL/English interpretation skills. |
| **Course Description:** | | 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.  **Students 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.** |
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| **Course Prerequisite(s)** | | SLNG 1311 Fingerspelling |
| **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 |
| **Student Learning Outcomes** | | 1. Demonstrate and identify culturally appropriate behaviors 2. Express and comprehend a core vocabulary 3. Demonstrate receptive and expressive competencies using ASL dialogues, short narratives, and stories, including basic fingerspelling and numbers 4. Define and demonstrate the use of basic linguistic components of ASL |
| **Learning Objectives** | | **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 1,* Introducing Oneself, with a minimum of 80% accuracy**.**  **Performance Objectives for this Outcome:** Upon completion of *Unit 1*, the student will effectively use ASL receptively and expressively for the following domains:  **1.1** Fingerspelling of names and the numbers 1-15.  **1.2** Same & different with regard to names, shapes, letters and numbers.  **1.3** Gender, physical appearance, clothing, colors.  **1.4** Following instructions - drawing shapes, writing names & writing numbers and letters.  **1.5** Getting one’s attention.  **Learning Outcomes 2**: Using American Sign Language, the student will be able to demonstrate and comprehend information presented in American Sign Language, based on **Signing Naturally,** *Unit 2 Sharing Personal Information,* with a minimum of 80% accuracy**.**  **Performance objectives for this outcome:** Upon completion of *Unit 2*, the student will effectively use ASL receptively and expressively for the following domains:  **2.1** Identify one-self, negate and correct responses, ask and answer yes/no questions.  **2.2** Numbers 1 – 29 and adding and subtracting using American Sign Language.  **2.3** Leisure activities.  **2.4** Identifying people, giving information and preferences.  **2.5** Talking about oneself in a video production.  **Learning Outcomes 3:** Using American Sign Language, the student will be able to demonstrate and comprehend information presented in American Sign Language, based on **Signing Naturally,** *Unit 3*  Living Situations, with a minimum of 80% accuracy**.**  Performance objectives for this outcome: Upon completion of *Unit 3*, the student will effectively use ASL receptively and expressively for the following domains:  **3.1** Living situations.  **3.2** Commands and directions, in the classroom, halls and buildings around campus.  **3.3** Numbers and counting 1-66.  **3.4** Living arrangements, including roommates and pets.  **3.5** Directions.  **3.6** Modes of transportation and time to work & or school.  **Learning Outcomes 4:** Using American Sign Language, the student will be able to demonstrate and comprehend information presented in American Sign Language, based on **Signing Naturally,** *Unit 4,* Family, with a minimum of 80% accuracy**.**  **Performance objectives for this outcome:** Upon completion of *Unit 4* the student will effectively use ASL receptively and expressively for the following domains:  **4.1** Families and relationships.  **4.2** Negation.  **4.3** Ranking, relationships, similarities and differences between siblings.  **4.4** Extended family, ranking, relationships.  **4.5** Ranking and age numbers 1-100.  **Learning Outcomes 5:** Using American Sign Language, the student will be able to demonstrate and comprehend information presented in American Sign Language, based on **Signing Naturally,** *Unit 5,* Activities and Calendars, with a minimum of 80% accuracy.  **Performance objectives for this outcome:** Upon completion of *Unit 5* the student will effectively use ASL receptively and expressively for the following domains:  **5.1** Personal activities.  **5.2** Household duties and tasks.  **5.3** Errands.  **5.4** Ordinary and out of the ordinary activities.  **5.5** Jobs and careers.  **Learning Outcomes 6:** Using American Sign Language, the student will be able to demonstrate and comprehend information presented in American Sign Language, based on **Signing Naturally,** *Unit 6,* Storytelling, with a minimum of 80% accuracy.  Performance objectives for this outcome: Upon completion of *Unit 6*, the student will use and comprehend American Sign Language to:  **6.01** Retell stories incorporating one-person role shift & classifiers.  **6.02** Retell stories using two-person role shift, spatial agreement and transitions.  **Methods of Measurement:** Written assignments, quizzes, class participation, homework and final exam |
| **SCANS and/or Core Curriculum Competencies** | | **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. **C3-** Material and facilities: acquire, store, allocate, and use materials or space efficiently.  **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. **C17-** Improve or design systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.  **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. **F5-** Speaking: organize 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: **F6-** Creative thinking: generate new ideas. **F11-** Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.  **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty. **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.  **Course Calendar**  See attached Sheet |
| **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*  **CELLPHONES/IPADS/COMPUTERS**  CELL PHONES-LAPTOPS-IPADS ARE TO BE OFF DURING CLASS TIME. STUDENTS CAUGHT TEXTING DURING CLASS WILL BE ASKED TO LEAVE AND WILL NOT RECEIVE CREDIT FOR THAT DAY.  LAPTOPS/IPADS CAN BE USED TO WRITE NOTES FOR CLASS PURPOSES ONLY. IF GOING TO FACEBOOK OR OTHER WEBSITE PURPOSES, WILL BE ASKED TO LEAVE THE CLASS AND WILL NOT RECEIVE CREDIT FOR THAT DAY. |
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| **Student Assignments** | | **Unit 1**  1:1, Strategies for Learning ASL, pg. 4  1:5, Conversation 1: Wh-Word Questions, Beginning and Ending Conversations & Maintaining Eye Contact, pg. 16  1:8, Conversation 2: Identify a Person, pg. 25  1:9, Inside, Above and Below, pg. 28  1:10, Commands Involving the Body & Objects, pg. 30  1:11, Test Your Eye-Q & Picture it, pg. 31  **Unit 2**  2:1, Conversation 1 and 2: Yes-No Questions, Insight: Making Connections and Which Hand Do I Use? pg. 48  2:3, Tic-Tac-Toe, pg. 60  2:4, Language Backgrounds: Transitions, pg. 61  2:6, Who Enjoys What? pg. 69  2:8, Describing Shapes, pg. 75  2:9, Conversation 3: Identify People Who are Present Names and Tidbits, pg. 77  2:11, Negotiating a Signing Environment, pg. 83  2:12, Conversation Strategy: Asking What is the Sign, pg. 84  **Unit 3**  3:1, Conversation 1: Real World Orientation, pg. 110  3:2, Giving Commands Involving a Location, pg. 112  3:5, Conversation 2: Wh-Word Question-Which, pg. 118  3:6, Giving Basic Directions, pg. 122  3:7, Identify and Draw, pg. 125  3:9, Conversation 3: Spatial Agreement-Orienting Signs, pg. 130  3:10, Expressing Needs & Story Corner: “The Elevator Incident”, pg. 134  3:12, Lengths of Time & How Long Does it Take? Pg. 141  3:13, Conversation 4: Spatial Agreement-Modifying Verb Movement, pg. 147  3:15, Asking What is the Sign, pg. 151  **Unit 4**  4:1, Conversation 1: Contrastive Structure, pg. 178  4:2, Forming Negative Responses, pg. 181  4:5, Conversation 2: Ranking, pg. 188  4:7, Telling Ages, 195  4:8, Conversation 3: Possessive Adjectives, pg. 199  4:9, What’s the Relationship?, pg. 202  4:10, Question After a Negative Statement, pg. 204  4:11, Ten Years Later… pg. 205  4:13, David’s Keys, pg. 207  4:14, Commenting on Family Members, pg. 208  4:15, Maintaining a Clear Sightline, pg. 210  **Unit 5**  5:1, Conversation 1 and 2: Wh-word Questions: When and What a Person Did/Will do, pg. 232  5:2, Agreement Verbs, pg. 241  5:4, Conversation 3: Designing Locations For Non-Present People, pg. 245  5:5, Are you Done…? Pg. 249  5:6, Conversation 4: Sequencing Activities, pg. 251  5:7, Tell How Often, pg. 258  5:8, Conversation 5: Tell about an “Out of the Ordinary” Activity, pg. 261  **Unit 6**  6:1, New Vocabulary, pg. 310  6:2, One-Person Role Shift in Narratives, pg. 312  6:3, Two-person Role Shift in Narratives, pg. 314  6:4, Story Cohesion, pg. 316  6:5, New Vocabulary, pg. 319  6:6, Entrances and Exits, pg. 321  6:7, One-Person Role Shift, pg. 325  6:8, Story Cohesion, pg. 327  6:9, New Vocabulary, pg. 329  6:10, Two-person Role Shift in Narratives, pg. 332  6:11, Maintaining Spatial Agreement, pg. 334  6:12, Story Cohesion, pg. 336  6:13, Wrong Name and If Only I could Fly, pg. 338  6:14, A True Fish Story, pg. 346  6:15, I Wanna Be Different, pg. 350  6:16, Ghost in My Room, pg. 356  6:17, Guidelines, pg. 360 |
| **Student Assessment(s)** | | Pre/post testing  Participation (including laboratory)  Self assessment (including peer reviews)  Games and interactive exercises  Objective 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 = 100- 90 |  | 4 points per semester hour | | B = 89 - 80: |  | 3 points per semester hour | | C = 79 - 70: |  | 2 points per semester hour | | D = 69 - 60: |  | 1 point per semester hour |  | | 59 and below = F |  | 0 points per semester hour |  | |
| **Instructor Grading Criteria** | | The lab assignments will be watching a video and writing a short summary of what it says and also answering questions which will be turned in. |
| **Instructional Materials** | | Signing Naturally Units 1-6 (workbook with 2 DVDs)  Flip video camera |
| **HCC Policy Statement:** | | Access Student Services Policies on their Web site: <http://hccs.edu/student-rights>  **TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, 20 U.S.C. A§ 1681 ET. SEQ.**   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 are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.  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.  CAMPUS CARRY  “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/>.” |
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| Assignments | Grade |
| Unit 1  Introducing yourself  Identifying colors Identifying basic clothing  Unit 2  Tic-Tac-Toe  Identifying Shapes  Unit 3  Giving commands/locations  Length of time: hour, minute  Unit 4 Talk about family  Talk about extended family  Unit 5  Talk about everyday activities  Talk about chores  Talk about errands  Unit 6  Storytelling | \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_ |
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| Homework |  |
| Test 1 (Units 1 & 2) |  |
| Test 2 (Unit 3) |  |
| Test 3 (Units 4 & 5) |  |
| Final Exam |  |
| Total Points |  |

**Course Calendar**

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| Day | Date | Classroom lecture |
| Tuesday | 8/28 | Introductions  Syllabus |
| Thursday | 8/30 | Unit 1 “Getting to Know you”  “Same or Different 1” |
| Tuesday | 9/4 | Unit 1 “Introducing Oneself”  “Same or Different 2” |
| Thursday | 9/6 | Unit 1 “Asking Who  “Specifying Where” |
| Tuesday | 9/11 | Unit 1 “Giving Commands: Objects in the Classroom”  “Following Instructions” |
| Thursday | 9/13 | No Class |
| Tuesday | 9/18 | Unit 2 “Giving Information about Yourself”  “Identifying Locations: Tic-Tac-Toe” |
| Thursday | 9/20 | Unit 2 “Narrating Experience with Languages”  “Talking about Leisure Activities”  “Describing Three Types of Shapes” |
| Tuesday | 9/25 | Units 1 and 2 Review |
| Thursday | 9/27 | **Exam Units 1 and 2 to be completed** |
| Tuesday | 10/2 | Group Discussion/Feedback on Exam  Unit 3 “Telling Where One Lives”  “Giving Commands: Locations”  “Communicating with the Face” |
| Thursday | 10/4 | Group Discussion/Feedback on Exam  Unit 3 “Telling Where One Lives”  “Giving Commands: Locations”  “Communicating with the Face” |
| Tuesday | 10/9 | Unit 3 “Discussing One’s Residence”  “Giving Basic Directions: Around the  Classroom”  “Identifying Which Square 1” |
| Thursday | 10/11 | Unit 3 “Talking About Roommates and Pets”  “Giving Basic Directions: Expressing Needs”  “Telling How Long” |
| Tuesday | 10/16 | Unit 3 “Traveling to School or Work”  “Identifying Which Square 2” |
| Thursday | 10/18 | Review Unit 3 |
| Tuesday | 10/23 | Unit 4 “Talking about Siblings”  “Telling How Old” |
| Thursday | 10/25 | Unit 4 “Discussing Family Variations”  “Getting the Meaning Across”  “Commenting on Family Members” |
| Tuesday | 10/30 | Units, 3 & 4 Review |
| Thursday | 11/16 | **Exam Units 3 and 4** |
| Tuesday | 11/1 | Group Discussion/Feedback on Exam  Unit 5 “Talking about Everyday Activities”  “Agreement Verbs |
| Thursday | 11/6 | **Thanksgiving Break** |
| Tuesday | 11/28 | “Talking about Chores” |
| Thursday | 11/8 | Unit 5 “Asking If Done”  “Talking about Errands  “Telling How Often” |
| Tuesday | 11/13 | Unit 5 “Talking about Activities with Others”  “Talking about What One Does for a Living”  Review Unit 5 |
| Thursday | 11/15 | Unit 6 “Understanding the Timber Story”  “One-Person Role Shift”  “Two-Person Role Shift”  “Story Cohesion” |
| Tuesday | 11/20 | Unit 6 “Understanding The Gum Story”  “Entrances and Exits”  “Character Development”  “Story Cohesion” |
| Thursday | 11/22 | Thanksgiving Break |
| Tuesday | 11/27 | Group Discussion on Storytelling  Cumulative Review  Units 5 & 6 Review |
| Thursday | 11/29 | **Exam Units 5 & 6** |
| Tuesday | 12/4 | Lab Review  Dead Week |
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| Tuesday | **12/11** | **Final Examination** |