



## Division of Interpreting/Sign Language

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

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### **SGNL 1402: ASL II |Lecture/Lab| CRN 10109**

Summer 2020 | 8 Weeks (June 8 – August 2, 2020)

Online

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

### **Instructor Contact Information**

Instructor: James G. Virgilio, M.Ed., CI, CT, SC:L  
Office: EDC Room A200  
HCC email: [james.virgilio@hccs.edu](mailto:james.virgilio@hccs.edu)

Office Phone: 713-718-7128  
Office Hours: M-F: 10am – 4pm,  
and by appointment

### **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 will help you build on what you learned in SGNL 1401, American Sign Language I. You will continue to build your ASL vocabulary and grammar. You will continue to improve your ability to understand ("read") signs and fingerspelled items in American Sign Language. You will broaden your understanding of Deaf Culture, nationwide and locally.

### **My Personal Welcome**

Welcome to ASL II, Summer Edition, Special Online Edition! Courses are working differently this summer, since we are totally online. There's a great deal of work for us to cover, but we have the flexibility to get it all done and prepare for the next class: ASL III. I want to encourage you to stay in touch with me and your classmates through email, Canvas lessons, and any "live" sessions we conduct by Zoom or other video platform. Let's make this fun!

### **Prerequisites and/or Co-Requisites**

SGNL 1401, SLNG 1211

Please carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

## Eagle Online Canvas Learning Management System

This section of SGNL 1401 will use [Eagle Online Canvas \(https://eagleonline.hccs.edu\)](https://eagleonline.hccs.edu) to conduct 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](#) OR [CHROME](#) AS YOUR BROWSER.**

### HCC Online Information and Policies

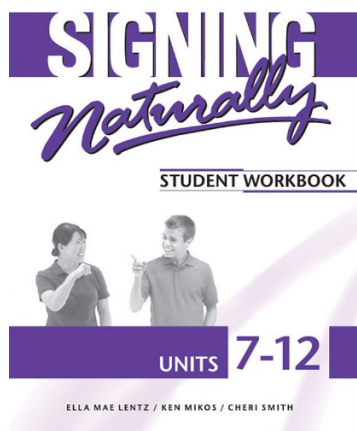
Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

### 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



The textbook listed below is **required** for this course.

**"Signing Naturally"** (Units 1-6) by Cheri Smith, Ella Mae Lentz, Ken Mikos. ISBN: 978-1-58121-221-1

It is included in a package that contains the text as well as an access code and are found at the [HCC Bookstore](#).

Order your book here: [HCC Bookstore](#).

### 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](#) 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>.

### 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 Students will exhibit continued development of receptive ASL skills including an expanded core vocabulary, and accuracy in fingerspelling and numbers.

2 Students will exhibit continued development of expressive ASL skills including an expanded core vocabulary, self-generated and re-telling of short stories and narratives.

3 Students will demonstrate grammatical features of ASL, including non-manual markers, inflected signs, spatial referencing, classifiers, and temporal sequencing.

4 Students will demonstrate an understanding of basic cultural norms of the Deaf community.

## **Learning Objectives**

Learning Outcomes and Performance Objectives with their methods of measurement as used to determine the students' mastery of those outcomes.

Learning Outcome 1:

Using American Sign Language, the student will be able to demonstrate and comprehend information presented in "Giving Directions" based on the Signing Naturally Unit 7 curriculum with a minimum of 80% mastery.

Performance objectives for this outcome: Upon completion of Unit 7, the student will be able to use American Sign Language expressively and receptively to

1.01 specify directions within a multi-story building and surrounding outdoor locations using a common reference point

1.02 explain and comprehend location directions going from general to specific

1.03 demonstrate and comprehend ordinal numbers from "first" on up using appropriate form, hand shape, palm orientation and movement

1.04 explain a problem and ask for alternate locations

1.05 ask/Tell basic needs and wants related to hunger and thirst using vending machine snack vocabulary

1.06 Identify a fingerspelled word within a signed sentence

Methods of Measurement:

Written assignments, written quizzes, class participation, homework and final exam

Learning Outcome 2:

Using American Sign Language, the student will demonstrate and comprehend information presented in Unit 8, "Describing Others", based on the Signing Naturally Unit 8 curriculum with a minimum of 80% mastery.

Performance objectives for this outcome: Upon completion of Unit 8, the student will be able to use American Sign Language expressively and receptively to

- 2.01 demonstrate and comprehend the interactive process used to identify people who are present or not present
- 2.02 ask/tell “who” in real world orientation – identify others by race, physical appearance, clothing and clothing patterns and accessories
- 2.03 correctly produce and comprehend multiples of 10 and 11 using appropriate form, hand shape, palm orientation and movement

Methods of Measurement: Written assignments, written quizzes, class participation, homework, expressive video assignment and final exam.

Learning Outcome 3:

Using American Sign Language, the student will be able to demonstrate and comprehend information present in Unit 9, “Making Requests”, based on the Signing Naturally Unit 9 curriculum.

Performance Objectives for this Outcome: Upon completion of Unit 9, the student will be able to use American Sign Language expressively and receptively to:

- 3.01 ask/answer requests for assistance including stating the problem and accepting and/or declining the solution
- 3.02 formulate and comprehend numbers related to money using appropriate form, hand shape, palm orientation and movement from one cent up to one dollar
- 3.03 demonstrate and comprehend inflecting and spatial verbs
- 3.04 Identify and demonstrate vocabulary related to objects in a variety of locations
- 3.05 specify and comprehend stages of completion
- 3.06 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 Outcome 4:

Using American Sign Language, the student will be able to demonstrate and comprehend information presented in Unit 10, “Talking and Family and Occupations”, based on the Signing Naturally Unit 10 curriculum with a minimum of 80% mastery.

Performance Objectives for this Outcome: Upon completion of Unit 10, the student will be able to use American Sign Language expressively and receptively to

- 4.01 demonstrate and comprehend personal and possessive pronouns
- 4.02 correctly produce and comprehend numbers representing ages of people using appropriate form, palm orientation hand shape and movement
- 4.03 correctly produce and comprehend ranking of ages in a person’s family
- 4.04 demonstrate and comprehend vocabulary related to workplaces, hospitals, and occupations
- 4.05 Identify and demonstrate persons of authority in an occupation
- 4.06 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 Outcome 5: Using American Sign Language, the student will be able to demonstrate and

comprehend information present in Unit Student will demonstrate and comprehend in American Sign Language information presented in Unit 11, “Attributing Qualities to Others”, based on the Signing Naturally Unit 11 curriculum with a minimum of 80% mastery.

Performance Objectives for this Outcome: Upon completion of Unit 11, the student will be able to use American Sign Language expressively and receptively to

5.01 demonstrate and comprehend contradicting opinions using the sign “but”; include physical descriptions, positive and negative attributes and mannerisms

5.02 demonstrate and comprehend one character role shifting correctly using eye gaze and head position shift

5.03 produce and comprehend numbers 67 through 98 using appropriate form, hand shape, palm orientation and movement

5.04 demonstrate and comprehend contrastive structure with emphasis on adjective antonyms

5.05 demonstrate and comprehend basic animal (pets) vocabulary

Methods of Measurement:

Written assignments, written quizzes, class participation, homework, and final exam

Learning Outcome 6: Using American Sign Language, the student will be able to demonstrate and comprehend information presented in Unit 12, “Talking about Routines”, based on the Signing Naturally Unit 12 curriculum with a minimum of 80% mastery.

Performance Objectives for this Outcome: Upon completion of Unit 12, the student will be able to use American Sign Language expressively and receptively to

6.01 explain and comprehend daily routines including resolving conflicts in scheduling

6.02 correctly produce and comprehend time including clock numbers and combining hour and minute information using appropriate form, hand shape, palm orientation and movement

6.03 demonstrate and comprehend the signs for frequency in daily routines. This includes “every” sign for weekly or monthly activities and length of time of an activity, “approximate” sign, and “before” and “after” signs

Methods of Measurement: Written assignments, written quizzes, class participation, homework and final exam

## **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 every day 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

## Assignments, Exams, and Activities

### Written Assignments

Some of the homework assignments are from your textbook and will be written and submitted through Canvas. We may also have some discussion groups on Canvas as well. Remember how you write (good spelling, good English) is as important as what you want to say.

### Exams

We will have three exams this semester. Each exam will cover two units: One after Unit 8, one after Unit 10, and one after Unit 12. The third exam will be the “final.” It will not be comprehensive.

### In-Class Activities

In class, we will learn and practice new vocabulary and grammar. You will have homework and in-class assignments (when we meet by Zoom) based on your textbook. If we have any quizzes between exams, they will be announced. Pop quizzes will only occur if I see that the class is not keeping up with assigned work.

### Grading Formula

You will earn points for each assignment, quiz, exam, etc. Grades will be calculated by per cents:

Grade	Total Points
A	90-100
B	80-89
C	70-79
D	60-69
F	<60

Remember: in the ASL/Interpreter Training Program, anything below a 70 is considered an F.

**HCC Grading Scale can be found on this site under Academic Information:**  
<http://www.hccs.edu/resources-for/current-students/student-handbook/>



## Course Calendar

Week	Dates	Topic/What's due
1	6/8-6/12	Introductions, Syllabus
		Unit 7
2	6/15-6/19	Unit 7 continued
		Unit 8
3		Unit 8 continued
		<b>Exam One</b>
4	6/22-6/26	Unit 9
5	6/29-7/2	Unit 10
6	7/6-7/10	Unit 10 continued
		<b>Exam Two</b>
7	7/13-7-17	Unit 11
		Unit 12
8	7/20-7/24	Unit 12 continued
	TBA	<b>Exam Three</b>

### 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

**It will be important to complete assignments on time for full grading and to keep up with class progress. Please contact me about any assignments you have missed to discuss getting caught up. Any assignments left undone at the end of the semester will receive a grade of Zero and could seriously affect your grade for the semester.**

### 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

Attendance in class will be based on your participation in online live sessions, discussion groups, homework, etc. Please make every effort to join/complete all activities to avoid being considered absent.

## Student Conduct

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

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

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

## Electronic Devices

Please respect students and the instructor and limit use of cell phone use in class.

## ASL/Interpreter Training Program Information

Add program-specific information such as the following:

- Interpreter Student Association (ISA)
- Careers in Sign Language Interpreting
- Interpreting Scholarships

## 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

## EGLS<sup>3</sup>

The EGLS<sup>3</sup> ([Evaluation for Greater Learning Student Survey System](#)) 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. EGLS<sup>3</sup> 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](#) 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](mailto: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  
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713/718-5478