

# BEGINNING AMERICAN SIGN LANGUAGE II

Salt Lake Community College  
Humanities, Language, Culture, and ASL/I Department  
ASL 1020.001 — Fall 2024 — 4 credits

## Instructor Details:

Email:  
Office Phone:  
Mobile Phone:  
Office:

## Class Meetings:

Schedule: [REDACTED] (4 credits)  
Date: [REDACTED]  
Room: [REDACTED]

## COURSE DESCRIPTION

Second in a series of four courses which focus on expressive and receptive skills in American Sign Language and an introduction to American Deaf Culture. Major objective of the first year is to develop functional language ability in the Deaf community. \* Prerequisites: ASL 1010

## COURSE OBJECTIVES

1. Converse in small groups with the teacher and classmates on common topics.
2. Comprehend messages in small groups and through electronic means.
3. Express oneself in small groups and through electronic means
4. Compare and analyze beliefs, values, and attitudes within Deaf culture and reflected in products found in Deaf culture and other cultures.
5. Converse in small groups with the teacher and classmates about other disciplines and viewpoints of Deaf people.
6. Converse in small groups with the teacher and classmates comparing and contrasting ASL with English or another language and Deaf culture with one's own and other cultures.
7. Converse in non-classroom small groups with the Deaf community.
8. Converse in small groups using ASL to access information about Deaf culture that will lead to lifelong learning experiences.

## LEARNING OUTCOMES

Upon the completion of the course, the students will be able to:



1. Incorporate basic ASL grammar and vocabulary for rudimentary communications, including:
  - a. Describing People and Things
  - b. Making Requests and Asking for Advise
  - c. Describing Places
  - d. Giving Opinions about Others
  - e. Incorporating numbering systems, telling time and monetary values
  - f. Discussing Plans and Goals
  - g. Storytelling
2. Participate in Deaf Community Events.
3. Compare and contrast Deaf culture with their own culture.
4. Compare and contrast ASL with their own language.

## COURSE MATERIALS

1



Padden, C. & Humphries, T. (2006). *Inside Deaf Culture*. Cambridge, MA: Harvard University Press. ISBN: 978-0674022522

2



Smith, C., Mikos, K., & Lentz, E.M. (2014). *Interactive Online Student Materials for Signing Naturally Units 7-12*. San Diego, CA: DawnSignPress. ISBN: 978-1581212211

## COURSE ASSIGNMENTS



### ASL LAB TUTORING:

The ASL Program has a requirement that all ASL 1010 and 1020 students must meet with an ASL tutor at least three times for a minimum of 30-minutes per session during the semester to practice expressive and receptive ASL skills, as well as improve ASL grammar. Students are encouraged to complete one appointment per month. A student may invite up to 5 other students to join in the ASL tutoring appointment. Note: A one-hour appointment does not count as two 30-minute appointments.

A session can be either in-person tutoring at [redacted] or an online tutoring session via Microsoft Teams. Students can use the time to review ASL vocabulary, study for tests and exams, discuss ASL syntax, converse in ASL with classmates and tutors, develop ASL abilities, play online games, and complete assignments. Students can also work on their videos, in which they film themselves and then interact with a tutor, sharing and receiving comments. Note: Tutors can only help students with their assignments once they have completed one try on their own.

Students are encouraged to be proactive and not wait to schedule a session. Sessions may fill up quickly, especially toward the conclusion of the semester. Students are also encouraged to visit the ASL/ITP lab often Monday – Friday 12pm to 5pm to relax and practice ASL with those in the room.



### INSIDE DEAF CULTURE READING ASSIGNMENTS:

Student is required to complete a quiz for each chapter (total of eight chapters) from the book. *Inside Deaf Culture* (IDC). The quiz is due every week. Student is required to read the assigned chapter and completing the quiz in Canvas before coming to class. All quizzes will be open book, so student's responses are expected to be thoughtful. There is no limit for the quizzes; however, student may only take them once. Quizzes may not be take late. The content from the reading will have a discussion/activity in classroom.

### REFLECTION ESSAY:

Students will also watch two cultural films on the Canvas and type reflection essays. Student can share all the following that may apply:

- How am I becoming a better connected to the Deaf community? What proof do I have?
- What from my community experiences confirms the things I have learned about ASL and Deaf culture? What was the connection and how it was confirmed?
- What similarities and differences do I see in my life with Deaf individuals?
- What have I learned from the Deaf community other than language and culture?
- What is your Thoughts/feelings about a cultural film?
- What touched you or was most meaningful to you? Why?

The due date is on the schedule. All typed work must be posted in Canvas.





### COMMUNITY ACTIVITY:

A student must participate in **ONE** activity sponsored by the Deaf Community, either on or off campus. The goal of the Deaf activity is to interact with Deaf people and learn more about Deaf culture and American Sign Language. Meetings and activities in ASL allow students to socialize with Deaf ASL users, providing the best opportunity for students to use ASL and experience Deaf culture.

Students must demonstrate critical thinking by describing what they have learned from each activity. Share her/his observations about the language, the comparison and contrast between the Deaf and the student's (hearing) culture, which will validate what s/he has learned from the book or classroom discussions. For proof of attendance at the event, the student must take a "selfie" with a mobile device. A video recording of the student's experience must also be submitted via Canvas. Included in the report should be:

- **Which event you attended**
- **Describe what you did at the event**
- **Your selfie** (activity in the background) at the event (show it through video)
- **Share and describe at least two of the following questions:**
  - How am I becoming a better connected to the Deaf community? What proof do I have?
  - What from my community experiences confirms the things I have learned about ASL and Deaf culture? What was the connection and how it was confirmed?
  - What similarities and differences do I see in my life with Deaf individuals?
  - What have I learned from the Deaf community other than language and culture?
  - Did you enjoy this experience and would you do it again? Why or why not
  - What do you think you can improve (interaction or/and language skills) before going to the next activity?

Students can learn more about Deaf activities by looking up the activities listed in Canvas and on the bulletin board in the ASL Lab.



### LANGUAGE EXERCISES:

Exercises will provide through Canvas with instruction as your homework. Student is required to post exercise assignments in ASL or English and participate in group discussion in Canvas. The exercises help student to enhance your language skills and the instructor may give student a feedback. Each exercises will be under module section in Canvas.



### UNIT EXAMS:

There will be five exams during the semester in two formats, receptive (comprehension) and expressive (production). For receptive skills, the instructor will sign or show video clips of vocabulary, sentences, shapes, and/or stories in ASL. The student will answer comprehension questions. For expressive skills, students will sign fluently and grammatically correct in ASL. Each student will prescribe or self-generate sentence utilizing vocabulary and grammar points taught in previous units through videos. The exams will indicate student's receptive/expressive skills and knowledge from what s/he have learned in class. The videos will be viewed and critiqued by the instructor along with rubric evaluation. Each exam is come from each unit (Unit 7-11). Exams date are on the schedule. Exam will be taken through Canvas.










### FINAL EXAM:

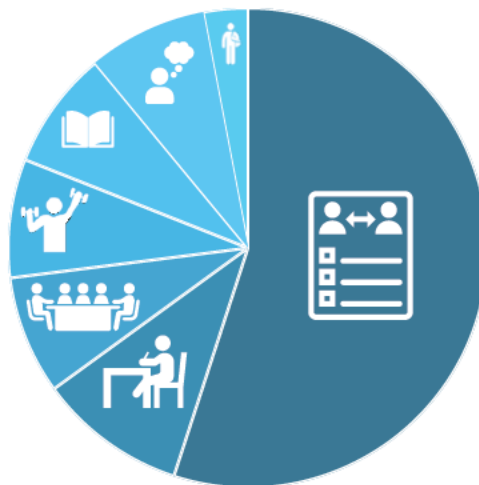
The comprehensive/production final exam will be based on the principles you have learned from the class lectures/discussions and from the textbook through the learning outcomes requirement. It may be essay, multiple choice, short answers, matching answers, and true/false answers. Also, the instructor will sign or show video clips of sentences and/or stories in ASL. The student will sign in ASL for each message presented. It tests students' receptive/

expressive skills as well as Deaf culture knowledge. The final exam will be on

## COURSE EVALUATION

### ASSESSMENT BREAKDOWN

ASSESSMENTS	POINTS	WEIGHT
 Unit Exams (5)	150	55%
 Final Exam (1)	100	10%
 ASL Tutoring Sessions (3)	30	5%
 Language Exercises	100	9%
 Inside Deaf Culture Quizzes (8)	80	8%
 Reflection Essay (2) & Activity	50	10%
 Attendance	100	3%
	610	100%



### GRADING SCALE

Letter grades are based on this breakdown:

GRADING SCALE	
A = 100% - 94%	C = 75% - 73%
A- = 93% - 90%	C- = 72% - 70%
B+ = 89% - 86%	D+ = 69% - 66%
B = 85% - 83%	D = 65% - 63%
B- = 82% - 80%	D- = 62% - 60%
C+ = 79% - 76%	E = below 60%

## EXPECTATIONS & POLICIES



### ASL ZONE POLICY:

This is an immersion classroom. When student step into the classroom s/he is required to not use his/her first language. That sound difficult to some students but it is the best way to learn ASL. It is similar with other foreign classes that do not allow spoken English. Please respect this policy and use ASL to communicate with everyone even with his/her classmate sitting next to him/her. Student will response and ask questions in ASL whenever possible and use other manual means (pantomime, gestures, etc.) when necessary. Please understand that it is extremely rude and culturally inappropriate to use voice in the class.



### ATTENDANCE AND PARTICIPATION POLICY:

Daily points will be awarded for attendance and in-class participation. In order to earn all points you must arrive on time, be prepare with readings/materials and actively participate in any classroom activities. Respect should be shown at all times in other classmates, instructor and guests. In addition, adherence to the ASL Zone policy is required. Unexcused



absences and repeated tardiness will have a negative impact on your grade. It is student's responsibility to notify instructor when you will be absent. Student is responsible to contact his/her classmates to make up the assignment or follow up. Work turned in after an absence will be marked late unless arrangements are made. Consistent attendance and participation is essential to the learning of any language.



#### **PROBLEM RESOLUTION:**

Problems or concerns should be addressed to the instructor first (in most situations). The instructor want to work with student so please feel free to discuss concerns with the instructor. The instructor is always happy to help student become success in the course.



#### **ACADEMIC INTEGRITY:**

Cheating in any form will not be tolerated. Students caught cheating will be rewarded with a failing grade. There will be no warning.



#### **INTELLECTUAL PROPERTY RIGHTS:**

Student may not record or publish information from the class without written authorized use from the instructor. If used without authorization you have violated privacy/intellectual property rights.



#### **GENERAL EDUCATION STATEMENT:**

This course fulfills the language requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.



#### **GENERAL EDUCATION EPORTFOLIO:**

Each student in General Education courses at SLCC maintains a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with reflective writing. It is a requirement in this class for you to add to your ePortfolio, and this syllabus details the assignments and reflections you are to include. Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience. For detailed information visit <http://www.slcc.edu/gened/eportfolio>, and click on the Student Support site.



#### **ASL AND INTERPRETER TRAINING PROGRAM (ITP) MAJORS:**

To meet foreign language requirements for an Associate in Arts degree, Student's ASL course grade needs to be a C or better BUT for the ITP, s/he must earn a B- or better in ASL classes to be eligible to apply for the Interpreter Training Program. For information regarding additional requirements and prerequisites for the ITP check out the ASL/Interpreting Department website ([www.slcc.edu/asl](http://www.slcc.edu/asl)).

## STUDENT RESPONSIBILITIES AND BEHAVIOR:



**COMPLETE** all homework/reading assignments



**TAKE RESPONSIBILITY** as a learner. Study outside of class each day even when no specific assignment is given.



**PARTICIPATE.** Everyone must participate with class discussion, questions, and conversations with classmates and instructor in ASL. Everyone will make mistakes (it is common with learning a new language). Use what student have got to the best s/he can. Using gadgets such as smartphones, cellphones, iPads, or iPods are not allowed in class. If there is an emergency, please step outside of classroom to use phone.



**RESPECT OTHERS.** Unruly, disruptive, disrespectful, or uncooperative behavior will result in his/her being administratively withdrawn from the class. Respect the ASL zone policy.



**CONTACT THE INSTRUCTOR.** If student can't come to class on the day of a test or other assignment, please contact the instructor. This should occur **BEFORE** the starting time of the class period. If student is unable to contact the instructor prior to class, do it as soon as possible.

# COURSE OUTLINE

All are Tentative

	MONDAY	WEDNESDAY
<b>1</b> 8/19- 8/21		Introduction Syllabus Pre-Unit Review
<b>2</b> 8/26- 8/28	Unit 7:1 Identifying Present People	Unit 7:2 & 7:3 Fingerspelling & Numbers Unit 7:4 Describing Personal Items
<b>3</b> 9/2- 9/3	No Class Labor Day	Unit 7:5 & 7:6 Translating Sentences with "Have 1", "Drive to", "Pick up" Unit 7:7 Numbers: Asking How Many Unit 7:8 Describing Lost Items IDC quiz#1
<b>4</b> 9/9- 9/11	Unit 7:9 & 7:10 Number: Telling the Year Translating Sentence: Have Unit 7:11 Cultural: Greeting and Leave-Takings Unit 7:12 Translating Sentence	7:13 Comp: Family Portrait Unit 7 Review <b>Unit 7 Exam</b> IDC quiz#2
<b>5</b> 9/16- 9/18	Unit 8:1 Making Requests Unit 8:2 Fingerspelling: Months	Unit 8:3 Agreement Verb 1 Unit 8:4 Agreeing with Conditions
<b>6</b> 9/23- 9/25	Unit 8:5 & 8:6 Negation 1 & Numbers: Giving Phone Numbers Unit 8:7 Asking for Advise 1	Unit 8:8 & 8:9 Asking for a Sign & Agreement Verb 2 Unit 8:10 Asking for Advise 2 IDC quiz#3
<b>7</b> 9/30- 10/2	Unit 8:11 & 8:12 Negation 2 Unit 8:13 & 8.14 Culture: Minimizing Interruptions Comp: The Candy Bar	Unit 8 Review <b>Unit 8 Exam</b> IDC quiz#4
<b>8</b> 10/7- 10/9	Unit 9:1 Describing Neighborhood Unit 9:2 & 9:3 Places in the Neighborhood Numbers: Giving Time 1	Unit 9:4 Describing Your Neighborhood Unit 9:5 Giving Directions: Next to, Across From Cultural Film#1 (Reflection essay)
<b>9</b> 10/14- 10/16	Unit 9:6 Yes-No Questions 1 Unit 9:7 Describing a Restaurant	Unit 9:8 & 9:9 Giving Directions: Where to Turn & Numbers: Giving Time Unit 9:10 Suggesting a Place to Eat IDC quiz#5
<b>10</b> 10/21- 10/23	Unit 9:11 Giving Directions: Perspective Shift Unit 9:12 & 9:13 Yes-No Questions 2 Culture: Keeping Others Informed	Unit 9:14 Comp: Stop the Traffic Unit 9 Review <b>Unit 9 Exam</b>

	MONDAY	WEDNESDAY
<b>11</b> 10/28- 10/30	Unit 10:1 Giving Opinions about Tendencies Unit 10:2 & 10:3 Numbers: Telling about Price 1 & Wh-Word Questions 2	Unit 10:4 Giving Opinions about Personal Qualities 1 Unit 10:5 Numbers: Telling about Price 2 IDC quiz#6
<b>12</b> 11/4- 11/6	Unit 10:6 Giving Opinions about Personal Qualities 2 Unit 10:7 Telling Where Items are Located	Unit 10:8 & 10:9 Wh-Word Questions 2 Comparing Personal Qualities Unit 10:10 & 10:11 Culture: Interrupting Others Comp: "Why the Owl Has Big Eyes"
<b>13</b> 11/11- 11/13	Unit 10.12 Looking for a Misplaced Item Unit 10 review <b>Unit 10 Exam</b>	Unit 11:1 Discussing One's Knowledge and Abilities Unit 11:2 Number Review 1 IDC quiz#7
<b>14</b> 11/18- 11/20	Unit 11:3 Asking for Opinion about Someone Unit 11:4 Describing Reactions Unit 11:5 Fingerspelling: States and Provinces 1	Unit 11:6 Making and Canceling Plan Unit 11:7 & 11:8 First and Last Time You did Something Numbers Review 2 Cultural Film#2 (Reflection Essay)
<b>15</b> 11/25- 11/27	Unit 11:9 Discussing One's Goals Unit 11:10 Fingerspelling: States and Provinces 2 IDC quiz#8	No Class Thanksgiving
<b>16</b> 12/2- 12/4	Unit 11:11 & 11:12 Comp: Brother on the Roof Culture: ASL Students Unit 11:13 Culture: Deaf Artist: Focus on Chuck Baird	Unit 11 Review <b>Unit 11 Exam</b>