



WACO, TEXAS

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**COURSE SYLLABUS  
AND  
INSTRUCTOR PLAN**

**Beginning ASL II  
SGNL 1402 02**

**Rob Granberry**

Spring 2011

Beginning ASL II  
SGNL 1402 02

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**Course Description:**

**SGNL 1402 - Beginning ASL II** Continues the development of beginning communication skills in American Sign Language (ASL). Covers fingerspelling vocabulary, and basic sentence structure and grammatical features of ASL. 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. Provides opportunities for interaction within the Deaf community. (This course is the Capstone course for the Studies in Deafness Certificate.) Semester Hours 4 (3 lec/2 lab)

**Prerequisites and/or Corequisites:**

Prerequisite: SGNL 1401 Beginning ASL I with a grade of C or better, or consent of the Program Director.

**Course Notes and Instructor Recommendations:**

SGNL 1402 is offered only during the spring semester of each year.

RE: Textbook: We will use the Level I workbook for the first 8 weeks (approximately) of the course. You will need to have the Level II workbook (with DVD's) by the time we complete the Level I book (approximately 9<sup>th</sup> week of the semester). However, you may need to purchase your copy earlier than that, because the MCC bookstore (and other bookstores) often RETURN unsold textbooks to the publisher after approximately 1 month of classes.

**Instructor Information:**

Instructor Name:	Rob Granberry
MCC E-mail:	<a href="mailto:rgranberry@mcclennan.edu">rgranberry@mcclennan.edu</a>
Office Phone Number:	299-8733
Office Location:	CSC E200
Office/Teacher Conference Hours:	Posted on Office Door

**Required Text & Materials:**

Title: Signing Naturally Student Workbook, Level I (w/DVD)  
Author: Lentz, Mikos, and Smith  
Publisher: Dawn Sign Press  
ISBN: 9781581211276  
(Most students should already have this book from a previous course.)

Title: Signing Naturally Student Workbook, Level II (w/DVD)  
Author: Lentz, Mikos, and Smith  
Publisher: Dawn Sign Press  
ISBN: 9781581211313

[MCC Bookstore Website](#)

**Methods of Teaching and Learning:**

A major portion of this course will be taught in ASL. A **limited** amount of speech will be allowed at certain times during the period. For most of the lesson, speech is considered disruptive to the visual language learning process. Speaking at inappropriate times will result in a lowered participation/daily grade. Students are expected to give visual attention and feedback to the instructor and other students in accordance with Deaf cultural norms. Students will also learn by first-hand interaction with the Deaf community, class dialogues, in-class projects, watching videos, and completing written assignments. Instructor will use daily interaction and participation, quizzes, performance tests, written tests, to assess student understanding.

**Course Objectives and/or Competencies:**

Appropriate workplace competencies and foundation skills identified by the Secretaries Commission on Achieving Necessary Skills (SCANS) are integrated into the following objectives/competencies (see Appendix B). The objectives listed below are also linked to the Student Learning Outcomes (SLO) for the program (see Appendix A).

The student will:

1. Recognize and exhibit ASL syntax at a more complex level, including non-manual signals and grammatical markers and complex questions and statements (SLO8).
2. Demonstrate the ability to express and receive an expanded ASL core vocabulary (SLO 8).
3. Demonstrate the ability to use appropriate sign vocabulary choices based on conceptual accuracy rather than on English-language equivalents (SLO 8).
4. Demonstrate accurate use of the manual alphabet and the numbering systems at moderate conversational rates of speed (SLO 8).
5. Consistently use culturally appropriate behaviors such as attention-getting, maintaining eye contact, etc., and be able to identify appropriate and inappropriate behaviors for use in large and small-group settings (SLO 5).
6. Perform various functions in ASL communications with additional complexity and using appropriate communication strategies (SLO 8).
7. Continue to use reasoning skills to extract meaning of vocabulary and to formulate concepts of the grammatical structure of ASL.
8. Select and use appropriate technology (e.g. video camera, computer software) (SLO 11).
9. Use visualization techniques to communicate about topics when the student has not learned the relevant sign vocabulary
10. Interact appropriately with instructor, lab instructor, and other students in all classroom activities (SLO 13).
11. Complete and hand in long-term and out-of-class assignments (Bravo Family Videotapes, Deaf Cultural experiences, etc.)
12. Use the following grammatical features in short narratives and instructor-directed dialogs and conversations: inflected signs, agreement verbs, spatial referencing, classifiers, and temporal sequencing. Also demonstrate appropriate methods of initiating, continuing and terminating short conversations specific to given situations (SLO 8).

**Course Outline or Schedule:**

The following is a TENTATIVE schedule of topics and units to be covered in this course, but the schedule may change according to student progress and needs. Announcements about major changes in this schedule will be made in class and posted on Blackboard.

- Week 1 Orientation to course, review of syllabus, information on testing procedures, and review of vocabulary and grammar functions from SGNL 1401
- Week 2 Unit 9: Making Requests, Money Numbers, Verb Types
- Week 3 Bravo Family Lesson 8 worksheet **due** first class period of this week  
Unit 10: Family and Occupations, Personal and Possessive Pronouns, Age Numbers
- Week 4 Unit 11: Attributing Qualities to Others, Role-shifting, Swing numbers (67-98)
- Week 5 Bravo Family Lesson 9 worksheet **due** first class period of this week  
Unit 12: Talking about Routines, Clock Numbers
- Week 6 Review of Units 7-12. New topics: How to Interrupt, Handling Interruptions, Closing Conversations
- Week 7 Bravo Family Lesson 10 (no worksheet, but need to view the video by this week)  
Review for Midterm (Vocabulary, Grammar, Culture, etc.) – also any questions from Bravo Family (Vocabulary, Cultural Notes, Grammatical Notes)
- Week 8 Midterm Exams (Written and Performance)  
Exams focus on Signing Naturally Units 9 – 12 (and Review Unit) and Bravo Lessons 8 – 10, but also includes vocabulary, skills and knowledge from the previous ASL course.
- Week 9 Bravo Family Lesson 11 worksheet **due** first class period of this week  
Unit 15: Exchanging Personal Information – Narrating Life Events
- Week 10 Grammatical structures for relating historical events (several types of when-clauses)  
Vocabulary for countries/nationalities, structures for describing your heritage.
- Week 11 Bravo Family Lessons 12 and 13 worksheets **due** first class period of this week  
Unit 16: Describing Objects in 3-dimensional space
- Week 12 Describing and Identifying objects by categories of function and use
- Week 13 Bravo Family Lesson 14 worksheet **due** first class period of this week  
Review and practice for Final Exams
- Week 14 Lab (Performance) Exam; primary focus is Signing Naturally Units 15 and 16 and Bravo Family Lessons 11 – 14, but previously learned ASL skills and knowledge are also included.
- Week 15 Written Exam; see above note regarding focus material

**Course Grading Information:**

Student grades will be based on the following:

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| a. attendance/participation/classwork                              | 10% |
| b. testing (written and skills exams, 25% midterm, 35% final exam) | 60% |
| c. ASL/deaf events   | 10% |
| d. Bravo video series (worksheets and quizzes)                     | 10% |
| e. workbook/homework/quizzes                                       | 10% |
- 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, below 60% = F

**Testing Procedures:** Written test items will be constructed to resemble the types of activities done in class and/or presented in the workbook/videos in both content and format. There may also be written questions based on the written material in the workbook.

Performance skills assessments are based on the student's production (on video camera) of vocabulary, grammar, and pragmatic structures to the situations presented. Vocabulary: use of correct parameters to form signs and appropriate choices according to meaning. Grammar: includes word order, and non-manual markers (eyebrows, mouth, eyes, body language). Pragmatics: geared to perform the intended functions (asking, answering, getting attention, opening/closing conversations, etc.) The emphasis is on communication which can be clearly understood by Deaf persons, and will be judged by the instructor according to standards for students at the second-semester level. Clarity and fluency are valued above speed of production.

**ASL/DEAF EVENTS** – Attend 2 (or more) events totaling 6 hours of interaction with Deaf people and/or workshops or Deaf Community events. Activities will be posted on the bulletin board in the classroom. Workshops will be credited as long as the topic relates to the class. **You are required to have an attendance certification signed by a deaf person or event organizer.**

**GRADE PENALTIES** for cheating may include points deducted, re-doing an assignment, or a score of 0 on an assignment, depending on the weight of the assignment and the severity of the offense. Cheating includes (but is not limited to):

- Unauthorized use of other resources (text, notes, dictionaries, information from other persons) during exams.
- Plagiarism or copying work from other students (including daily homework, quizzes, etc.)
- Giving assistance to another student during an exam or quiz. Allowing others to copy your homework or other assignments.

**Late Work, Attendance, and Make Up Work Policies:**

Workbook assignments, classwork, and quizzes are due on the date assigned, and may not be turned in late. Students absent on the due date may turn in daily assignments on the date they return to class. They should also bring in the CURRENT assignment (obtained from Blackboard or contacts with other students.) Daily quizzes may not be made up. Bravo Family worksheets may be turned in late, but points will be deducted. If students are absent on the day of a scheduled exam, they are responsible for scheduling a make-up exam with the instructor. (Make-up exams should be scheduled as soon as possible after the student returns to class.)

When you are absent it is your responsibility to:

- Check Blackboard for handouts/assignments, etc.
- Consult with another student on missed notes and information
- Bring in the current day's assignment, as well as assignments due on the day(s) you were absent
- Request a copy of any handout material from your instructor (if it is not on Blackboard)

Specific title(s) of the handout should be requested

- You may make an appointment with the instructor during office hours for additional individual assistance.
- Understand the instructor can not "catch you up" on missed class information during class.

**Student Behavioral Expectations or Conduct Policy:**

I certainly want students to enjoy class, and I welcome and encourage appropriate and pertinent questions, comments and discussion. I also encourage professional, mature behavior.

Side Conversations: It is important that students are respectful to each other. Often times side conversations are very distracting. (Class discussion on pertinent course material is strongly encouraged!)

Students are expected to maintain classroom decorum that includes respect for other students and the instructor, prompt and regular attendance, and an attitude that seeks to take full advantage of the education opportunity.

Students should demonstrate courtesy and respect to all instructors, guests, and fellow learners. While honest discussion and debate of topics is expected and encouraged, such interactions should not involve aggressive, derogatory, or hostile behaviors (verbal or otherwise). The instructor reserves the right to act to protect the decorum of the learning environment and the image of MCC.

**MCC Academic Integrity Statement:**

The Center for Academic Integrity, of which McLennan Community College is a member, defines academic integrity as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.” Individual faculty members determine their class policies and behavioral expectations for students. Students who commit violations of academic integrity should expect serious consequences. For further information about student responsibilities and rights, please consult the McLennan website and your Highlander Student Guide.

**MCC Attendance Policy:**

Regular and punctual attendance is expected of all students, and each instructor will maintain a complete record of attendance for the entire length of each course, including online and hybrid courses. Students will be counted absent from class meetings missed, beginning with the first official day of classes. Students, whether present or absent, are responsible for all material presented or assigned for a course and will be held accountable for such materials in the determination of course grades.

Please refer to the [Highlander Guide](#) for the complete policy.

**Especially in ASL** courses, attendance is extremely important for student learning. Poor daily attendance will have a negative effect on the 10% of your grade for attendance/participation/classwork. Such absences may also affect your quiz average. In addition, you will miss the presentation of new information and classroom practice (which affects your ability to perform well on the written and performance exams.)

**Students who are tardy are responsible to contact the instructor to be sure they are given credit for that day's attendance. Three tardies will equal one absence for this course. Students who leave class early will also receive partial absences, according to the amount of class/lab time missed.**

**ADA Statement:**

In accordance with the requirements of the Americans with Disabilities Act (ADA), and the regulations published by the United States Department of Justice 28 C.F.R. 35.107(a), MCC's designated ADA co-coordinators, Mr. Gene Gooch - Vice President, Finance and Administration and Dr. Santos Martinez – Vice President, Student Services shall be responsible for coordinating the College's efforts to comply with and carry out its responsibilities under ADA. Students with disabilities requiring physical, classroom, or testing accommodations should contact Mr. Marcus Sweatt, Disabilities Specialist, at 299-8122 or [msweatt@mclennan.edu](mailto:msweatt@mclennan.edu).

Beginning ASL II  
SGNL 1402 02

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**STUDENT LEARNING OUTCOMES for INTERPRETER TRAINING:**

Student Learning Outcomes for the program and the courses in which they are primarily measured are indicated in this matrix:

	Student Learning Outcomes X = Assessed	SLNG 1317 Deaf Comm	SLNG 1321 Intro Interp	SLNG 1347 Deaf Culture	SLNG 2401 Interp I	SLNG 2402 Interp II	SLNG 2488 Intern- ship	Assessment Type
1	Explains/describes interpreters' role and responsibilities and the interpreting process		X					Exam
2	Demonstrates understanding of interpreter's role and functions appropriately in that role						X	Supv Eval
3	Identifies significant names, facts, acronyms related to Deaf Community, organizations, history	X						Exam
4	Identifies and explains environmental and logistical factors affecting the interpreting process, along with possible solutions		X					Exam
5	Recognizes and gives examples of cultural differences; identifies potential relevance to interpreting situations			X				Exam
6	Identifies health risks; explains and/or demonstrates methods for preventing RSI's and burnout		X					Exam
7	Explains/describes technology related to Deafness	X						Exam
8	Demonstrates an appropriate level of ASL Skills (Competence in vocabulary, grammar, sociolinguistics, pragmatics, and strategy)						X	Capstone Project
9	Demonstrates an appropriate Level of skills in Interpreting/Transliterating					X		Mock Eval (Perform Eval)



Beginning ASL II  
SGNL 1402 02

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10	Implements a professional development plan; demonstrates commitment to ongoing personal and professional development						X	Capstone Project
11	Uses appropriate technology (camera, recorders, videophones, etc.)				X			
12	Evaluates own skills and suitability for assignments; demonstrates appropriate levels of self-confidence and poise							Mock Eval (Perform Eval)
13	Establishes appropriate professional relationships with supervisors, mentors, peers, and consumers							Supv Eval
14	Knows and follows recognized codes of ethics/conduct		X					Exam

## **Appendix B: Statement of Workplace and Foundation Competencies**

McLennan Community College is determined to prepare you with the knowledge and skills you need to succeed in today's dynamic work environment. Towards this end, the following workplace competencies and foundation skills have been designed into the curriculum for the **Interpreter Training Program**.

### **COMMON WORKPLACE COMPETENCIES**

<b>Manage Resources:</b>	Time / Money / Materials / Space / Staff
<b>Exhibit Interpersonal Skills:</b>	Work on teams/ Teach others / Serve customers / Lead work teams/Negotiate with others
<b>Work with Information:</b>	Acquire & evaluate data / Interpret & communicate data
<b>Apply Systems Knowledge:</b>	Work within social systems / Work within technological systems / Work within organizational systems / Monitor & correct system performance / Design & improve systems
<b>Use Technology:</b>	Select equipment and tools

### **FOUNDATION SKILLS**

<b>Demonstrate Basic Skills:</b>	Arithmetic & Mathematics / Speaking / Listening
<b>Demonstrate Thinking Skills:</b>	Creative thinking / Decision making / Problem solving / Thinking logically
<b>Exhibit Personal Qualities:</b>	Self-esteem / Self-management / Integrity

Beginning ASL II  
SGNL 1402 02

Course Number: <u>SGNL 1402</u> Course Name: <u>Beginning ASL II</u>	Relevant Competencies (Identify by Competency Number)
<b>SCANS COMPETENCIES.</b>	
1. Managing Resources: a. Manage time b. Manage money c. Manage materials d. Manage space e. Manage staff	a. 11 b. c. 11,12 d. e.
2. Exhibiting Interpersonal Skills: a. Work on teams b. Teach others c. Serve customers d. Lead work teams e. Negotiate with others f. Work with different cultures	a. 2,5,6,10,12 b. c. d. e. 3,6,12 f. all
3. Working with Information: a. Acquire/evaluate data b. Organize/maintain information c. Interpret/communicate data d. Process information with computers	a. 1,2,3,4,6 b. 2,4,5,6 c. 1,2,4,5,6,7,11,12 d.
4. Applying systems knowledge: a. Work within social systems b. Work within technological systems c. Work within organizational systems d. Monitor/correct system performance e. Design/improve systems	a. 5,6,7,8,10,12 b. 8,11 c. d. 10 e. 9,12
5. Using Technology: a. Select equipment and tools b. Apply technology to specific tasks c. Maintain/troubleshoot technologies	a. 8 b. 8,11,12 c. 11
<b>SCANS FOUNDATIONS.</b>	
6. Demonstrating Basic Skills: a. Reading b. Writing c. Arithmetic/Mathematics d. Speaking e. Listening	a. 1,2,4,6,8,11 b. 2,10 c. 4 d. 1,2,5,7,9,12 e. 1,2,4,5,6,7,9,12
7. Demonstrating Thinking Skills: a. Creative thinking b. Decision making c. Problem solving d. Thinking logically e. Seeing with the mind's eye	a. 5 b. 7,9 c. 2,4,7,8,9 d. 5,6,7,12 e. 6,9
8. Exhibiting Personal Qualities: a. Individual responsibility b. Self-esteem c. Sociability d. Self-management e. Integrity	a. 5,7,8,10,11,12 b. 5 c. 8,10 d. 7,10,11,12 e.