

ARIZONA WESTERN COLLEGE
SYLLABUS

ASL 102 AMERICAN SIGN LANGUAGE 2/GE

Credit Hours: 4 Lec 4

PREREQUISITE: ASL 101

COURSE DESCRIPTION

This course is a further development of the American Sign Language expressive and receptive communication skills developed in ASL 101, including an increased awareness of American Sign Language usage and syntax conventions. Fingerspelling skills are strengthened. Students develop a receptive and expressive fluency that allows them to understand, appreciate, and begin to develop their own ASL storytelling skills. Students participate in detailed discussions and exploration of Deaf culture. Fulfills the second semester foreign language requirement at most four-year institutions.

1. COURSE GOALS

- 1.1 To have students expand the American Sign Language (ASL) knowledge, facility, and confidence that they first began in ASL 101, allowing them to become more adept at social conversations with Deaf persons who use sign language.
- 1.2 To continue to decrease students' inhibitions to perform activity associated with ASL.
- 1.3 To further develop students' visual-spatial acuity associated with ASL's use of shape, size, and place.
- 1.4 To develop greater appreciation for the complexity of Deaf culture and issues within its community.

2. OUTCOMES

Upon satisfactory completion of this course, students will be able to:

- 2.1 develop an additional 500 sign vocabulary from American Sign Language (ASL).
- 2.2 understand and respond to simple commands and questions using correct ASL syntax, usage, and conventions.
- 2.3 relate the events of a brief story in ASL.
- 2.4 perform complex visual-spatial tasks related to size, shape, and locations.
- 2.5 demonstrate a knowledge of the manual alphabet, with appropriate fingerspelling conventions, when fingerspelling proper nouns.
- 2.6 demonstrate expanded basic expressive and receptive skills in ASL.

3. AWC GENERAL EDUCATION (GE) CATEGORY & CRITERIA

ORAL COMMUNICATION

- The syntax and mechanics of written and/or oral communication, including exploration of academic and rhetorically diverse contexts
- How to communicate orally and visually
- The structure and delivery of oral presentations
- The use of visual aids to effectively communicate
- The use of language(s) to explore and express ideas in a diverse society

4. METHODS OF INSTRUCTION

- 4.1 Total Physical Response (TPR), along with the audio-lingual and natural approach.
- 4.2 The instructor could use any supplementary or unique method of instruction as long as the major objectives are met.
- 4.3 Language instruction is given in the target language.

5. LEARNING ACTIVITIES

- 5.1 Contextual learning situations in which only ASL is used, e.g. no spoken English is used for language instruction.
 - 5.2 Contextual activities that involve discussing or talking about students' environment, intentions, family, others, and daily activities.
 - 5.3 Interaction with the instructor and students to build vocabulary and linguistic skills.
 - 5.4 Physical activities that develop observational, motor, and spatial skills.
 - 5.5 Pair and small group activities to strengthen vocabulary and linguistic fluency.
 - 5.6 Watching live and recorded models of Deaf adults using sign language to reinforce learning.
 - 5.7 Expanded basic activities using expressive and receptive skills in ASL
 - 5.8 Discussions of issues related to Deafness.
 - 5.9 Present an ASL interpretation of a brief story in ASL.
 - 5.10 Writing Assignments
- 6 EVALUATION
- 6.1 Assignments
 - 6.2 In-class participation
 - 6.3 Presentations
 - 6.4 Exams
7. STUDENT RESPONSIBILITIES
- 7.1 Under AWC Policy, students are expected to attend every session of class in which they are enrolled.
 - 7.2 If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course. Students who are not attending as of the 45th day of the course may be withdrawn by the instructor. If the student does not withdraw from the course and fails to complete the requirements of the course, the student will receive a failing grade.
 - 7.3 Americans with Disabilities Act Accommodations: Arizona Western College provides academic accommodations to students with disabilities through AccessABILITY Resource Services (ARS). ARS provides reasonable and appropriate accommodations to students who have documented disabilities. It is the responsibility of the student to make the ARS Coordinator aware of the need for accommodations in the classroom prior to the beginning of the semester. Students should follow up with their instructors once the semester begins. To make an appointment call the ARS front desk at (928) 344-7674 or ARS Coordinator at (928) 344-7629, in the College Community Center (3C) building, next to Advising.
 - 7.4 Academic Integrity: Any student participating in acts of academic dishonesty—including, but not limited to, copying the work of other students, using unauthorized "crib notes", plagiarism, stealing tests, or forging an instructor's signature—will be subject to the procedures and consequences outlined in AWC's Student Code of Conduct.
 - 7.5 Texts and Notebooks: Students are required to obtain the class materials for the course.
 - 7.6 Arizona Western College students are expected to attend every class session in which they are enrolled. To comply with Federal Financial Aid regulations (34 CFR 668.21), Arizona Western College (AWC) has established an Attendance Verification process for "No Show" reporting during the first 10 days of each semester.

Students who have enrolled but have never attended class may be issued a "No Show" (NS) grade by the professor or instructor and receive a final grade of "NS" on their official academic record. An NS grade may result in a student losing their federal financial aid.

For online classes, *student attendance in an online class is defined as the following* (FSA Handbook, 2012, 5-90):

 - Submitting an academic assignment
 - Taking an exam, an interactive tutorial or computer-assisted instruction
 - Attending a study group that is assigned by the school
 - Participating in an online discussion about academic matters
 - Initiating contact with a faculty member to ask a question about the academic subject studied in the course