ARIZONA WESTERN COLLEGE
SYLLABUS

ASL 201 INTERMEDIATE AMERICAN SIGN LANGUAGE 1
Credit Hours: _4_ Lec _6_

General Education Course: C (Ethnic, Race, Gender Awareness)

PREREQUISITES: ASL 102

COURSE DESCRIPTION
Continues, at the intermediate level, the development of the American Sign Language proficiency students acquired in ASL 102. Students expand their awareness of ASL conventions, grammar, and vocabulary. Students become more adept at maintaining conversations using ASL over a variety of topics. Students develop a receptive and expressive fluency that allows them to continue to develop their own ASL storytelling skills. Students enter into a more technical understanding of the culture of the Deaf and American Sign Language linguistics. Fulfills the third semester foreign language requirement at most four-year institutions.

1. COURSE GOALS
    1.1 To expand the students' current ASL vocabulary.
    1.2 To increase students' awareness of ASL conventions and grammar.
    1.3 To develop students' ease and fluency of ASL conversational skills over a variety of topics.
    1.4 To have students practice their own storytelling abilities in ASL.
    1.5 To involve students in reading and writing about detailed aspects of Deafness and ASL, which further develops ethnic, race, and gender awareness.

2. OUTCOMES
    Upon satisfactory completion of this course, students will be able to:
    2.1 develop their ASL vocabulary by approximately 400 more signs.
    2.2 apply a variety of ASL conventions and grammar principles, including:
        2.21 locative, semantic, and descriptive classifiers.
        2.22 verb inflection, pluralization, and temporal expressions.
        2.23 role shifting.
        2.24 temporal sequencing.
    2.3 discuss and demonstrate, in ASL, examples of ASL storytelling.
    2.4 prepare a paper which summarizes and analyzes the significance of the Deafness and ASL readings.
    2.5 demonstrate further expanded expressive and receptive skills in ASL.

3. AWC GENERAL EDUCATION (GE) OUTCOMES
    3.1 DIGITAL LITERACY
        - Determine the extent of information needed
        - Comprehend the basic components of a networked computer system
        - Access the needed information effectively and efficiently
        - Evaluate information and its sources critically
        - Incorporate selected information into one's knowledge base
        - Use information effectively to accomplish a specific purpose
        - Create content in a digital environment

    3.2 COMMUNICATION

- Write effectively and intelligently for a range of purposes and audiences in the English language (e.g., informing, persuading, advancing an argument, expressing, creating, etc.)
- Utilize proper citations, evaluate critically, and use effectively relevant information for problem-solving and presentation of ideas, issues, and arguments
- Speak effectively to a purpose before an audience
- Demonstrate effective listening skills
- Demonstrate skill in using electronic media generally appropriate to contemporary academic and professional workplaces
- Produce scholarly or creative works that effectively employ the communication conventions and means of the major field
- Provide writing that presents a clear, specific thesis and awareness of audience
- Fully develops examples to support thesis in logical, coherent manner demonstrates original thinking, depth of analysis, and comprehension of material used and that shows high proficiency in standard English grammar, spelling, and punctuation

3.3 CIVIC DISCOURSE
- Include contemporary subject matter.
- Offer views of humanity from a multitude of perspectives.
- Engender an awareness of the universal aspects of humanity.
- Explore causes of prejudice and discrimination.
- Analyze traditional and evolving views of women, race, and ethnicity.
- Foster a cooperative atmosphere in which inclusive cultural relations may be improved.
- Include study of the social, economic, political, and/or psychological dimension of relations between and among ethnic, racial, and gender groups.

4. METHODS OF INSTRUCTION
   4.1 Total Physical Response (TPR), along with the audio-lingual and natural approach.
   4.2 Physical activities designed to develop observational, motor, and spatial skills.
   4.3 Pair and small group dialogue activities or role-playing.
   4.4 Live or recorded models of Deaf adults, with language exercises and drills.
   4.5 Reading and discussion about Deaf culture and issues.
   4.6 Writing assignments with feedback and recommendations.
   4.7 Expressive presentations by students in the target language, with feedback and recommendations from instructor and fellow students.
   4.8 The instructor could use any supplementary or unique method of instruction as long as the major objectives are met.
   4.9 Language instruction is given in the target language.

5 LEARNING ACTIVITIES
   5.1 Contextual learning situations presented in ASL only.
   5.2 Contextual activities where students are exchanging their home environment, personal interactions, and recreation.
   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 or recorded authentic models of Deaf adults using sign language to reinforce the students' language learning and appreciation for the language's'subtleties.
   5.7 Further expanded activities using expressive and receptive skills in ASL.
   5.8 Read and discuss text regarding Deaf culture and issues.
   5.9 Prepare a research paper summarizing and analyzing readings on Deafness-related topics.
   5.10 Writing Assignments

6 <u>EVALUATION</u>
  3.1 Assignments
  3.2 In-class participation
  3.3 Presentations
  3.4 Exams

7. <u>STUDENT RESPONSIBILITIES</u>
  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