

**SOUTHEAST COMMUNITY COLLEGE  
DIVISION OF ARTS AND SCIENCES**

**Humanities**

**Revision Date: 07-01-23**

Syllabus Statements

**I. CATALOG DESCRIPTION**

Course Number: SIGN1020  
Course Title: Beginning American Sign Language II  
Prerequisite: SIGN1010 or equivalent knowledge as demonstrated with ASL placement interview with qualified instructor.  
Catalog description: Continuation of beginning course in American Sign Language (ASL). Development of vocabulary and grammatical structures of ASL. Receptive and expressive skill development. Basic ASL video literature.  
Credit Hours: 4.0  
Class hours: 60  
Lab Hours: 0  
Total Contact Hours: 60

**II. COURSE OBJECTIVES:** *Course will:*

- A. Introduce students to additional ASL grammar and vocabulary by means of gestures and signs modeled by an instructor and/or visual materials.
- B. Continue expanding the students' knowledge and understanding of the Deaf Community and the culture of deaf people in the United States.
- C. Teach students language functions in interactive contexts that will enable them to develop conversational skills.
- D. Expand on the use of particular structures and rules which will help the students master ASL.
- E. Model signs to teach students to produce double-letter patterns.
- F. Present real life cultural information to help students interact better with Deaf American Sign Language users.

**III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES**

- A. Student Learning Outcomes: *Student will be able to:*
  - 1. Identify a person in a room and add descriptions to confirm the identity and produce correct movement and clothing-related words.
  - 2. Increase fluency in producing numbers 1-100, including: (a) 1-9 with time signs, e.g., months and learn to produce the correct form when spelling each month. (b) Produce correct form and movement to express year numbers. (c) Produce correct form and movement when giving phone numbers. (d) Form clock numbers correctly. (e) Give prices for different items; ask/tell cost. (f) Sign cardinal numbers, age, money, clock, minutes, hours, days, weeks and months accurately.
  - 3. Use appropriate signs, correct ASL word order, and mouth and/or facial morphemes (where applicable) in order to translate: (a) spatial verbs and making sure verbs show agreement with locations. (b) yes-no questions. (c) Negative statements (d) Wh-word (who, what, where, when, how, why, etc.,) questions. (e) English sentences with "have."
  - 4. Follow sequences to describe: (a) items to ask/tell what they are made of. (b) Neighborhoods and use rhetorical questions as a transition; and maintain spatial agreement when discussing neighbors. (c) A person's personality by using at least three personal quality signs. (d) A room and tell where items are located
  - 5. Use correct ASL word order in order to: (a) ask to relay a message to a person. (b) Greet others and say goodbye. (c) Interrupt politely to explain why you are late or have to leave early. (d) Inform others for reason for absences or tardiness to class/events. (e) Invite someone to join you, respond by accepting or declining. (f) Give directions to places e.g.

restaurants, use correct ethnic signs, use correct classifiers, and give opinion on food. (g) Interrupt two people in a conversation politely and resume the conversation. (h) Make appropriate decisions about whether to offer interpreting assistance to a Deaf person; when and where to use spoken language. (i) Explain situations, then make requests; and learn to decline or accept with correct facial morphemes. (j) Explain problems using the conjunction WRONG; ask for advice, and learn to give advice. (k) Repeat information someone told you and summarize results using horizontal listing. (l) Narrate a bucket list

6. Modify verbs to agree with subject and object.
  7. Use different strategies to ask for a sign.
  8. Compare a person's knowledge of a subject to your own.
  9. Identify De'VIA artwork and describe what is De'VIA artwork.
  10. Tell a fable using a narrative structure which includes presenting titles, background information, character descriptions, role shifting, agreement verbs, transitions, the correct phonemes, vocabulary choices, classifiers, and a conclusion.
- B. General Education Learning Outcomes**
1. GELO #4: Global Awareness and Citizenship  
Outcome: Demonstrate awareness and knowledge of U.S. history and culture as it relates to race, class, gender, sexual orientation, and culture.  
Outcome: Explain the connections between historical and recent events and current global situations related to political systems, economic systems, social systems, and /or environmental issues.  
Outcome: Function effectively in multicultural settings.  
Outcome: Discuss issues from a global perspective.
  2. GELO #6: Career and Life Skills  
Outcome: Employ effective interpersonal and intrapersonal communication skills.  
Outcome: Use digital technology effectively to access, manage, integrate, evaluate, and present information.  
Outcome: Develop knowledge and habits that will foster physical, emotional, social, spiritual, intellectual, and environmental wellness.  
Outcome: Develop skills that will support positive and fulfilling relationships with others.

#### **IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information*)**

- A. Describing people and things
- B. Making requests and asking for advice
- C. Describing places
- D. Giving opinions about others
- E. Discussing plans and goals
- F. Storytelling

#### **V. INSTRUCTIONAL MATERIALS**

- A. Required Text(s):
  1. Lentz, Ella Mae, Ken Mikos, Cheri Smith: Signing Naturally, Student Workbook Units 7-12. San Diego: Dawn Sign Press. Please check with your instructor for the correct textbook option for their class.
- B. Other Resources:
  1. Handouts of supplemental activities for in-class or homework practice.
  2. Instructors will require outside Deaf Culture projects.

#### **VI. METHODS OF PRESENTATION/INSTRUCTION**

- A. Methods of presentation typically include a combination of the following:
  1. Instructor or recorded visual demonstration of language functions,
  2. Skills development: presentational, interpretive and interpersonal

3. Cultural lessons
4. Paired or group practice
5. Deaf Culture projects
6. Peer response
7. Written and interpretive assignments

**VII. METHODS OF EVALUATION**

- A. Methods of evaluation typically include a combination of the following:
1. Course grades, at the determination of the instructor, will be based on class participation.
  2. Collaborative Deaf Project participation
  3. Quizzes and exams
  4. Written assignments
  5. Any other assignments described in the course guidelines
- B. SCC GRADING SCALE
- |    |        |    |       |   |            |
|----|--------|----|-------|---|------------|
| A+ | 95-100 | C+ | 75-79 | F | 59 or less |
| A  | 90-94  | C  | 70-74 |   |            |
| B+ | 85-89  | D+ | 65-69 |   |            |
| B  | 80-84  | D  | 60-64 |   |            |

**VIII. SPECIFIC COURSE REQUIREMENTS**

- A. Exclusive use of ASL in the classroom (no voice allowed).
- B. Lecture and skill practice done in every class period.
- C. Pre-reading and pre-viewing of materials before coming to class.
- D. Regular attendance, outside practice and projects, examinations.
- E. Deaf Culture projects.