

American Sign Language III
SGNL 2301-[section #] [Synonym]
Semester Year

Professor:

Email:

Videophone:

On-campus/Virtual office:

Office hours:

Campus-Class Location:

Class Days/Times:

Course Description

This course integrates and refines expressive and receptive skills in American Sign Language (ASL), including recognition of sociolinguistic variation. A practice oriented approach to language acquisition with 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. **(3-2-3)** This is a 3 credit hour course with 2 lecture hours each week and 3 laboratory or activity hours each week. ***Course requires significant time outside of class.***

Course Rationale/Objectives

The purpose of this course is to help students develop the study skills needed to learn a language and to review and practice what they are learning in class. This may include lectures, small group activities, use of electronic media, going to the ASLIT Lab and Deaf events. Students will be encouraged to practice their comprehension and production skills so that students can have a positive experience with this course. Participation in class and/or online is expected of students.

Prerequisites

- SGNL 1402 ASL II with a minimum grade of C
- You must make a C or better in this class to meet the prerequisite for SGNL 2302, American Sign Language IV.

Official Course Language

American Sign Language (with some English supporting documents & readings)

Time Zone

Central Daylight Time/Central Standard Time (course due dates are according to this time zone)

Required Texts/Materials

1. **TRUE+WAY ASL: Units 12 – 14 Student e-Workbook with What's the Sign English- ASL Dictionary (3rd edition).**
Austin, TX: Purple Moontower.
First, use the TRUE+WAY ASL (TWA) student enrollment link to create an account on the TRUE+WAY ASL website. You will do most of your assignments, quizzes, and tests on this website.
When you register for the eWorkbook, you will be prompted to pay or enter a code (you can pay directly or get a digital code from the ACC bookstore).
Note: *When you first set up an account with TRUE+WAY ASL, be sure to use your first and last name. This step is crucial as it is needed to create an account with GoReact. After registering with the student join link, go to <https://learn.truewayasl.com> to login and get started.*
If you have any issues with TRUE+WAY ASL, please email hello@truewayasl.com.
2. **GoReact** - online video recording feedback tool platform [ACC license - no cost to students.] Be sure you use your

ACC email when creating an account.

This is a separate application from TRUE+WAY ASL. Complete this inside the TWA eWorkbook with your first video assignment, you will be prompted to create your GoReact account within the TWA eWorkbook, and you must use your ACC email address! DO NOT, under any circumstances, go to the GoReact website! The GoReact App is INSIDE the TWA eWorkbook.

3. **Finding Zoe.** Rarus, B. & Harris, G. (2014): A Deaf Woman's Story of Identity, Love, and Adoption. Dallas, TX: BenBella Books. ISBN: 195066578X

Technology Requirements/Skills

- **High speed Internet access** to ACC Gmail, ACC course Learning Management System (Blackboard, Canvas or Google Classroom) and course related materials. Internet recommended download/upload speed 20 Mbps or better (you can test your internet speed: www.speedtest.net by Ookla).
- **Laptop or desktop computer with camera** (required). Smartphones and/or tablets may be insufficient especially for quizzes/exams.
- Chrome browser (strongly recommended) or similar

Minimum Technical Skills

Measure your technology skills and find tutorials to develop, review, or renew those skills in the [Technical Skills Checklist](#).

As part of your online experience, you can expect to utilize a variety of technology mediums as part of your curriculum:

- Communicate via email including sending attachments
- Able to take a screenshot
- Able to record your video assignments and exams
- Navigate the World Wide Web using a Web browser such as Google Chrome
- Use office applications such as Microsoft Office (or similar) to create documents
- Be willing to learn how to communicate using a discussion board and upload assignments to a classroom website
- Be comfortable uploading and downloading saved files
- Have easy access to the high-speed Internet
- Can navigate TRUE+WAY ASL eWorkbook and Blackboard or other learning management systems.

Student Tech Support

Austin Community College provides free, secure drive-up WiFi to students and employees in the parking lots of all campus locations. Drive-up WiFi can be accessed at multiple campuses on different days/times,

<https://www.austincc.edu/coronavirus/drive-up-wifi> .

Students who do not have the necessary technology to complete their ACC courses can request to borrow devices from Student Technology Services. Available devices include iPads, webcams, headsets, calculators, etc. Students must be registered for a credit course, Adult Education, or Continuing Education course to be eligible. For more information, including how to request a device, visit <http://www.austincc.edu/sts>.

Student Technology Services offers phone, live-chat, and email-based technical support for students and can provide support on topics such as password resets, accessing or using Blackboard, access to technology, etc. To view hours of operation and ways to request support, visit <http://www.austincc.edu/sts>.

Program Learning Outcomes

The ASL and Interpreter training program's program learning outcomes align with the [American Council on the Teaching of Foreign Languages](#) (ACTFL) and the [Texas Board for Evaluation of Interpreters](#) (BEI). A complete list of the ASLIT's program learning outcomes can be found [here](#).

Course and Student Learning Outcomes:

- I. Vocabulary Development
 - a. The student will be exposed to a targeted set of vocabulary items.
 - b. Given a set of targeted vocabulary items drawn from class items and videos, the student will demonstrate a comprehensive mastery of vocabulary items.
 - c. Students will be able to expand ASL vocabulary and the ability to utilize ASL expansion strategies when specific vocabulary is unknown.
- II. Grammatical Features
 - a. Grammatical features of ASL will be utilized in all conversational exchanges and class exercises. The student is encouraged not to think in English form.
 - b. The student will demonstrate expressive mastery of dialogues and short sentences narratives and/or stories utilizing ASL grammatical features.
- III. Conversational and Communication Skills
 - a. The student will demonstrate receptive competence for relatively short narratives, stories, and so forth in ASL that are told by the professor and/or Deaf users of ASL and fellow classmates.
 - b. The student will demonstrate the ability to initiate, conduct, and terminate context-specific conversations with Deaf users or ASL other than the professor.
 - c. The student will demonstrate the ability to express self-generated stories, narratives, and others in ASL.
- IV. Cultural Awareness
 - a. The student will read/see information on Deaf Americans, ASL, and its history.
 - b. The student will continue to be exposed to Deaf culture/Language use. The student is responsible for culture notes in the workbook, films, videotapes shown in class, and cultural information presented in class.

General Education Students Learning Outcomes

As a Core Curriculum course, students completing this course will demonstrate competence in:

- Civic and Cultural Awareness - Analyzing and critiquing competing perspectives in a democratic society; comparing, contrasting, and interpreting differences and commonalities among peoples, ideas, aesthetic traditions, and cultural practices
- Critical Thinking - Gathering, analyzing, synthesizing, evaluating and applying information.
- Personal Responsibility - Identifying and applying ethical principles and practices; demonstrating effective learning, creative thinking, and personal responsibility.
- Interpersonal Skills - Interacting collaboratively to achieve common goals.
- Written, Oral (sign) and Visual Communication - Communicating effectively, adapting to purpose, structure, audience, and medium.
- Technology Skills - Using appropriate technology to retrieve, manage, analyze, and present information.

[Choose one for your course format]

Instructional Methodology for a Distance-learning course

Students will cover the same material as in a regular/traditional class. This course requires self-discipline, ability to use ACC gmail, ability to navigate the e-learning platform Blackboard, online videos, e- workbook, and knowledge of personal computers and the Internet. This course uses internet-based instruction to create a convenient alternative to traditional college course formats. This course does not require real-time classes (asynchronous online learning) however students must watch all the lecture videos online, read slides/lecture notes, watch required films and complete all assignments before the assigned due dates. It is the student's responsibility to schedule their appointments with ACC-ASLIT lab and complete their ASLIT Lab assignments (see ASLIT Lab assignments section below for more details) before the due dates. In general, students are responsible for their own work.

Instructional Methodology for a Hybrid course

Students will cover the same material as in a regular/traditional class. This course requires self-discipline, ability to use ACC gmail, ability to navigate the e-learning platform Blackboard, online videos, e- workbook, and knowledge of personal computers and the Internet. This course uses internet-based instruction to create a convenient alternative to traditional college course formats. This course does require a half of real-time classes (synchronous online learning) It is student's responsibility to schedule their appointments with ACC-ASLIT lab and complete their ASLIT Lab assignments (see ASLIT

Lab assignments section below for more details) before the due dates. In general, students are responsible for their own work.

Course Grading System

Students' comprehension and expressive skills will be evaluated regularly. Students will also be evaluated on their preparation for class activities and their assignments outside of the class.

1. Assignments	20%
TRUE+WAY ASL e-Workbook comprehension assignments (10%)	
TRUE+WAY ASL e-Workbook production assignments (10%)	
2. Quizzes	20%
Class Lecture/TWA Quizzes (10%)	
Finding Zoe Quizzes (5%)	
Film Quizzes (5%)	
3. Unit Tests	60%

Students are to monitor their own progress. Students can check their grades in the course learning management systems (BlackBoard, Canvas, TRUE+WAY ASL, and/or Google Classroom).

Grading Scale

90-100% = A

80-89% = B

70-79% = C

60-69% = D

0-59% = F

1. Assignments

TRUE+WAY ASL (TWA) workbook comprehension assignments

This workbook is designed to retain and reinforce what is learned in the classroom. Complete workbook assignments by assigned due dates announced in the class. Late assignments will not be accepted.

TRUE+WAY ASL (TWA) e-Workbook production assignments

The TRUE+WAY ASL (TWA) e-Workbook expressive video assignments are at the end of each subunit in the TRUE+WAY ASL e-Workbook worksheet. You will either do a peer feedback group discussion online or record your work via GoReact.com as per your professor's instruction. [Video Recording Formatting Requirements](#) will be graded under this category. Late assignments will not be accepted. One week is needed to grade your production assignments.

To be competent in ASL at a certain level, it requires immersion in Deaf culture and an ASL environment. This cannot be acquired only through the classroom environment. Mastering a language requires using language with native speakers. Just as learners of Spanish go to Mexico to gain exposure and knowledge to the language and culture, so learners of ASL need to be immersed in the culture and language of Deaf people.

2. Quizzes

Class Lecture/TWA Quizzes: Some quizzes will be announced in class and some will be "pop" quizzes. You may not make up any quizzes you miss. If you miss the quiz, you will get a zero. The quizzes will be based mainly on the ability to comprehend ASL and cultural information. Questions may also be drawn from the reading/viewing of the TRUE+WAY ASL e-workbook/video, video assignments, vocabulary, and from class discussions.

Finding Zoe Quizzes: The quizzes will be based on the book Finding Zoe, chapters 1 - 10. You will take the online quizzes via Blackboard on your own time within the availability dates. You may not make up any quizzes you miss – if you miss a quiz, you will get a zero.

Film quizzes: You are required to view a total of 15 short films and complete online quizzes on your own time. You may not make up any quizzes you miss – if you miss the quiz, you will get a zero. The link can be found under the Film Quizzes Module.

Film Titles:

SoCal Stories: With a Cause – Convo Relay (The link can be found under modules> film quizzes)

1. Bernard Bragg
2. Christina Somo & Hadel Somo
3. CJ Jones
4. Erlinda Miller & Carolyn Gomez
5. Ian Guzman & Omar Guzman
6. Igor Djenge & Shaheem Sanchez
7. Isidore Niyongabo
8. Janette Duran
9. Justin Jackerson
10. Karla Gutierrez
11. Lauren Maucere & John Maucere
12. Marlee Matlin
13. Mian Shabbir & Maria Shabbir
14. Nancy Hlibok Amann
15. Shoshannah Stern & Josh Feldman

3. Unit Tests: Unit tests will cover all material presented to that point of the class. They will include information from quizzes, *TRUE+WAY ASL*, *Finding Zoe*, class materials, lectures, vocabulary videos, as well as student’s comprehension and production skills. There will be **no make-up** of the tests except under circumstances I deem to be extreme or unique.

Course Outline

Unit 11: Wellness and Fitness

- 11.1 Health-Related Settings
- 11.2 Health-Related Careers
- 11.3 Wellness and Nutrition
- 11.4 Common Illnesses and Treatments
- 11.5 Health-Related Emergencies

Unit 12: Destinations

- 12.1 Seasons and Weather Conditions
- 12.2 Natural Disasters
- 12.3 Maps and Directions
- 12.4 Road Trip
- 12.5 World Map
- 12.6 Traveling Around the World

Unit 13: Narrative Building Blocks

- 13.1 Describing Concepts
- 13.2 Onomatopoeia
- 13.3 Different Shades of Colors
- 13.4 Opening and Closing

Unit 14: Narratives

- 14.1 Who did What to Whom?
- 14.2 Constantly and Repeatedly
- 14.3 Becoming the Character
- 14.4 Putting it All Together

Please follow this [link](#) to review policies and information specific to the ASL and Interpreter Training Department.

Participation Policy **[Choose one for your class]**

[F2F or Hybrid classes]

Foreign language classes are very interactive and students will be required to participate regularly in class and group activities. All students will be encouraged to participate in class discussions and activities on a regular basis. Participation does not mean giving “right” answers. It means thinking about the material, sharing their thoughts, paying attention, and giving their best effort. The skills to be developed in the class depend on visual perception and memory. Use of auditory stimuli discourages this learning process for both the person talking and other students in the class. The students will experience cross-cultural interaction between Deaf and hearing people. It is important that the student recognizes this and respects the culture. Students should arrive on time and are expected to remain until the end of class.

[Online classes]

What does attendance look like in an Online Course? This can be challenging for many students. First of all, many who enroll in an online course do so because their schedules are hectic or otherwise don't permit them to be on campus. If you're already stretched to find the time to take a course, it can be really difficult to find the appropriate amount of time to participate and do the work.

This course is designed to be highly interactive and regular participation and attendance is expected and necessary for earning a successful grade. The best approach is to set aside a specific time of day to devote to the course. Just like you would have to make time to attend a normal on campus course, you should allocate the same time to the online course. The advantage of online learning is that you can set a schedule to fit your needs. The reason some students fail is that they have not developed the discipline to stay on schedule.

Attendance Policy **[Choose one for your class]**

[Traditional Face to Face 16 week attendance policy]

Three tardiness and/or early departure occurrences of at least **15 minutes** from class will be documented and counted as one absence. Students are given a leeway of **three** absences from class, therefore doctor's notes and other excuses are not accepted for absences. After the **fourth** absence, the final grade will be lowered by one letter. Upon the **fifth** absence, the student will be required to withdraw from the course so they are responsible for withdrawing themselves from the class. If students do not withdraw by ACC's last day to withdraw, which is **[Monday, April 27th, by 5pm CST]**, the student will receive an F as a final grade.

[Hybrid 16 week attendance policy]

Three tardiness and/or early departure occurrences of at least **15 minutes** from class will be documented and counted as one absence. Students are given a leeway of **two** absences from class, therefore doctor's notes and other excuses are not accepted for absences. After the **third** absence, the final grade will be lowered by one letter. Upon the **fourth** absence, the student will be required to withdraw from the course so they are responsible for withdrawing themselves from the class. If students do not withdraw by ACC's last day to withdraw, which is **[Monday, April 27th, by 5pm CST]**, the student will receive an F as a final grade.

[Hybrid 8 week attendance policy]

Three tardiness and/or early departure occurrences of at least **15 minutes** from class will be documented and counted as one absence. Students are given a leeway of **one** absence from class, therefore doctor's notes and other excuses are not accepted for absences. After the **second** absence, the final grade will be lowered by one letter. Upon the **third** absence,

the student will be required to withdraw from the course so they are responsible for withdrawing themselves from the class. If students do not withdraw by ACC's last day to withdraw, which is **[Monday, April 27th, by 5pm CST]**, the student will receive an F as a final grade.

[Hybrid 5 week summer attendance policy]

Three tardiness and/or early departure occurrences of at least **15 minutes** from class will be documented and counted as one absence. Students are given a leeway of **one** absence from class, therefore doctor's notes and other excuses are not accepted for absences. After the **second** absence, the final grade will be lowered by one letter. Upon the **third** absence, the student will be required to withdraw from the course so they are responsible for withdrawing themselves from the class. If students do not withdraw by ACC's last day to withdraw, which is **[Monday, April 27th, by 5pm CST]**, the student will receive an F as a final grade.

Withdrawals

It is the responsibility of each student to ensure that his or her name is removed from the rolls should they decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is recorded before the final withdrawal date. The final withdrawal date for this semester is **[INSERT DATE]**. The student is also strongly encouraged to keep any paperwork in case a problem arises.

Students are responsible for understanding the impact that withdrawal from a course may have on their financial aid, veterans' benefits, and international student status. Per state law, students enrolling for the first time in Fall 2007 or later at any public Texas college or university may not withdraw (receive a "W") from more than six courses during their undergraduate college education. Some exemptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are strongly encouraged to meet with an advisor when making decisions about course selection, course loads, and course withdrawals.

Missed Exams and Late Work

There will be no make-up of assignments, quizzes and/or tests except under circumstances I deem to be extreme or unique. Internet disruption will not be accepted as an excuse for turning in your assignments late. It is your responsibility to utilize tools such as taking screenshots that show you did complete the quiz/assignment/test or by contacting GoReact for verification and information on your progress.

Incompletes

An incomplete (grade of "I") will only be given due to extenuating circumstances. What constitutes "extenuating circumstances" is left to the instructor's discretion. If a grade of I is given, the remaining course work must be completed by a date set by the student and professor. This date may not be later than two weeks prior to the end of the following semester. A grade of I also requires completion and submission of the Incomplete Grade form, to be signed by the faculty member (and student if possible) and submitted to the department chair.

Students may request an Incomplete from their faculty member if they believe circumstances warrant. The faculty member will determine whether the Incomplete is appropriate to award or not. The following processes must be followed when awarding a student an I grade.

1. Prior to the end of the semester in which the "I" is to be awarded, the student must meet with the instructor to determine the assignments and exams that must be completed prior to the deadline date. This meeting can occur virtually or in person. The instructor should complete the Report of Incomplete Grade form.
2. The faculty member will complete the form, including all requirements to complete the course and the due date, sign (by typing in name) and then email it to the student. The student will then complete his/her section, sign (by typing in name), and return the completed form to the faculty member to complete the agreement. A copy of the fully completed form can then be emailed by the faculty member to the student and the department chair for each grade of Incomplete that the faculty member submits at the end of the semester.

3. The student must complete all remaining work by the date specified on the form above. This date is determined by the instructor in collaboration with the student, but it may not be later than the final withdrawal deadline in the subsequent long semester.
4. Students will retain access to the course Blackboard page through the subsequent semester in order to submit work and complete the course. Students will be able to log on to Blackboard and have access to the course section materials, assignments, and grades from the course and semester in which the Incomplete was awarded.
5. When the student completes the required work by the Incomplete deadline, the instructor will submit an electronic Grade Change Form to change the student's performance grade from an "I" to the earned grade of A, B, C, D, or F.

If an Incomplete is not resolved by the deadline, the grade automatically converts to an "F." Approval to carry an Incomplete for longer than the following semester or session deadline is not frequently granted.

Please follow this [link](#) to review ACC Policies