



AMERICAN SIGN LANGUAGE

**CODE:** ASL 201

**TITLE:** Intermediate American Sign Language I

**DIVISION:** Liberal Arts

**COURSE DESCRIPTION:** This course develops the expressive and receptive communications skills acquired in ASL 102. Students begin to demonstrate competency and understanding of non-manual behaviors, topic-comment structure, sentence types, noun-verb pairs, use of space, pro-nominalization, classifiers, and temporal and distributional aspects.

**PREREQUISITE:** ASL 102

**COREQUISITE:** IEP 111 (if admitted to Interpreter Education Program)

**CREDITS:** 3 cr.

**REQUIRED MATERIALS (CHECK BOOKSTORE FOR LATEST EDITION):**

Click on the bookstore for the supplies which you are attending each class.

[Rcbc.edu/bookstore](http://Rcbc.edu/bookstore)

**COURSE LEARNING OUTCOMES:**

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

- Converse in small groups on common topics.
- Identify and product targeted vocabulary
- Execute correct sign production in the five parameters.
- Formulate appropriate communication strategies.
- Produce and read fingerspelling.

**GENERAL EDUCATION OUTCOMES IN THIS COURSE:**

Written and Oral Communication: Communication	* Students will logically and persuasively support their points of view or findings.  * Students will communicate meaningfully with a chosen audience while demonstrating critical thought
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Humanistic Perspective: Humanities: Foreign Language	<p>* Students will be able to demonstrate listening, speaking, reading, and writing skills of the target language consistent with ACTFL (American Council on the Teaching of Foreign Languages) proficiency standards for the level being studied.</p> <p>* Students will be able to demonstrate cultural norms necessary to communicate effectively in the target language</p>
Global and Cultural Awareness: Diversity	<p>* Students will be able to compare and contrast cultural norms from diverse populations.</p> <p>* Students will be able to explain how communication and culture are interrelated.</p> <p>* Students will be able to examine how multicultural societies and peoples help engender a richer understanding of diverse life experiences</p>

**CORE COURSE CONTENT:**

- Describe Locations
- Complaining, Making Suggestions and Requests
- Exchanging Personal Information and Life Events
- Ordinal Numbers
- Conditional and Rhetorical Sentences
- Temporal Aspect - Recurring and Continuous
- Inflection
- Descriptive and Locative Classifiers

**COURSE ACTIVITIES:**

Course activities vary from course to course and instructor to instructor. Below is a listing of some of the activities students can anticipate in this course:

- ▶ **Writing assignments:** students will analyze current issues in the field using current articles from the popular press as well as library research including electronic resources databases.
- ▶ **Speaking assignments:** students will present research individually or in groups using current technology to support the presentation (e.g., PowerPoint presentation); students will participate in discussions and debates related to the topics in the lessons. Discussions may also focus on cross-cultural and legal-ethical dilemmas as they relate to the course content.

- ▶ Simulation activities: Trends and issues will be analyzed for their ethical as well as social or legal significance. Students might role-play common situations for classmates to analyze. Current news articles may be used to generate discussion.
- ▶ Case Studies: Complex situations and scenarios will be analyzed in cooperative group settings or as homework assignments.
- ▶ Lectures: This format will include question and answer sessions to provide interactivity between students and instructor.
- ▶ Speakers: Representatives from various related fields may be invited to speak.
- ▶ Videos: Related topics will provide impetus for discussion.

### **EDUCATIONAL TECHNOLOGY:**

Rowan College at Burlington County advocates a technology enhanced teaching and learning environment. Advanced technological tools may be used in any course section to facilitate instruction. Many of our sections are web-enhanced, which means that some of your work will be submitted or completed online. Web enhancements may include on-line materials, grade books, testing and quizzes and assignment submission. Many students enjoy the flexibility and convenience that these online enhancements have provided, however if you have concerns about the technology involved, please speak to your instructor immediately.

### **STUDENT EVALUATIONS:**

The student will be evaluated on the degree to which student learning outcomes are achieved. A variety of methods may be used such as tests, quizzes, class participation, projects, homework assignments, presentations, etc.

See individual instructor's course handouts for grading system and criteria (point value for each assessment component in course, e.g. tests, papers, presentations, attendance etc.), number of papers and examinations required in the course, and testing policy including make ups and/or retests.

### **GRADING STANDARD:**

- A Mastery of essential elements and related concepts, plus demonstrated excellence or originality.
- B+ Mastery of essential elements and related concepts, showing higher level understanding.
- B Mastery of essential elements and related concepts.
- C+ Above average knowledge of essential elements and related concepts.
- C Acceptable knowledge of essential elements and related concepts.
- D Minimal knowledge of related concepts.
- F Unsatisfactory progress. This grade may also be assigned in cases of academic misconduct, such as cheating or plagiarism, and/or excessive absences.

For other grades, see the current ROWAN COLLEGE AT BURLINGTON COUNTY catalog.

**COLLEGE POLICIES:**

The current college catalog and student handbook are important documents for understanding your rights and responsibilities as a student in the RCBC classroom. Please read your catalog and handbook as they supplement this syllabus, particularly for information regarding:

- ▶ Academic Integrity Code
- ▶ Student Conduct Code
- ▶ Student Grade Appeal Process

**OFFICE OF STUDENT SUPPORT AND DISABILITIES SERVICES:**

RCBC welcomes students with disabilities into the college's educational programs. Access to accommodations and support services for students with learning and other disabilities is facilitated by staff in the Office of Student Support (OSS). In order to receive accommodations, a student must contact the OSS, self-identify as having a disability, provide appropriate documentation, and participate in an intake appointment. If the documentation supports the request for reasonable accommodations, the OSS will provide the student with an Accommodation Plan to give to instructors. Contact the Office of Student Support at 609-894-9311, ext. 1208 or visit the website at: [www.rcbc.edu/studentsupport](http://www.rcbc.edu/studentsupport)

**ADDITIONAL SUPPORT/LABS:**

RCBC provides academic advising, student support personal counseling, transfer advising, and special accommodations for individuals with disabilities free to all students through the Division of Student Services. For more information about any of these services, visit the Laurel Hall on the Mt. Laurel Campus, or call (609) 894-9311 or (856) 222-9311, then dial the desired extension:

- Ext. 1557 Academic Advisement and Counseling
- Ext. 1803 Special Populations
- Ext. 2737 Transfer Center

Or visit the following websites:

Academic Advising            [www.rcbc.edu/advising](http://www.rcbc.edu/advising)  
Student Support Counseling   [www.rcbc.edu/counseling](http://www.rcbc.edu/counseling)  
Transfer Center                [www.rcbc.edu/transfer](http://www.rcbc.edu/transfer)

RCBC offers a free tutoring for all currently enrolled students. For more information regarding The Tutoring Center call Extension 1495 at (609) 894-9311 or (856) 222-9311 or visit the Tutoring Center Website at [www.rcbc.edu/tutoring](http://www.rcbc.edu/tutoring)

Annual Review 2017

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