



North Central Michigan College

Master Course Syllabus

PART 1:

Course Name: Intermediate American Sign Language II

Course Number: ASL 112

Credit Hrs. 3 Lecture Hrs. 3 Lab Hrs. 0 Clinical Hrs. 0 Variable Hrs. 0

Total Hours of Instruction: 3 Total Contact Hours: 52.8

(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

Building on the skills developed in American Sign Language I, this course focuses on more of the ASL vocabulary, grammatical principles, and cultural protocols that students need to function at a basic level in both work and social conversations. Students will learn to give directions, describe others in classifiers, make requests, talk about family and occupations, attribute qualities to others, and talking about routines. Students must have the ability motorically to use one or both hands to form manual signs and the manual alphabet.

Prerequisite (s): ASL 111
Co-requisite (s): none

Course Objectives:

- Demonstrate basic conversational fluency in American Sign Language (ASL) using appropriate vocabulary, grammar, and conversational behaviors.
- Identify and describe ASL linguistic features as a natural language whose medium of expression is visual-gestural.
- Demonstrate increased knowledge of Deaf culture, the Deaf community, and the value of ASL in Deaf culture.
- Demonstrate increased knowledge of various perspectives on the life experiences of Deaf people (cultural, linguistic, educational, medical, social, and political) and how these various perspectives interact with each other and impact Deaf people and their language.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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PART 2:

Lumina DQP outcomes and linked course objectives

(Please identify all Lumina DQP outcomes supported by this course, including the complete language of each outcome as shown on Part 3 of this syllabus. Under each Lumina DQP outcome, please list any course objectives that support the prior DQP outcome.)

Lumina DQP Outcome 1: Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.

Course Objective: (include the complete wording of the course objective from Part 1)

- Demonstrate basic conversational fluency in American Sign Language (ASL) using appropriate vocabulary, grammar, and conversational behaviors.
- Identify and describe ASL linguistic features as a natural language whose medium of expression is visual-gestural.

Lumina DQP Outcome 2: Illustrates contemporary terminology used in the field.

- Demonstrate basic conversational fluency in American Sign Language (ASL) using appropriate vocabulary, grammar, and conversational behaviors.
- Identify and describe ASL linguistic features as a natural language whose medium of expression is visual-gestural.

Lumina DQP Outcome 3: Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

- Demonstrate increased knowledge of Deaf culture, the Deaf community, and the value of ASL in Deaf culture.

Lumina DQP Outcome 4: Describes how existing knowledge or practice is advanced, tested and revised

- Demonstrate increased knowledge of Deaf culture, the Deaf community, and the value of ASL in Deaf culture.
- Demonstrate increased knowledge of various perspectives on the life experiences of Deaf people (cultural, linguistic, educational, medical, social, and political) and how these various perspectives interact with each other and impact Deaf people and their language.

Lumina DQP Outcome 5: Describes and examines a range of perspectives on key debates and their significance both within the field and in society.

- Demonstrate increased knowledge of various perspectives on the life experiences of Deaf people (cultural, linguistic, educational, medical, social, and political) and how these various perspectives interact with each other and impact Deaf people and their language.

Lumina DQP Outcome 6: Illustrates core concepts of the field while executing analytical, practical or creative tasks.

- Identify and describe ASL linguistic features as a natural language whose medium of expression is visual-gestural.



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Lumina DQP Outcome 9: Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

- Identify and describe ASL linguistic features as a natural language whose medium of expression is visual-gestural.

Lumina DQP Outcome 16: Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

- Demonstrate increased knowledge of various perspectives on the life experiences of Deaf people (cultural, linguistic, educational, medical, social, and political) and how these various perspectives interact with each other and impact Deaf people and their language.

Lumina DQP Outcome 17: Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.

- Demonstrate increased knowledge of various perspectives on the life experiences of Deaf people (cultural, linguistic, educational, medical, social, and political) and how these various perspectives interact with each other and impact Deaf people and their language.

Lumina DQP Outcome 18: Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.

- Demonstrate increased knowledge of Deaf culture, the Deaf community, and the value of ASL in Deaf culture.
- Demonstrate increased knowledge of various perspectives on the life experiences of Deaf people (cultural, linguistic, educational, medical, social, and political) and how these various perspectives interact with each other and impact Deaf people and their language.



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Suggested Methods of Instruction:

Methods of instruction include lectures, use of visual aids, demonstrations, media presentations, and guest speakers/signers.

Suggested Methods of Assessment and Evaluation:

Basic signing, logging interactions with other signers, interview a Deaf/Hard of Hearing person, expressive/receptive exam and performing a creative sign story.

Adopted Text at Time of Course Adoption/Revision:

Signing Naturally Student Workbook Level 1 including DVDs ISBN #978-1-58121-127-6 by Smith, Cheri, Ella Mae Lentz, and Ken Mikos

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

- Week 1: Introduction to class objectives, outcomes, Deaf culture discussion
- Week 2: Giving Directions
- Week 3: Classifiers, Current Events
- Week 4: Classifiers, Describing Others
- Week 5: Making Requests
- Week 6: Talking about family and occupations, Current Events
- Week 7: Sign Greetings/Expressive Short Story
- Week 8: Attributing qualities to others
- Week 9: Current Events, Expressive Practice
- Week 10: Talking about routines
- Week 11: Receptive and Expressive
- Week 12: Perceptive
- Week 13: Signing log, Deaf visitation
- Week 14: Practice on Final Project (presentation) with groups
- Week 15: Final Project
- Week 16: Final Project

Section 1 & Section 2 approved by CRDAP on: 05 13 14

Section 2 approved by AD:

Date:

Section 2 approved by CRDAP Chair:

Date:



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PART 3:

Use this reference sheet in Part 2 of Master Course Syllabus

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills –Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills –Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills –Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills –Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012