# 3/20/2021

# brcc keystone logo

Baton Rouge Community College

*Academic Affairs Master Syllabus*

Date Approved: 4 March 2021

Term and Year of Implementation: Spring 2022

**Course Title:** American Sign Language II

**BRCC Course Rubric:** ASLS 1023

**Previous Course Rubric**:

**Lecture Hours per week-Lab Hours per week-Credit Hours**: 3-0-3

**Per semester: Lecture Hours-Lab Hours-Instructional Contact Hours**: 45-0-45

**Louisiana Common Course Number:**

**CIP Code:** 16.1601

**Course Description:** Focuses on the continued study of American Sign Language (ASL) with an emphasis on refining the use of basic ASL sentence types and further development of conversational strategies. Students will also broaden their knowledge of the Deaf community and Deaf culture. Course instruction is primarily in ASL.

**Prerequisites:**  ASLS 1013 with a grade of "C" or better

**Co-requisites:** None

**Suggested Enrollment Cap:** 30

**Learning Outcomes.** *Upon successful completion of this course, the students will be able to:*

1. Demonstrate increased speed and fluency in expressive and receptive ASL skills.

2. Incorporate a more advanced vocabulary in signed conversations.

3. Utilize appropriate non-manual behaviors as structural components of ASL.

4. Identify cultural practices and histories that are integral to understanding and advocating for the Deaf community.

**General Education Learning Outcome(s):** This course supports the development of competency in the following area(s). Students will:

Determine the meaning of words as they are used in context. (General Education Competency: Communication)

**Assessment Measures.** Assessment of all learning outcomes will be measured using the following methods:

1. Homework assignments consisting of composition and grammar exercises

2. Instructor-designed written and receptive quizzes

3. Instructor-designed expressive quizzes

4. Instructor-designed midterm and final exams

5. In-class and at-home video recordings of signing skills

6. Exams that require viewing and responding to recorded ASL conversations with Deaf individuals

**Information to be included on the Instructor’s Course Syllabi:**

* ***Disability Statement*:** Baton Rouge Community College seeks to meet the needs of its students in many ways. See the Office of Disability Services to receive suggestions for disability statements that should be included in each syllabus.
* ***Grading:*** The College grading policy should be included in the course syllabus. Any special practices should also go here. This should include the instructor’s and/or the department’s policy for make-up work. For example in a speech course, “Speeches not given on due date will receive no grade higher than a sixty” or “Make-up work will not be accepted after the last day of class”.
* ***Attendance Policy*:** Include the overall attendance policy of the college. Instructors may want to add additional information in individual syllabi to meet the needs of their courses.
* ***General Policies*:** Instructors’ policy on the use of things such as beepers and cell phones and/or hand held programmable calculators should be covered in this section.
* ***Cheating and Plagiarism*:** This must be included in all syllabi and should include the penalties for incidents in a given class. Students should have a clear idea of what constitutes cheating in a given course.
* ***Safety Concerns:*** In some courses, this may be a major issue. For example, “No student will be allowed in the lab without safety glasses”. General statements such as, “Items that may be harmful to one’s self or others should not be brought to class”.
* ***Library/ Learning Resources:*** Since the development of the total person is part of our mission, assignments in the library and/or the Learning Resources Center should be included to assist students in enhancing skills and in using resources. Students should be encouraged to use the library for reading enjoyment as part of lifelong learning.

**Expanded Course Outline:**

I. Deep grammar in ASL

A. Imitating, recognizing, and producing appropriate non-manual markers

B. Familiar expressions in response to questions, statements, and commands

C. Viewpoints indicating preferences and emotions

D. Inferring conclusions from familiar topics using contextual clues

E. Expanding memorized vocabulary

F. Mechanics of language components including

1. Tone

2. Parts of speech

3. Prefixes

4. Subject and verb agreement

5. "Word families”

II. Information exchange in ASL

A. Identifying subject cognates and “loan” words

B. Developing "receptive" skills

C. Following or giving directions in ASL

D. Comprehending informational texts

E. Recognizing and using idioms

F. Hand shapes, directionality, role shifting

G. Managing social introductions

H. Describing relationships

I. Subject and verb agreement

J. ASL in the workplace

K. Storytelling and sign-mime

L. Using descriptive vocabulary

III. ASL origins: past, present, and future

A. Impact of Deaf community activities on language

B. Negotiating Deaf culture (practicum)

C. Using current technology in ASL communication