

Muskegon Community College
Foreign Language Department
Course Title: American Sign Language 102
Winter 2013

- I. Course Code** ASL 102 W01
- II. Credits:** 3
- III. Prerequisite Course:** ASL 101 or the equivalent
- IV. Instructor:** Misti Ryefield, CT, EIPA 4.8
Office Location: 243
Contact Information: misti.ryefield@muskegoncc.edu
Office Hours: Mondays, 5:30p-5:55p, by appointment
- V. Classroom Location:** 236
Course Day/Time: Mondays, 6:00p-9:00p

VI. Course description:

Designed for students interested in continuing to learn the basics of American Sign Language, especially those interested in pursuing a career in sign language interpreting. Various topics covered in the class include sign vocabulary, ASL grammatical structure, and non-verbal grammatical elements.

VII. Instructional Materials Required:

Textbook: Signing Naturally Student Workbook, Level 2

VIII. Student Responsibilities:

1. Language development is a cumulative process, and students are expected to review previous weeks' lessons throughout the semester.
2. Students are expected to turn in assignments when they are due. The weekly outline spells out the due dates. For work to be considered "on time", it must be turned in at the beginning of class. Any time after the beginning of class is considered late. Assignments may be turned in up to one class period late (by the start of the next week's class) for a 50% deduction. Assignments turned in later than one class period will not be graded.
3. Students will write a 3-5 page research paper on a topic of their choice within the subject of deafness/sign language. See attached sheet for format requirements. The due date is listed in the weekly outline. If the paper is late, 10% of the grade will be deducted per day for the first three days. Papers submitted after three days late will not be accepted for grade and the assignment will be recorded as zero. I will read the submission and score your points before deductions are made.

Examples of paper topics include, but are not limited to:

- a. Deaf education: residential schools versus mainstreaming in public schools

- b. Influence of technology on deaf community
- c. Deaf figures in sports, the arts, etc
- d. Deaf culture versus hearing culture

IX. Electronic Devices Policy

Cell phones and other electronic devices are to be turned off during class time. Communicating via these devices (e.g. texting) is distracting to other students, the instructor, and yourself. If you are waiting for a call/text regarding an emergency situation, you may keep your device on vibrate and step out to answer if necessary. The expectation is that emergencies are rare occurrences.

X. Student Outcomes:

Upon completion of the course, the successful student will:

- Expand knowledge of ASL vocabulary
- Demonstrate understanding of structural elements of ASL, including descriptions of surroundings, advanced classifier usage, and conjunctions
- Advance in both receptive and expressive ASL skills
- Increase fluency in the use of the Manual Alphabet and the ASL numbering system
- Demonstrate learning of a self-chosen aspect of Deaf culture
- Expand ability to receptively translate signed ASL sentences into proper written English form
- Expand ability to expressively translate from written/spoken English to proper ASL form

XI. Methods of Assessment:

Quizzes

Students will have quizzes in which they will translate from ASL to written English. Each quiz will be cumulative in nature.

Research Paper

Students will write a 3-5 page research paper on a topic within deafness/sign language. See attached sheet for format requirements.

Expressive Evaluations

Students will perform an expressive evaluation where they will demonstrate their learning of ASL signs and concepts. The date is listed in the schedule outline

Final Exam

Students will have a final exam the last meeting of the semester. The exam will cover all of the material presented throughout the semester.

XII. Attendance Policy

This is primarily a skills course with lectures, discussions, activities, and assignments directed toward using and understanding ASL. Each week's lesson builds upon the previous learning. Therefore, attendance is vital. The successful student should also plan a minimum of three hours per week of outside study. Students receive participation points for each class. These points cannot be made up in the event of an absence. Additionally, if a student does not participate appropriately or does not attend the entire class period, he/she will not receive the full amount of points for that class period.

XIII. Weekly Outline

Jan 7—Introductions, syllabus overview, Review

Jan 14—Lesson 13: Locating Things Around the House, in-class activities

Jan 21— Martin Luther King Day, No Class

Jan 28—Lesson 13 continued

HWL13A Due

Feb 4—Lesson 14: Complaining, Making Suggestions and Requests, in-class activities

HWL 13B Due

Quiz 13

Feb 11— Lesson 14 continued, Begin Lesson 15

HWL 14A Due

Feb 18— Lesson 15: Exchanging Personal Information: Life Events, in-class activities

HWL 14B Due

Quiz 14

Feb 25—Spring Break: No Class

Mar 4—Expressive Activity

Mar 11— Lesson 16: Describing and Identifying Things, in-class activities

HWL 15 Due

Mar 18— Lesson 16 continued, in-class activities

Mar 25-- Lesson 17: Talking About the Weekend, in-class activities

HWL 16 Due

Quiz 16

April 1-- Lesson 17 continued, in-class activities

Apr 8— “Through Deaf Eyes”

HWL 17 Due

Quiz 17

Apr 15—Lesson 18

Apr 22—Review

Research Paper Due

Apr 29—Final Exam: 6:00p

Grading Scale				Grading Points Distribution	
100—95	A	77—74	C	Homework	20%
94—90	A-	73—70	C-	Quizzes	25%
89—88	B+	69—68	D+	Expressive	10%
87—84	B	67—64	D	Research Paper	15%
83—80	B-	63--00	E	Participation	10%
79—78	C+			Final Exam	20%
				Total	100%

Grades are based on:

1. Receptive sign skills, demonstrated through performance on written quizzes and exam
2. Understanding and applying grammatical information presented in class, demonstrated through performance on quizzes/exam and class activities
3. Expressive sign skills, demonstrated during classes and in Expressive activity
4. Completion of research paper
5. Active participation during class

Statement on Student Assessment and Accreditation

Muskegon Community College is fully accredited by the Higher Learning Commission located in Chicago. The College is currently seeking reaccreditation by completing a two-year process called a self-study. Accreditation helps ensure students that they are receiving a quality education and can transfer to other colleges and universities with ease and confidence. MCC is committed to an essential part of the reaccreditation process: assessing student learning. You may be asked to participate in assessing student academic achievement this semester by doing such things as:

- Evaluate your class and your instructor by completing a Student Opinion Survey, usually given toward the end of the semester.
- In some classes, you will find that one hour of class time may be devoted to completing a test of your general knowledge. Your performance on this test will not affect your grade in this course or your status in the College.
- You may also be asked to be part of a group of students who will be interviewed or surveyed about their views of the College's strengths and weaknesses.

If you have any comments you would like to make about the quality of education at MCC, please email the College's assessment coordinator at this address:
studentscount@muskegoncc.edu

Statement on MCC Email

All email communication originating from MCC to students will be via their email account. CHECK YOUR MCC EMAIL FREQUENTLY.

Statement on Student Behavior

Muskegon Community College is a community of scholars whose members include administrators, faculty, staff, and students. Mutual respect and civility are expected in the classroom or other college academic settings, as well as, in any communication.

- MCC has the duty of providing students with privileges, opportunities, and protections that best promote learning;
- Students have the right to a non-threatening learning environment;
- Students have the responsibility to refrain from infringing on the right of others to learn or the right of teachers to teach; and
- Any student whose behavior disrupts learning may be subject to disciplinary action as outlined in the Muskegon Community College *Student Handbook/Planner*.
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Academic Integrity Policy

Muskegon Community College expects that all faculty and students will adhere to high standards of personal and academic honesty. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Faculty members, for their part, will exercise care in the planning and supervision of academic work so that honest effort will be positively encouraged.

Academic dishonesty consists of, but is not limited to:

- A. **Cheating.** Cheating is defined as using or attempting to use, giving or attempting to give, and obtaining or attempting to obtain, materials or information, including computer material pertaining to a quiz, examination, or other work that a student is expected to do alone.
- B. **Plagiarism.** Plagiarism is defined as the use of another's words or ideas without acknowledgement.
- C. Penalties for violation of these standards of conduct may result in sanctions of up to and including suspension or expulsion from MCC.

Statement on Dispute Resolution Process

Should a student not agree with a faculty member's decision or actions as they may relate to this policy, the following steps shall be followed:

1. A student suspected of academic dishonesty shall be notified in writing within two school days of the time the violation is discovered. Copies of the written notification shall also be filed with the department chair and Vice President of Student Services.

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2. The student should try to reach resolution of the matter through direct discussion with the involved faculty member within three (3) school days of the written notification.
3. If the matter is not resolved in Step 2, the student shall bring the matter to the attention of the department chairperson of the involved faculty member.
4. If the matter is not resolved at the department chairperson level, the student shall bring the matter to the attention of the Vice President for Academic Affairs who shall render a decision within five school days of the receipt of the dispute information.
5. If a satisfactory solution is not reached at the Step 4 level, the student may file a written request with the Vice President of Student Services for a hearing before the disciplinary board. This meeting shall be held not more than 20 days following the written request. A student may request a hearing before the disciplinary board. The disciplinary and judicial procedures are outlined in the Muskegon Community College *Student Handbook/Planner*.

Research Paper

Assignment: Write a 3-5 page research paper on the topic of your choice within the category of deafness/sign language.

My goal for you is to pick a topic that is of interest to you and have you learn more about it. What I **do not** want is solely a regurgitation of facts from a book or website. Describe the topic and then answer questions such as:

- Why is this an important issue?
- Who is affected by this issue?
- Why is it of interest to you?
- What new information did you learn from your research?

Basic Requirements:

- Length: Minimum of 3-5 pages typed, not including Reference page
- Margins/font/spacing: standard 1-inch margins, font size 12, double-spaced
- References: Minimum of two sources. Wikipedia is not an acceptable source.
- Citations: APA format, both in-text and References page at end of paper. Neither an Abstract nor a Table of Contents is necessary.