

**Northern Marianas College**  
**CURRICULUM ACTION REQUEST**

**Effective Semester** / Fall 2008

**Type of Action**

- New
- X Modification
- Move to Inactive (Stop Out)
- Cancellation

**Course Title** Beginning Sign Language II

**Course Alpha and Number** SL 102

**Reason for initiating, modifying, or canceling course, or other pertinent information**

This course guide has been modified to reflect the addition of assessment measures.

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<i>Thomas Colton</i>	<i>7/10/06</i>
Proposer	Date
<i>Mark Hoag</i>	<i>7/10/08</i>
Department Chair	Date
<i>[Signature]</i>	<i>7/15/08</i>
English and Format Reviewer	Date
<i>Dennis T. Cahner</i>	<i>7/15/08</i>
Dean, Academic & Student Programs & Services	Date

Course: SL 102 Beginning Sign Language II

### 1. Department

Languages and Humanities

### 2. Purpose

This course is intended for students who want to complete an academic year of sign language instruction. It builds upon SL 101 to provide a stronger foundation in American Sign Language (ASL) and a more complete introduction to Deaf culture for students considering a career as a Sign Language Interpreter. Individuals interested in communicating with Deaf people on a personal, social, or professional level will benefit from this class.

### 3. Description

#### A. Required/Recommended Textbook(s) and Related Materials

Required:

Humphries, Tom, Carol Padden and Terrence J. O'Rourke. A Basic Course in American Sign Language. 2<sup>nd</sup> ed. Silver Spring, MD: T.J. Publishers, 2000. Readability Level 9.

#### B. Contact Hours

1. Lecture: 4 per week / 60 per semester
2. Lab
3. Other

#### C. Credits

1. Number: 4
2. Type: Regular degree units

#### D. Catalogue Course Description

This second-semester American Sign Language course is a continuation of SL 101. Students in this course learn over 500 new signs for both expressive and receptive vocabulary. They increase their practice of the manual alphabet and number systems used for daily life activities, learn additional grammar and syntax rules for American Sign Language, and gain increased exposure to Deaf culture and empowerment issues. The course provides students increased comfort and fluency in communicating with Deaf and Hard of Hearing adults, children, and other signers. Students develop beginning skills in storytelling. Prerequisite: SL 101 or instructor's permission. English Placement Level: EN 083/084.

#### E. Degree or Certificate Requirements Met by Course

Completion of this course fulfills the one-semester language requirement for both the A.A degree in Liberal Arts and the Bachelor of Science degree in Elementary Education.

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**F. Course Activities and Design**

This course incorporates short lecture, demonstration, discussions, guest signers, reading assignments, storytelling, viewing of videos, small group activities, student projects and presentations, written assignments, a midterm and final exam.

**4. Course Prerequisite (s); Concurrent Course Enrollment;  
Required English/Mathematics Placement Level(s)**

EN 83/84 or permission of instructor, SL 101 or permission of instructor.

**5. Estimated Cost of Course**

To the Student: Tuition for a 4-credit course and textbook

To the College: Salary of instructor

Instructional resources required for this course include chalk, overhead projector, video tapes, VCR, TV, markers, flip charts, children's toys and books for teaching vocabulary and classifiers, educational materials, chalkboard, and photocopying.

**6. Method of Evaluation**

Student grades will be based on the regular letter grade system as described below:

- A: Excellent – grade points: 4.0;
- B: Above average – grade points: 3.0;
- C: Average – grade points: 2.0;
- D: Below average – grade points: 1.0;
- F: Failure – grade points: 0.0.

NMC's grading and attendance policies will be followed.

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## 7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

### 1.0 Review of SL 101

- 1.1 Expressive practice
- 1.2 Receptive practice
- 1.3 Fingerspelling/numbers

### 2.0 Grammar and Syntax

- 2.1 Noun-verb pairs
- 2.2 Subject as topic
- 2.3 Modals/negative modals
- 2.4 Adverbials of place
- 2.5 Verbs incorporating location
- 2.6 "finish" as a conjunction
- 2.7 Existential "have"
- 2.8 Pronominalization
- 2.9 Quantifiers

### 3.0 Functions/Notions

- 3.1 Quantity, size and degree
- 3.2 Quality, kind, and condition
- 3.3 Location and direction
- 3.4 Body, mind and health
- 3.5 Mental actions and thoughts
- 3.6 Occupations
- 3.7 People
- 3.8 Sports and recreation
- 3.9 Opposites

### 4.0 Morphology/Discourse/Storytelling

- 4.1 Handshape
- 4.2 Movement
- 4.3 Location
- 4.4 Facial grammar
- 4.5 Relative clauses
- 4.6 Questions
- 4.7 Adverbial nuance
- 4.8 Role shifting
- 4.9 Turntaking

### 5.0 Use of Facial Grammar and Expression for Enhancement of Communication with Deaf People

- 5.1 Body language

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- 5.2 Gestures
- 5.3 Facial grammar
- 5.4 Facial expression
- 5.5 Stress
- 5.6 Modification of signs for meaning
  
- 6.0 Communication Systems
  - 6.1 ASL
  - 6.2 Other signing systems
  - 6.3 Oralism
  
- 7.0 Careful Analysis of Cultural Information for Beginning Students
  - 7.1 Answers to frequently asked questions
  - 7.2 How Deaf people use assistive technology
  - 7.3 ASL and Linguistics
  - 7.4 "The Deaf President Now" rally
  - 7.5 A brief introduction to the laws affecting Deaf and Hard of Hearing people as children and adults
  
- 8.0 Storytelling Techniques
  - 8.1 Discuss and demonstrate techniques used by Deaf storytellers
  - 8.2 Presentation of several stories by Deaf storytellers
  - 8.3 Student productions of stories
  - 8.4 Videotaping of these stories
  - 8.5 Analysis
  - 8.6 Re-taping of student stories with improvements

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### **8.0 Instructional Goals**

The course will introduce students to:

- 1.0 An introduction to the Deaf Empowerment/ASL/ADA movement in the U.S.;
- 2.0 Methods and forms of sign languages used to communicate with Deaf individuals;
- 3.0 The appropriate role of fingerspelling in names, places and fingerspelled loan-word signs;
- 4.0 Increasing complexity in sentence structure;
- 5.0 Turn-taking and role shifting in conversational Sign Language;
- 6.0 Techniques for storytelling in ASL;
- 7.0 Cross-cultural information;
- 8.0 Appropriate use of numbers for activities of daily living; and
- 9.0 Facial expressions and body language in ASL.

### **9.0 Student Learning Outcomes**

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

- 1.0 Identify key figures and events in the Deaf Empowerment/ASL/ADA movement in the U.S.;
- 2.0 Identify methods of communicating with Deaf individuals;
- 3.0 Use and read fingerspelling with increased fluency, appropriately;
- 4.0 Construct and understand an increasing complexity of sentence types in ASL;
- 5.0 Converse using appropriate turn-taking and role shifting;
- 6.0 Tell a story from beginning to end in ASL;
- 7.0 Demonstrate appropriate cross-cultural skills in classroom participation and conversations using ASL;

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8.0 Use the correct numbering system in discussing activities of daily living in ASL; and

9.0 Recognize the meaning of facial expressions and body language and demonstrate their use in conversation and storytelling.

#### **10. Assessment Measures**

Assessment of student learning may include, but not be limited to, the following:

1.0 Demonstrated use of sign language during class activities;

2.0 Written quizzes;

3.0 Homework assignments;

4.0 A mid-term examination;

5.0 A term paper and presentation;

6.0 Performance in group work;

7.0 A special project; and

8.0 A final exam.