

# ASL 102: American Sign Language II

Syllabus

Lecture Hours/Credits: 3/3

## Catalog Description

Prerequisite: American Sign Language I

A continuation of American Sign Language I this course emphasizes continuing development of skills using ASL as well as extensive interaction with the deaf community.

## Textbook and Course Materials

It is the responsibility of the student to confirm with the bookstore and/or their instructor the textbook, handbook, and any other materials required for their specific course and section.

Click here to see current textbook prices at [rcgc.bncollege.com](http://www.rcgc.bncollege.com/).

## Evaluation Assessment

### Grading Distribution

Grading to be determined by individual instructors.

Individual instructors may include the following assessment(s):

* Exams
* Quizzes
* Critiques
* Class Activities
* Class Discussions
* Attendance and Participation

### Grading

The grading scale for each course and section will be determined by the instructor and distributed the first day of class.

### Rowan College South Jersey Core Competencies

(Based on the NJCCC General Education Foundation - August 15, 2007; Revised 2011; Adopted 2014)

This comprehensive list reflects the core competencies that are essential for all RCGC graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

1. Written and Oral Communication: Students will communicate effectively in both speech and writing.
2. Quantitative Knowledge and Skills: Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems
3. Scientific Knowledge and Reasoning: Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
4. Technological Competency: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals
5. Society and Human Behavior: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6. Humanistic Perspective: Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
7. Historical Perspective: Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
8. Global and Cultural Awareness: Students will understand the importance of a global perspective and culturally diverse peoples.
9. Ethical Reasoning and Action: Students will understand ethical issues and situations.
10. Information Literacy: Students will address an information need by locating, evaluating, and effectively using information.

## ASL 102 Core Competencies

This course focuses on three of RCSJ’s Core Competencies:

* Written and Oral Communication
* Global and Cultural Awareness
* Humanistic Perspective

# Student Learning Outcomes: American Sign Language II

| Successful completion of ASL 102 will help students: | RCGC Core Competencies | Evaluation / Assessment (Additional means of evaluation may be included by individual instructors) |
| --- | --- | --- |
| 1. Understand and express in ASL messages that incorporate more advanced sentence structures such as conditionals and rhetorical | - Written and Oral  Communication | Receptive Quizzes  Expressive Videos  In-Class Signed Questions, Answers/Conversations and Activities  Group Activities |
| 2. Respond to and express in ASL messages that incorporate questions (syntax/grammar) | - Written and Oral Communication | Receptive Quizzes  Expressive Videos  In-Class Signed Questions, Answers/Conversations and Activities  Group Activities |
| 3. Identify and use various linguistic structures of ASL including the classifications, Adverbial Aspects, and discourse structure | - Written and Oral Communication | Receptive Quizzes  Expressive Videos  In-Class Signed Questions, Answers/Conversations and Activities  Group Activities |
| 4. Use and respond to facial expressions, gestures and other nonverbal cues in ASL (grammar) | - Written and Oral Communication | Receptive Quizzes  Expressive Videos  In-Class Signed Questions, Answers/Conversations and Activities  Group Activities |
| 5. Use and Understand conversation markers. | - Written and Oral Communication | Written Exams  Participation  Assigned Readings  Critiques |
| 6. Define terms in the field of deafness and deaf culture | - Written and Oral Communication | Written Exams  Participation  Assigned Readings  Critiques |
| 7. Discuss basic historical, technological, social, political, recreational, medical, education or linguistic issues that affect individuals who are deaf/hard of hearing | - Written and Oral Communication  - Global and Cultural Awareness  - Humanistic Perspective | Written Exams  Participation  Assigned Readings  Critiques |

# Topical Outline

**TOPIC:** ASL I Review

* Facial Expression
* Sign Review

**TOPIC:** Vocabulary Development

* College Life
* Business

**TOPIC:** Grammar

* Conditional sentences, subjunctive cause
* rhetorical

**TOPIC:** Sports and Activities

* Dailey Routines
* Describing People

**TOPIC:** Home and Community Structure

* + Home
  + Work and Study
  + ASL Poetry

**Assignment Instruction and Grading Rubrics**

**Class Preparation and Participation Rubric**

1. Arrives fully prepared at almost every session; plays an active, ongoing role in discussions; comments advance the level and depth of the discussion.
2. Arrives mostly, if not fully, prepared; participates constructively in discussions; makes relevant comments based on the assigned material.
3. Preparation is inconsistent; when prepared, participates constructively; when prepared, makes relevant comments based on the assigned material
4. Infrequently prepared and infrequently participates; comments are generally vague; demonstrates a noticeable lack of interest.
5. Rarely, if ever, prepared; rarely, if ever, participates; demonstrates a noticeable lack of interest; negatively affects discussion.

**Affirmative Action Statement**

The Board of Trustees is committed to providing an educational and workplace environment free from unlawful harassment and discrimination. All forms of employment and educational discrimination and harassment based upon race, creed, color, national origin, age, ancestry, nationality, marital or domestic partner or civil union status, sex, pregnancy, gender identity or expression, disability, liability for military service, affectional, or sexual orientation, atypical cellular or blood trait, genetic information (including refusal to submit to genetic testing) are prohibited and will not be tolerated.

For questions concerning discrimination contact Almarie J. Jones, Executive Director, Diversity and Equity, Affirmative Action/Title IX Officer at 856-415-2154 or [ajones@rcsj.edu](mailto:ajones@rcsj.edu). For disability issues, contact Dennis M. Cook, Director, Department of Special Services, ADAAA/504 Officer at 856-415-2265 or [dcook@rcsj.edu.](mailto:dcook@rcsj.edu.)

**Department of Special Services**

The Department of Special Services, located in the Instructional Center, room 425A, welcomes students of all abilities. The staff members in Special Services are committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments Act (ADAAA).

To maximize the potential of eligible students who self-identify, the Special Services staff provides an array of support services which may include extra time for tests and quizzes, testing in a separate location, advisement, interpreters, scribes, tutors, assistive technology (such as magnification devices and audio amplification), touch screen computers, audio books and notetaking assistance.

As students embark on their academic journey, they are encouraged to meet with staff members to identify, develop and implement support services that are in accord with their individual academic needs. Students are also encouraged to make use of other college support services that are available to all RCSJ students currently enrolled in credited academic courses, such as tutoring services and the college library, which offer online information research and other materials needed to complement their studies.

Students registered with the Department of Special Services and who plan to earn an associate degree, further their education and transfer to a four-year institution, or enter the workforce, are encouraged to choose a corresponding program of study (college major) as soon as possible. The Special Services staff assists enrolled students with additional support that focuses on advancing students through their selected programs of study towards a goal of graduating.

Students who request academic support from the Department of Special Services can be assured that confidentiality will always be maintained. Accommodations are provided to address the special needs of individuals with disabilities under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990 together with the ADA Amendments Act of 2008 (ADAAA). Under these acts, the office advocates a user-friendly campus for accessibility and a learning-friendly campus for academic success. For more information or to schedule an appointment to meet Special Services staff, please call 856-415-2265 or click here for [RCSJ.edu/SpecialServices.](http://www.rcsj.edu/SpecialServices/gloucester)

**To Register with Special Services**

Students must follow these steps:

* Complete and submit the Student Profile form. Click here for the [Student Profile Form](https://www.rcsj.edu/SpecialServices-site/Gloucester-site/Pages/Student-Profile-Form.aspx).
* Submit documentation detailing the student’s disability. Support services will not be granted without documentation specifying the student’s disability. Documentation should include the following information:
  + Diagnosis with written evaluation of current disability;
  + Date the student was diagnosed;
  + Tests used to reach diagnosis;
  + Credentials of the medical professional conducting evaluation
  + How the disability affects daily activities and/or academic performance.
* By clicking on the following links, students can download the [Special Education Records Release Form](https://www.rcsj.edu/SpecialServices-site/Gloucester-site/Pages/Special-Educations-Records-Release-Form.aspx) and/or Medical Release Form to present to their medical care professional.
* Contact the Special Services office to schedule a meeting with a staff member.
  + Students should schedule a meeting after submitting the [Student Profile Form](https://www.rcsj.edu/SpecialServices-site/Gloucester-site/Pages/Student-Profile-Form.aspx), proper documentation and completing the College’s placement test. (Click on [Special Accommodations for Placement Testing](https://www.rcsj.edu/SpecialServices-site/Gloucester-site/Pages/Placement-Testing.aspx) to determine whether student should arrange his/her placement test through the Special Services office or the general Testing Center.
  + During the meeting, the student and staff member will discuss his or her disability and determine eligible accommodations.

**Accommodations**

Students who qualify for accommodations are encouraged to register with the Department of Special Services at RCSJ before they begin their academic career at Rowan College. This allows students to take advantage of any special accommodations and auxiliary aids that they might need and be eligible to receive.

* **Special accommodations** include but are not limited to extended time on tests, private test rooms to complete tests with the assistance of a reader or scribe, as well as a distraction-free test room.
* **Auxiliary aids**include but are not limited to note takers, tape recorders, large display calculators, interactive calculators, desktop magnifiers, large-screen computer monitors, touch-screen computer monitors, touch-screen laptop computers and JAWS® software. More information about adaptive technology can be found on the [technology](https://www.rcsj.edu/SpecialServices-site/Gloucester-site/Pages/Assistive-Technology.aspx) link. Students are responsible for identifying which accommodations and auxiliary aids they require for academic support.

**Confidentiality**

Students who register with the Department of Special Services are assured that their information is kept confidential.

In addition, the student's transcript will not indicate that the he or she is registered with the Department of Special Services. The student's specific special need is not disclosed to the student's instructors. However, accommodation letters are sent to each of the student’s professors if the student needs testing accommodations or accommodations in the classroom. It is the student's choice whether or not to disclose the specifics of his or her special need.

**RCSJ – Gloucester – Main Campus**

**Reporting Allegations of Sexual Assault and Resource Referrals**

There are multiple safe places for students to report allegations of sexual assault, both on and off campus. You can report sexual assault to any of the following offices listed in the chart below. **rev. 8/2019**

All students are encouraged to report alleged crimes on campus. Crimes that pose a threat to the campus community must be reported to 9-1-1, Security, the Sheriff’s Office or the Deptford Township Police Department. All employees, including Security staff, must report incidents of discrimination, harassment or sexual misconduct to the Title IX Officer.

| **Service** | **Resource** | **Phone Number/Location/Website** |
| --- | --- | --- |
| **Non-Confidential**  **Reporting**  Local Law Enforcement | Gloucester County Sheriff’s Office  Deptford Township Police Dept.  Gloucester County  Prosecutor’s Office | **856-681-2200**  **856-845-2220**  **856-384-5500** |
| **Non-Confidential**  **Reporting**  **9-1-1** and  **Campus**  **Security** | **9-1-1** Gloucester County  Emergency Management Dispatch  Campus Security  **Blue Light Emergency Phones or text. 4444 from any campus desk phone** | **9-1-1 or push RED button on**  Campus **Blue** **Light** Emergency Phones  **856-681-6287** |
| **Non-Confidential** On-Campus  Reporting  Support Services | Almarie J. Jones  Special Assistant to the President  **Diversity and Equity/Title IX and Compliance**  John F. Ryder  Director  **Student and Veteran Affairs** | **856-415-2154**  **College Center, Room 116**  [**ajones@rcsj.edu**](mailto:ajones@rcsj.edu)  **856-468-5000, ext. 6456**  **College Center, room 202**  [**jryder@rcsj.edu**](mailto:jryder@rcsj.edu) |
| **Confidential**  On-Campus  Counseling and  Support Services | Lois Y. Lawson-Briddell, Ph.D.  MSW, LSW, Director  William Leonard, Ph.D.  Intervention Teams Consultant  **Counseling & Wellness Services Center**  Crystal Noboa, LSW, MSW  Director, The Center for  **People in Transition (PIT)**  Diane Mussoline, EdS, LMFT  **Director of Behavioral Services** | **856-464-5236** [**lbriddell@rcsj.edu**](mailto:lbriddell@rcsj.edu)  **College Center, Room 206**  **856-415-2119** [**wleonard@rcsj.edu**](mailto:wleonard@rcsj.edu)  **College Center, STEM Office C-168**  **856-415-2264 cnoboa@rcsj.edu**  **College Center (lower mezzanine)**  **856-494-5665 dmussoli@rcsj.edu**  **College Center, Room 200A** |
| **Confidential**  Non-Campus  Full-Service  Support | **Center for Family Services**  **Services Empowering**  **Rights of Victims (SERV)** | **1-866-295-SERV (7378)**  **Camden and Gloucester counties**  [**centerffs.org/serv**](https://www.centerffs.org/serv) |