



SYLLABUS

TITLE:	Sign Language: Intermediate Level
CODE:	LSN 110
PREREQUISITE:	LSN 105 or EDU 220
CREDITS:	3 credits 45 contact hours 1 hour lab per week 1 term

DESCRIPTION

This course includes theoretical and practical components designed for students who have taken the basic course. Here, students will develop narrative and conversational skills used for events, locating objects and people, as well as new vocabulary and grammatical structures. Learning about the diverse types of numbers, developing fluency, and expanding on spelling is continued from the basic course. The beforementioned skills and knowledge are developed through stories, anecdotes, and news. The course includes the theoretical information associated with each skill and grammatical aspect of the course. Lab hours are included in the course.

JUSTIFICATION

The path of mastering a language usually manifests in stages and involves learning the grammar of said linguistic system as well as the sociolinguistic and cultural environment in which it is used and developed. When this language is communicated through visual-manual gestures, for listeners, learning these rules requires more complex knowledge and practices than those developed in a basic course. This course provides students with the knowledge and practice required for developing the skills needed to master sign language (especially the Puerto Rico variation) in an intermediate level.

COMPETENCES

The course develops the following competences in students:

- **Critical questioning**
- **Ethical sense and social justice**
- **Communication**

OBJECTIVES

After completion of the course, students will be able to:

1. Participate in more complex conversations in an appropriate level of formality for each topic.
2. Use and comprehend signs, sentences, and short paragraphs related to the body, food, clothing, shopping, holidays, celebrations, and travel.
3. Perform descriptions of objects and people according to their physical characteristics (expansion).
4. Increase their sign vocabulary.
5. Increase their knowledge of numbers.
6. Identify and use basic classifiers.
7. Describe and provide examples of non-manual markers, temporal concepts, and directionality in verbs.
8. Describe and provide examples of negative incorporation.
9. Describe and provide examples of numeral incorporation.
10. Use simple and grammatically correct spatial compositions.

CONTENTS

- I. Description and identification of objects and people according to their physical characteristics (expansion).
 - A. Vocabulary and grammatical structures
 - B. Practice
 1. Description and identification of people
 2. Description of objects
 3. Description of lost objects
- II. Personal and spatial relationships
 - A. Vocabulary and grammatical structures
 - B. Practice
 1. Requests and questions
 2. Requesting advice
 3. Names in signs
- III. Sentences and short paragraphs related to the body, food, clothing, shopping, holidays, celebrations, and travel
 - A. Vocabulary and grammatical structures
 - B. Practice
 1. Conversations about the neighborhood

2. Descriptions of the neighborhood
 3. Directions
 4. Places
 5. Giving information to other people
- IV. More complex dialogues in accordance with the level of formality and topics.
- A. Vocabulary and grammatical structures
 - B. Practice
 1. Opinions on personal qualities
 2. Individual opinions
 3. Comparison of personal qualities
 4. Socialization rules
- V. Simple and grammatically correct spatial compositions
- A. Vocabulary and grammatical structures
 - B. Practice
 1. Conversations about personal skills and knowledge
 2. Questions about other peoples' opinions
 3. Planning and cancelling plans
 4. Personal goals
- VI. Interpretation and transmission of tales, news, and stories
- A. Vocabulary and grammatical structures
 - B. Practice
 1. Comprehension of stories, news, etc.
 2. Individual version
 3. Localization of characters
 4. Conditional sentences: changing body positions
 5. Narration of fables

METHODOLOGY

The following strategies from the active learning methodology are recommended:

- Video analysis
- Manual descriptions of objects
- Representations
- Role play
- Content practices
- Readings Q & A's
- Debates

- Collaborative learning
- Conceptual analysis through mind maps
- Practice exercises
- Coaching and modeling
- Peer evaluations
- Visual demonstrations
- Development of resources or creation of digital and analog materials
- Colloquies
- Dialogues
- Conferences
- Declarative or conceptual, procedural, and attitudinal learning

EVALUATION

Partial assignments	30%
Immersion experience	30%
Participation	10%
Final project or exam	<u>30%</u>
TOTAL	100%

LEARNING ASSESSMENT

The institutional assessment rubric is applied to the course's core activity.

TEXTBOOK

Lentz, E.M., Mikos, K., & Smith, C. (2008). *Signing Naturally* (Units 7-12).

DawnSignPress.

REFERENCES

Baker-Shenk, C., Cokely D. (1991). *American Sign Language* (Green Books Series).

Gallaudet University Press

Bernstein Fant, B., Fant, L. (2008). *The American Sign Language Phrase Book*. (3rd ed.). McGraw Hill.

Díaz, E. (2013). *Está en tus manos. Curso de lenguaje de señas, con ejercicios de*

práctica. Imagivisión.

Eastman, G. C., Norestky, M., & Censoplano, S. (1989). *From Mime to Sign*. T.J. Publishers.

Humphries, T., Padden, C., & O'Rourke, T.J. (1994). *Basic Course in American Sign Language* (2nd ed.). T.J. Publishers.

Matos, A. L. (1990). *Aprende señas conmigo*. Editorial Raíces.

Zinza, J. E. (2006). *Master ASL: Fingerspelling, Numbers, and Glossing*. Sign Media Inc.

Zinza, J. E. (2006). *Master ASL: Level 2 (Units 7-12)* Sign Media Inc.

ELECTRONIC RESOURCES

American Sign Language Dictionary: <http://www.aslpro.com/cgi-bin/aslpro/aslpro>.

American Sign Language University (ASLU) Facebook group:
<https://www.facebook.com/groups/Lifeprint.ASLU/>

American Sign Language: <http://www.aslpro.cc/cgi-bin/aslpro/aslpro.cgi>

Gallaudet University Library: <https://www.gallaudet.edu/library/electronic-resources>

For more information resources related to the course's topics, access the library's webpage <http://biblioteca.sagrado.edu/>.

REASONABLE ACCOMMODATION

For detailed information on the process and required documentation you should visit the corresponding office. To ensure equal conditions, in compliance with the ADA Act (1990) and the Rehabilitation Act (1973), as amended, any student in need of reasonable accommodation or special assistance must complete the process established by the Vice Presidency for Academic Affairs.

ACADEMIC INTEGRITY

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and/or repetition of the assignment in the seminar, a grade of F (*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.

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