



SYLLABUS

TITLE: Sign Language: Advanced Level
CODE: LSN 115
PREREQUISITE: LSN 110 o EDU 221
CREDITS: 3 credits | 45 contact hours | 1 term

DESCRIPTION

This course is designed for those students who have developed basic and intermediate level skills. This is a theoretical/practical course that develops narrative and conversational skills about different events and the localization of objects and people. New vocabulary and key grammatical structures are incorporated through dialogues and narrations. The course studies the different types of numbers, develops fluency, modulation, and expansion in spelling, concepts, and communication. The use of spatial verbs and negative incorporation are practiced. The course develops comprehension skills through short stories, anecdotes, and news.

JUSTIFICATION

Every student interested in actively participating and serving within the deaf community must have the correct and necessary knowledge regarding this community's culture as well as knowing the sociolinguistic challenges this population faces. The only way to meet these goals is through mastery of this community's sign language. Therefore, when learning sign languages in a curricular modality by levels, it is necessary to study a third, or advanced, level that develops the necessary skills in students, so they master, in a pertinent way, the sign language used by the Puerto Rican deaf community. Mastery of this language will not only allow students to develop skills and data and information knowledge but will also serve as an academic basis for the study of the interpretation of sign language (variation of Puerto Rico).

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 conversations in an appropriate level of formality for different topics.
2. Intervene in conversations related to the body, food, clothing, shopping, holidays, celebrations, and travel.
3. Perform object and people's descriptions according to their physical characteristics (expansion).
4. Increase their vocabulary and knowledge about numbers.
5. Provide examples of classifiers and their use (name, adjectives, and verbs).
6. Describe and provide examples of non-manual markers, temporal concepts, and verb directionality.
7. Describe and provide examples of negative incorporation.
8. Describe and provide examples of numeral incorporation.
9. Use grammatical space correctly.
10. Use temporal concepts correctly.

CONTENTS

- I. Localization
 - A. Vocabulary and grammatical structures
 - B. Practice
 1. Locating objects and people in different places
 2. Location in/out of places
 3. Narration of past events
- II. Temporary descriptions, clarifications of various matters
 - A. Vocabulary and grammatical structures
 - B. Practice
 1. Suggestions, complaints, and requests
 2. Temporal aspect
 3. Clarification of various issues and situations
 4. Morphology
 5. Requesting permission
- III. Situations of daily living
 - A. Vocabulary and grammatical structures
 - B. Practice
 1. Exchange of information
 2. Daily life events
 3. Correction and elaboration
 4. Events in chronological sequence
 5. Locative and descriptive classifiers

- IV. Use of classifiers in various contexts and situations
 - A. Vocabulary and grammatical structures
 - B. Practice
 1. Descriptive classifiers for shape, size, textures, and patterns
 2. Definitions-expansion of concepts
 3. Topic/comment structure
 4. Signs for addition, subtraction, division, multiplication, and currency
 5. Non-manual markers
- V. Time: duration and modulation aspects
 - A. Vocabulary and grammatical structures
 - B. Practice
 1. Temporal sequence
 2. Temporal signs with duration aspect
 3. Communicating opinions and feelings
 4. Describing and discussing various activities
 5. Communication control and modulation

METHODOLOGY

The following strategies from the active learning methodology are recommended:

- Mind maps
- Video analysis
- Manual descriptions of objects
- Representations
- Role play
- Content practices
- Course topics Q & A's
- Colloquies
- Dialogues
- Conferences
- Collaborative learning
- Conceptual, procedural, and attitudinal learning

EVALUATION

Partial assignments	30%
Presentations	30%
Participation	20%
Final project or exam	<u>20%</u>
TOTAL	100%

LEARNING ASSESSMENT

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

BIBLIOGRAPHY

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.

Riekehof, L. (1980). *Talk to the Deaf* (18th ed.). Gospel Publishing House.

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

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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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