



Figure 1: Owens Logo.

ASL 212
Intermediate American Sign Language II
Course Syllabus
SEMESTER
School of Liberal Arts

Course Name:	ASL 211-XXX Intermediate American Sign Language I
Course & Section Number:	ASL 212-XXX
Meeting Day(s) & Time(s):	
Credits:	4
Contact Hours:	4
Text:	None
Instructor's Name:*	
Office Hours & Location:	
OCC Phone:	
OCC Email:**	
Additional Contact Information:	

*Please call me NAME; it is my preferred name. If you have a preferred name, please let me know so I can use it.

**Please use only Owens email for course communications.

Catalog description:

Builds upon vocabulary, topics, and grammar introduced in [ASL 211](#) and provides students with information on idiomatic/colloquial usages of signs as well as grammatical structures for

complex sentences. Continues the development of communication skills with the deaf and hard of hearing population who use American Sign Language as a target language. Instruction in the integration of receptive and expressive skills with emphasis on literature, discourse styles, and contextualization at an intermediate level. Laboratory practice may be required. Fulfills world language requirement. (Arts and Humanities elective). This course requires the use of a web cam or video recording capabilities.

Prerequisite: 211

Course Materials:

There are no text books for this course. Everything will be provided in your blackboard shell.

What You Will Learn in the Course

Course Objectives:

This course will provide students the opportunity to:

1. integrate expressive and receptive skills in ASL.
2. learn literature, discourse style, and contextualization.
3. learn the idiomatic/colloquial usages of signs.
4. increase their knowledge of the grammatical structures for complex sentences.

Student Learning Outcomes:

Students will:

Outcome	Where Assessed
1. Interpersonal Communication: Students initiate and sustain meaningful signed, face-to-face or virtual communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways with users of the target language. Students actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others. *Students can create with language in various timeframes to initiate, maintain, and conclude conversations on a wide variety of familiar topics and handle short, social transactions in culturally appropriate ways using contextualized words, phrases, sentences, series of sentences, and	Study buddy Midterm Final presentation

Outcome	Where Assessed
connected sentences, while continuing to build their repertoire of idiomatic expressions. a. Functional ability includes: • asking and answering a wide variety of questions; • expressing why someone should do or say something; • stating differences of opinion; • giving short explanations or justifications; and • commenting on or stating what people, places, and things are like with many details. b. Students can communicate about more than the “here and now,” making simple predictions and hypotheses. Students recognize and use some culturally appropriate vocabulary and expressions, as well as some hand, facial, and body gestures when participating in everyday interactions. c. Students can conform to cultural behaviors in familiar situations. Students continue to develop self-monitoring skills.	
2. Interpretive Viewing: Students demonstrate comprehension of the main idea and relevant details in a variety of live and recorded texts ranging from messages, song lyrics, personal anecdotes, narratives, lectures, and presentations to films, plays, videos, and information from other media sources. By using a variety of viewing strategies, students are able to glean meaning beyond the literal and understand the cultural mindset of text creators. Students reinforce and expand their knowledge across disciplines and cultures as they acquire information and distinctive viewpoints from a variety of texts and media.	Study buddy Review posted video Poast a video in ASL Midterm Final presentation Final exam

Outcome	Where Assessed
a. *Students can demonstrate understanding of the main idea, as well as many details and idiomatic expressions, on a wide selection of familiar topics with or without visual support, such as photos or props, in a variety of texts and media. b. Students can often use context to figure out overall meaning. c. Students use their increasing knowledge of American Deaf culture to interpret texts and media.	
3. Presentation Signing: Students give live or recorded presentations to diverse audiences for varied purposes using information, concepts, ideas, and viewpoints on a variety of topics, sometimes supported by props, pictures, realia (objects from everyday life used in instruction), or media. Students demonstrate linguistic and cultural competence through academic endeavors, creative undertakings, and artistic expressions. Students incorporate their understanding of American Deaf culture into presentations in a manner that facilitates comprehension where no direct opportunity for interaction between the presenter and audience exists.	Post video in ASL Study buddy Final presentation

Institutional General Education Competencies:

As a student at Owens Community College, you will take General Education courses as part of your degree program. While specific to the General Education courses, will be reinforced in many of your degree program major courses and may be measured in your capstone course(s) and others as identified.

While you as a student are being assessed, the program might or might not be assessed by the Higher Learning Commission at this time.

Competency	Where Assessed
Communicate effectively.	N/A
Act with professional responsibility.	N/A
Demonstrate sensitivity to others' beliefs and values.	N/A
Think analytically, critically, and creatively.	N/A

Technology, Lab, and File Requirements:

Requires computer, reliable Internet connection, and capability to record and watch videos.

Academic Support

Disability Services Resource Center: If you have a disability or acquire one, you may be entitled to receive reasonable accommodations intended to assure you an equal opportunity to participate in and benefit from the program. To receive more information or to register for accommodations, please contact the Disability Resource Center at 567-661-7007, email disability@owens.edu, visit [Disability Resource Center \(DRC\)](#), or stop by College Hall 116.

Tutoring Services: Owens Community College offers academic tutoring and assistance in a variety of subjects including: accounting, computing, economics, mathematics, science, and writing. For more information go to: [Learning Commons - Tutoring](#).

Counseling Services: Counseling Services provides assistance to students experiencing personal, educational, interpersonal/relationship, family, social, or psychological difficulties. If you feel you may benefit from this service, please contact them at counselingservices@owens.edu. More information is at [Counseling Services](#).

Campus and Community Connections: The Center for Campus and Community Connections (College Hall 123) is a walk-in office created to provide retention support through resource stability initiatives and community connections. Go here for more information: [Center for Campus & Community Connections](#) or contact connections@owens.edu

Owens Library: The Owens Library offers two locations (Toledo and Findlay) as well as online resources. For more information visit [Library](#).

*****Students can find more information on campus resources, student support, student life, and security at this [link](#).*****

General Information

Student Code of Conduct: All students are expected to follow Owens Community College's [Student Code of Conduct](#), which includes academic honesty, encompassing plagiarism. See the [Board Policy](#) for more information.

Anti-Discrimination and Harassment & Title IX/Sexual Misconduct: All students, faculty,

and staff are expected to follow Owens Community College's Anti-Discrimination and Harassment Policy and the College's Title IX Policy/Sexual Misconduct Procedures and Guidelines. The College strictly prohibits and will not tolerate harassment, discrimination, intimidation, or hostile/offensive working or learning environments.

Religious Accommodations: A student seeking an accommodation for an absence permitted under Ohio's Testing Your Faith Act must provide the instructor with a written email notice with the specific dates for an absence, and must do so not later than fourteen (14) days after the first day of instruction. Alternative accommodations are not retroactive, and no academic penalty will be imposed for an absence under the policy*. The request for an alternative accommodation will be kept confidential. Students with questions about a religious accommodation under Ohio's Testing your Faith Act may contact the College's Office of Academic Affairs: provost@owens.edu. The policy may be found on the Owens website: [3358:11-2-63 Accommodation for a Student Absence for the Observance of Religious Beliefs and Practices Policy](#)

Document Collection: Throughout the semester, your instructors may ask for a variety of assignments including tests and/or quizzes for student learning of institutional general education competencies or program assessment. Please save all your class materials until the end of the semester.

Classroom Admittance: OCC classes shall only be attended by the officially registered OCC students or perspective students, instructor of record, guest lecturer, or substitute. Visitors are not permitted to be in the classroom and should not be invited to attend or participate in the class. See [FERPA](#) regulations for more information.

Use of AI Tools: This course permits you to use artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, to get guidance on assignments, as long as you do so in an ethical and responsible manner. Essentially, you can think of these tools as ways to help you learn but not to entirely create work for assignments like discussion board posts, essays, presentation slides, and so on. AI is more like your tutor or TA, not a replacement for your independent thinking.

This means that you must:

- Not use AI tools to replace your own thinking or analysis or to avoid engaging with the course content.
- Cite or explain any AI tools you use. Provide the name of the AI tool, the date of access, the URL of the interface, and the specific prompt or query you used to generate the output.
- Be transparent and honest about how you used the AI tool and how it contributed to your assignment. Explain what you learned from the AI tool, how you verified its accuracy and reliability, how you integrated its output with your own work, and how you acknowledged its limitations and biases.

You are accountable for any mistakes or errors made by the AI tool. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies in the output after submission, notify the instructor immediately and correct them as soon as possible.

Using AI tools in an unethical or irresponsible manner, such as copying or paraphrasing the output without citation or transparency, using the output as your own work without verification or integration, or using the output to misrepresent your knowledge or skills, is considered a form of academic dishonesty and will result in a zero grade for the assignment and possible disciplinary action. If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor **before** submitting your work.

NOTE: Some instructors will also list specific acceptable and unacceptable uses or include a statement like “All written assignments, projects, and exams must be completed independently.”

Student Responsibilities & Instructor Expectations

Your responsibility is to complete the in class and out of class assignments as they are given and in the week they are assigned. All due dates will be clearly marked. If you are unable to attend class, or unable to complete an assignment for any reason, please contact me as soon as you can. There is often no way to go back and make up past work, but we can work together to ensure you are able to complete the work in the future.

Instructor Expectations:

In this class I will provide new information typically using the white board or videos. I will then demonstrate the new information myself, have students ask questions, have students demonstrate the new information, then we will have lab time to practice the skill we are covering that week. As students are practicing, I will be monitoring for accurate production, answering questions, and interacting with each of you on a rotating basis. I will post and update your at home assignments regularly to keep things clear and easy to follow. I will hold office hours several days a week and am always available by email if you should ever need to ask me anything.

Classroom Environment:

In this class you will be presented with a variety of new information as well as opportunities to practice the vocabulary and techniques you have learned. Your learning is in your hands. The more you engage with the materials and your fellow classmates, the more you will improve and retain what you have learned. There will also be opportunities for practicing outside the classroom to be sure you are getting adequate time to master the new skill.

How Grades are Determined and Major Assignments

Participation including receptive and expressive skills and cultural knowledge will be evaluated using written quizzes and tests, book/research reports, presenting ASL in stories, skits, dialogues and drills in front of class.

You will complete 2 Deaf chat assignments over the course of this semester. An event can be considered a qualifying Deaf chat if it meets the following criteria:

- There is an opportunity to interact with Deaf individuals without the use of interpreters.
- You spend at least 10 minutes signing with a Deaf person in ASL.

Evaluation Measure The grade points for the areas of work are as follows.	Student Learning Outcomes Assessed	Value
Participation weekly (5 per day)	1-3	145pts total
Homework (13)	1-2	10pts each /130pts total
Receptive check (10)	1-2	5pts each /50pts total
Midterm (expressive/receptive)	1-3	40pts
Final Presentation(expressive)	2-3	40pts
Final Exam (receptive)	2-3	40pts
Special Project	3	50pts
Deaf chat (2)	1-3	25pts each/50pts total
Total		495 points total

The final course grade is to be computed using the following weights.

Evaluation Measure	Value	Student Learning Outcome Assessed
Class Participation:	30 %	1-3
Deaf chat:	10%	1-3
Homework:	26%	1-2
Receptive check:	10%	1-2
Special project:	10%	3
Midterm:	8%	1-3
Final exam:	8%	2-3
Final presentation:	8%	2-3

Grading Procedure:

Grades will be calculated on the following scale.

90% and Above	A
80% to Less than 90%	B
70% to Less than 80%	C
60% to Less than 70%	D
Less Than 60%	F

Tentative Class Assignments:

	Date	Topic	Assignments
1	DATE	Introduction, syllabus, visual language Visual language	Post an ASL video SLO 2 & 3
2	DATE	Share, Implicit vs explicit language RC 1, lab	Review videos posted SLO 2
3	DATE	Share, Location descriptions RC 2, lab	Tell a children's story SLO 2
4	DATE	Share, Mental health signs RC 3, lab	Study buddy 30m SLO 1
5	DATE	Share, Poetry and art in ASL RC 4, lab	Post an ASL video SLO 2 & 3
6	DATE	Share, ASL idioms and slang RC 5, lab	Review videos posted SLO 2 & 3
7	DATE	Share, Directions RC 6, lab	Study buddy 30m SLO 1
8	DATE	Midterms Trigger warning vocab	Reading Reaction First Deaf chat due
9	DATE	Share, Technology, ASL-PSE-CASE-SEE how to sign match Lab	Special project SLO 3
10	DATE	Share, Complex sentences	Review videos posted SLO 2

		RC 7, lab	
11	DATE	Share, My family, my typical day RC 8	Study buddy 30m SLO 1
12	DATE	Share, Full language in context RC 9, lab	Post an ASL video SLO 2 & 3
13	DATE	Share, Watching for meaning RC 10, lab	Review videos posted SLO 2
14	DATE	Share, Signing for meaning Lab	Study buddy 30m SLO 1
15	DATE	Review Presentations	N/A
16	DATE	At home	Final exam – at home Final Deaf chat due

Disclaimer: The instructor reserves the right to amend this syllabus as deemed necessary and will communicate such amendment to the students in the course. Please note that while unlikely, there is a possibility courses might need to change the delivery method due to external issues like public health concerns, weather issues, etc. If this happens, the college will communicate any changes via email and/or other communication methods.