Course Syllabus

Department: Developmental Studies Department

Date: December 16, 2013

I. Course Prefix and Number: ASL 102

Course name: American Sign Language II

Credit and contact hours: 3 credit hours and 3 contact hours

Catalogue Description including pre- and co-requisites: The course is the second in a series of courses designed to develop the skills and knowledge needed to communicate in American Sign Language. This course continues to develop American Sign Language vocabulary and sentence construction as well as fingerspelling. In addition, students will continue to refine their knowledge of the D/deaf community and Deaf education. Other relevant topics will be addressed.
Pre-requisite: ASL 101 or requisite experience.

II. Course Outcomes and Objectives

Student Learning Outcomes are guided and informed by National ASL Standards: The 5 C’s Communication, Cultures, Connections, Comparisons, and Communities.

Student Learning Outcomes:

Students will demonstrate knowledge of American Sign Language vocabulary appropriate for this level.
Students will demonstrate fingerspelling competency appropriate for this level.
Students will demonstrate the use of basic grammatical skills in sentence construction.
Students will be able to sign and understand Basic ASL in context.
Students will demonstrate understanding and awareness of the D/deaf community and culture.
Students will demonstrate knowledge of the Deaf culture through reading and writing assignments.
Students will demonstrate knowledge of topics in deaf education.
Students will demonstrate knowledge of the Deaf culture through written researched assignments, formal evaluations, and class discussions.

Relationship to Academic Programs:
This course meets the General Education requirement in Foreign Language.
College Learning Outcomes Addressed by the Course:

☐ writing  ☐ ethics/values
☐ oral communications  ☐ citizenship
☐ reading  ☐ global concerns
☐ mathematics  ☐ information resources
☐ critical thinking
☐ computer literacy

III. Instructional Materials and Methods

Types of Course Materials:
Instructional resources for this course will include texts designed specifically for the teaching American Sign Language, a variety of college level books, periodicals, and instructor developed materials.

Methods of Instruction:
Methods of instruction may include lecture, independent and group work, guests, videos, computer and on line instruction through available College platforms such as Angel. Students will also have the opportunity to attend Deaf culture events.

IV. Assessment Measures:
Formal and informal measures will be used to assess Student Learning Outcomes. These measures will include formal unit tests to assess student's receptive “listening” skills including a written section to assess student's knowledge of Deaf culture, history and education. Assessment of student's expressive “speaking” skills will be evaluated with a formal rubric and a videotaped storytelling segment. Other assessments may be used to evaluate student learning outcomes. These measures will include journals, self-evaluation/reflection papers, research, and reports both written and signed. Critical thinking, computer literacy, and information resources will be assessed through a research paper.

V. General Outline of Topics Covered:

I. Culture: visual way of living; speaking in the presence of Deaf.

II. History: Deaf Profiles: Significant People in D/deaf History

III. Education: sign systems (PSE and MCE's); educational settings for deaf students (residential, mainstream, bilingual-bicultural programs.

IV. Grammar: affirmative and negative statements; commands; wh-questions; yes/no questions; rhetorical questions, questions after a negative statement; topicalization (topic/comment structure); contrastive structure; spatial agreement and spatial relations; signer's perspective; modified verbs; agreement
verbs; locations for non-present people; real world orientation; pronouns (plural and possessive); noun/verb pairs; non-manual signals NMS’s (cs, oo, mm, cha); conveying distances; conveying sizes; classifiers; role shifting.

V. Language: mini-dialogues; personal narratives; autobiographies; childhood stories; storytelling; story cohesion; narrative structure.

VI. Communication: ways of responding; maintaining a clear sightline; engaging the audience.

VII. Vocabulary: fingerspelling (lexicalized fingerspelling); cardinal numbers (0-100); ordinal numbers; age numbers; “rocking” numbers; extended family and relationships; commenting on family members; aging; sexual orientation; occasions; time concepts (days of the week, parts of the day); frequency; activities in and outside of the home; places; errands/chores; activities with others; commenting on activities; errands; stages of completion; levels of willingness (responses positive/negative); transition signs; signs for seeing, negating and talking.