Course Syllabus

Department: Developmental Studies Department

Date: December 16, 2013

I. Course Prefix and Number: ASL 201

Course name: American Sign Language III

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

Catalogue Description including pre-and co-requisites: American Sign Language III is an intermediate course that emphasizes and expands on grammar, syntax, spatial referencing, classifiers, and vocabulary development. Sentence constructions will be reviewed and communicative competencies in ASL beyond the basic level will be addressed. Fluency and accuracy of fingerspelling will be developed as well as the use of lexicalized signs.

Prerequisites: ASL 102 or requisite experience.

II. Course Outcomes and Objectives:

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

Student Learning Outcomes:

Student will:

Cultural Awareness
- Demonstrate knowledge of culturally significant issues in the Deaf community.
- Demonstrate the ability to interact with members of the Deaf community, through interaction with Deaf guests/lectures and attendance of Deaf community events.
- Demonstrate knowledge of the Deaf community by reading about the Deaf community and responding to written assignments.
- Demonstrate knowledge of Deaf/Hearing cultural differences and demonstrate Deaf cultural behaviors during class.
- Demonstrate knowledge of the Deaf culture through written researched assignments, formal evaluations, class discussions, and presentations.
- Adapt to different Sign Language variations: geographical, generational, registers, dialects, and accents.

Students will:

Grammatical Features
- Generate complex ASL structures with intermediate ASL vocabulary knowledge
- Execute a wide variety of grammatical principles, including classifiers and inflections
• Identify and express appropriate use of intermediate structures and nonmanual behaviors, in giving directions, discussing suggestions and requests, and attributing qualities to others

• Demonstrate appropriate use of intermediate ASL features used when describing physical characteristics and describing different kinds of objects

Students will:

**Vocabulary**
• Demonstrate intermediate level fingerspelling competency
• Identify and express appropriate use of intermediate ASL features related to: time, temporal aspects, clock, money numbers, fingerspelled words and fingerspelled loan signs. Also, vocabulary related to: complaining, making suggestions/requests, confirming and correcting, elaborating on information, agreeing/disagreeing, and resolving conflicts

Students will:

**Conversational Skills**
• Demonstrate ability to maintain intermediate level conversations
• Demonstrate ability to interact with native signers
• Identify and express culturally appropriate components in ASL conversations, such as: appropriate use of turn-taking rules, attention getting behaviors, greetings and leave takings

**Relationship to Academic Programs:**
This course meets the General Education requirement in Foreign Language for students.

**College Learning Outcomes Addressed by the Course:**

☐ writing  ☐ ethics/values
X oral communications  ☐ citizenship
X reading  ☐ global concerns
☐ mathematics  X information resources
X critical thinking
X 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, variety of college level books, periodicals, and instructor developed materials.
**Methods of Instruction:**
Methods of instruction may include lecture, independent and group work, one to one practices, guest lecturers, videos, written responses, computer and online instruction. In addition, all students will be required to attend and document two Deaf community events.

**IV. Assessment Measures:**
Formal and informal measures will be used to assess the Student Learning Outcomes. These measures will include journals, tests (multiple choice, short answer, and essay), observation of signing proficiency (use of a rubric) and self-evaluation/reflection papers, research, and reports both written and oral. Critical thinking, computer literacy, and information resources will be assessed through a research paper. Additional assessment measures may be included.

**IV. General Outline of Topics Covered:**

**Main topics**
- Locating things around the house
- Complaining, making suggestions, and requests
- Describing and identifying things
- Numbering through 120 and counting by hundreds
- Clock numbers
- Inflections for temporal aspect
- Spatial agreement
- Narrating about life events

**Grammar**
- Classifiers for telling locations and to show plurality
- Quantifiers
- Inflections for temporal aspects: uninflected, recurring, and continuous
- Spatial agreement/agreement verbs
- Transitioning between events
- Glossing ASL: more advanced notations

**Culture**
- Handshape and ABC stories
- Cheers and songs
- Poetry
- Stories
- Issues in the Deaf community
- Deaf/Hearing cultural differences
- Deaf cultural behaviors during
Vocabulary

- The home: what houses are made of; around the house; rooms in the house; features of rooms; home objects; opinions about places, rearrangements and renovations
- Quantifiers: all, entire, most many, some several/few and none
- Ailments: various illnesses and symptoms, expressing illness, empathizing, remedies
- Time signs: recurring and continuous
- Behaviors: children’s, spouse, roommates, neighbors, pets
- Life events and unexpected changes
- Ethnic make-up
- Points of a compass
- Continents and countries
- Institutions
- Why people move: economic, natural disasters, persecution, war, civil disorders, education