

**ASL 4 Course Outline as of Summer 2022****CATALOG INFORMATION**

Dept and Nbr: ASL 4

Title: INT AMER SIGN LANG PT 2

Full Title: Intermediate American Sign Language - Part 2

Last Reviewed: 1/25/2021

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	4.00	Lecture Scheduled	4.00	17.5	Lecture Scheduled	70.00
Minimum	4.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	4.00		Contact Total	70.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 140.00

Total Student Learning Hours: 210.00

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: ASL 2B

**Catalog Description:**

Intensive instruction in advanced intermediate American Sign Language using appropriate linguistic and cultural principles. Instruction will focus on several broad areas: exchanging personal information about life events; describing and identifying things; and talking about events and activities in the past, present and future.

**Prerequisites/Corequisites:**

Course Completion of ASL 3

**Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: Intensive instruction in advanced intermediate American Sign Language using appropriate linguistic and cultural principles. Instruction will focus on several broad areas: exchanging personal information about life events; describing and identifying things; and talking about events and activities in the past, present and future. (Grade or P/NP)

Prerequisites/Corequisites: Course Completion of ASL 3



Recommended:  
 Limits on Enrollment:  
 Transfer Credit: CSU;UC.  
 Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>		Effective:	Inactive:
	E	Humanities	Spring 1992	
<b>CSU GE:</b>	<b>Transfer Area</b>		Effective:	Inactive:
	C2	Humanities	Spring 1992	
<b>IGETC:</b>	<b>Transfer Area</b>		Effective:	Inactive:
	6A	Language Other Than English	Fall 1996	
<b>CSU Transfer:</b>	Transferable	Effective:	Spring 1992	Inactive:
<b>UC Transfer:</b>	Transferable	Effective:	Spring 1992	Inactive:

### **CID:**

### **Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Engage in sustained conversations and presentations in ASL, using statements, questions, descriptions, narrative elements, and referents, while modeling behaviors and cultural norms that are considered appropriate among ASL signers.
2. Expand repertoire of vocabulary as used for everyday or specialized topics and activities, including recognition and integration of sociolinguistic variation.
3. Expand use of sophisticated grammatical and compositional structures through the study of ASL literature and discourse, including storytelling conventions, types of discussion and engaging with audiences.
4. Discuss historical and contemporary perspectives on ASL and Deaf culture, including sociolinguistic and intersectional variations in the Deaf experience.

### **Objectives:**

At the conclusion of this course, the student should be able to:

1. Demonstrate understanding of signing and fingerspelling with accuracy.
2. Compose comprehensible sentences and passages with communicative purposes, displaying accuracy in ASL parameter and grammatical usage.
3. Generate questions, requests, narratives, and informational presentations using advanced grammatical structures involving subjects and predicates.
4. Respond to signers and audiences, using common ASL vocabulary, metalinguistic feedback, and clarifications related to everyday and specialized topics.
5. Use greetings, interactions, conversational, discussion and presentation techniques in a culturally appropriate manner.
6. Correctly interpret or evaluate content from authentic ASL texts.
7. Use advanced grammatical structures involving subjects and predicates.



8. Use fingerspelling to express names, lexicalized signs and loan words.
9. Develop, organize, and sign narratives and presentations.
10. Describe social, cultural, historical, political, sociolinguistic, and intersectional aspects of Deaf and signing communities in the USA.

## **Topics and Scope:**

### **I. Course Orientation**

- A. Accessing and using course materials
  1. classroom
  2. campus
  3. community and online resources
- B. Production of ASL texts (videos)
- C. Review of ASL conventions
  1. eye contact
  2. voices off
  3. attention-getting
  4. turn-taking
- D. Review of commands and requests

### **II. Vocabulary Development**

- A. People
  1. identity
  2. social roles
  3. cultural roles
  4. political roles
  5. occupations
- B. Places
  1. housing and building features and details
  2. cities
  3. states
  4. nations
  5. regions
  6. geography
- C. Descriptions to enhance adjectives and adverbs
  1. use of synonyms
  2. derivatives
  3. classifiers
- D. Numbers
  1. money
  2. years
  3. timeline concepts
- E. Activities
  1. leisure
  2. sports
  3. hobbies
  4. travel
- F. Interactions
  1. sharing news
  2. making plans
  3. asking for permission
  4. making suggestions
- G. Affirmations and negations



1. corrections
2. confirmations
3. elaborations
4. concerns
5. complaints
6. criticism
7. declinations

#### H. Miscellaneous

1. accidents
2. economics
3. health
4. procedures
5. natural disasters
6. holidays
7. popular culture
8. current trends
9. technology

### III. Grammatical development

#### A. Role shifting techniques

1. initiator's view
2. receiver's view

#### B. Classifiers

1. descriptive
2. locative
3. instrumental
4. semantic
5. entity
6. body part
7. body part shape and size specifier
8. elemental
9. plural

#### C. Non-manual markers

1. facial expressions
2. body shifting
3. mouth morphemes

#### D. Conditional clauses (when clauses)

#### E. Relative clauses (using "that" and pronouns)

#### F. Sequences

1. role shifting variations
2. rhetorical questions
3. information sharing
4. analyses

### IV. Composition

#### A. Narratives

1. autobiographical
2. creative

#### B. Problem-based scenarios

1. conflicts
2. resolutions

#### C. Presentations (informative)

#### D. Handshape storytelling (ABC)

#### E. Introductory techniques



- 1. background information
- 2. topic statements
- 3. audience engagement
- F. Explanations
  - 1. descriptions
  - 2. steps
  - 3. clarifications
- G. Persuasion (rhetorical appeals)
- V. Cultural skills
  - A. Communicating with others
    - 1. backchanneling
    - 2. clarification
    - 3. asking for new signs
  - B. Etiquette and behavioral norms
    - 1. signing environments
    - 2. attention-getting
    - 3. interruptions
    - 4. pointing in public
    - 5. social conventions
  - C. Traditions and heritage
    - 1. folklore
    - 2. storytelling
    - 3. poetry
    - 4. visual vernacular
    - 5. humor
    - 6. history
    - 7. notable events
    - 8. places
    - 9. persons
    - 10. current issues and trends
    - 11. cultural activities
    - 12. sociolinguistic and intersectional topics

### **Assignment:**

- 1. Readings on sign language grammar, techniques, and cultural topics from textbook, print, or digital materials (average 10-15 pages per week)
- 2. Video viewings from DVD or online collections (1-3 hours per week)
- 3. Memorization of sign vocabulary and grammatical modifications (average 20-50 signs per week)
- 4. Receptive practice exercises (2-5 per week)
- 5. Expressive practice exercises, such as solo monologues, paired or group dialogues; presentations; role-playing; group facilitation (2-5 per week)
- 6. Expressive video or live performance projects (3-6 projects per semester)
- 7. Written or signed responses (2-4 per semester)
- 8. Quizzes, tests, final exam

### **Methods of Evaluation/Basis of Grade:**



**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written or signed responses, exercises

Writing  
10 - 20%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving  
0 - 0%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Expressive practice exercises, receptive exercises, expressive projects

Skill Demonstrations  
40 - 50%

**Exams:** All forms of formal testing, other than skill performance exams.

Quizzes, tests, final exam

Exams  
20 - 30%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Expressive video or live performance projects

Other Category  
10 - 30%

### **Representative Textbooks and Materials:**

TRUE+WAY American Sign Language (online content). 2020

Deaf Lit Extravaganza (print). Clark, J.L., Ed. Handtype Press. 2013 (classic)

Audism Unveiled (DVD). Bahan, B., Bauman, H-D. and Montenegro, F. DawnSignPress. 2008 (classic)

Signing Naturally: Level 3, Units 18-25 (print and DVD or online content). Mikos, Ken and Smith, Cheri and Lentz, Ella. DawnSignPress. 2001 (classic)

Movers and Shakers: Deaf People Who Changed the World (print). Carroll, Cathryn and Mathers, Susan. DawnSignPress. 1997 (classic)

Instructor-prepared materials.