

ASL 3 Course Outline as of Fall 2007**CATALOG INFORMATION**

Dept and Nbr: ASL 3 Title: INT AMER SIGN LANG PT I
 Full Title: Intermediate American Sign Language - Part I
 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	17.5	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 2A

Catalog Description:

Intensive instruction in intermediate American Sign Language using appropriate linguistic and cultural principles. Instruction will focus on several broad areas: locating household objects, complaining and making suggestions and requests, and exchanging personal information about life events.

Prerequisites/Corequisites:

Course Completion of ASL 2 (or ASL 1B or ASL 51B or SE 214B)

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

Description: Intensive instruction in intermediate American Sign Language using appropriate linguistic and cultural principles. (Grade or P/NP)

Prerequisites/Corequisites: Course Completion of ASL 2 (or ASL 1B or ASL 51B or SE 214B)

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;UC.

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

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area		Effective:	Inactive:
	E	Humanities	Fall 1991	
CSU GE:	Transfer Area		Effective:	Inactive:
	C2	Humanities	Fall 1991	
IGETC:	Transfer Area		Effective:	Inactive:
	6A	Language Other Than English	Fall 1996	
CSU Transfer:	Transferable	Effective:	Fall 1996	Inactive:
UC Transfer:	Transferable	Effective:	Fall 1996	Inactive:

CID:

Certificate/Major Applicable:

Major Applicable Course

COURSE CONTENT

Outcomes and Objectives:

Upon completion of the course, students will be able to:

1. Participate in dialogues that require the synthesis of receptive and expressive ASL skills and involve such activities as describing the interior of a person's house; complaining, making suggestions and requests; and exchanging information about immediate and extended family history and life events.
2. Create a grammatically correct description in ASL of a house, all of its contents and various spatial relationships using locative classifiers.
3. Describe a picture of an actual problem situation involving health or living circumstances, synthesizing the information into a description in ASL of the situation and producing a grammatically correct request in ASL for assistance in resolving the situation.
4. Analyze a description in ASL of a problem situation, and generate in grammatically correct ASL possible solutions to the problem situation.
5. Synthesize a set of events in a life history of a deaf or hearing American, into a concise and grammatically correct narration in ASL of the life history.
6. Analyze and produce a grammatically correct description of the nationalities and ancestries of several persons and, using events in their family histories and ASL sequencing techniques, create a basic narrative in ASL.
7. Outline the major points of several topics about Deaf culture, including: Examples of ASL literature, folklore and poetry; cross-cultural communication strategies between Deaf and hearing people; Martha's Vineyard, the first known natural signing community in America; and biographies of several important Deaf Americans.

Topics and Scope:

- I. Locating Things Around the House Using ASL
 - A. Describing a house in terms of rooms, colors, exterior materials and trim
 - B. Describing the contents of living room, bedroom, kitchen, or bathroom
 - C. Discussing and comparing different homes and their contents
 - D. Describing rearrangement of items in a house
 - E. Using locative classifiers
 - F. Phrase and vocabulary review
 - G. Grammatical concepts
 - 1. Topic-comment structure
 - 2. Non-dominant hand as reference
 - 3. Types of locative classifiers
 - 4. Ordinal numbers
 - H. Deaf culture topics
 - 1. Examples of ASL Literature: Handshape stories
 - 2. Examples of ASL Folklore: Cheers and songs in sign language
- II. Describing Illness and Problem Situations Around the Home Using ASL
 - A. Signs for common physical ailments
 - B. Events on a one-time, continuous, or recurring basis
 - C. Problems and annoyances among pets, family members and neighbors
 - D. Phrase and vocabulary review
 - E. Grammatical concepts
 - 1. Adverbs for recurring and continuous events
 - 2. Recurring and continuous temporal aspect
 - 3. Inflecting verbs
 - F. Deaf culture topic: Some examples of ASL Poetry
- III. Making Requests, Suggestions and Offers of Assistance in ASL
 - A. Expressing concern and offering suggestions or advice
 - B. Using context to deduce the meaning of a fingerspelled word
 - C. Phrase and vocabulary review
 - D. Grammatical concepts
 - 1. Role shifting
 - 2. Conditional sentences
 - 3. Clock numbers
 - E. Deaf culture topic: cross cultural communication strategies between Deaf and hearing people
- IV. Exchanging Personal Information in ASL About Life Events in One's Immediate Family
 - A. Narrating events in a life history using ages as referents
 - B. Sequencing techniques in narrating a life history
 - C. Applying generalized time to a narrate life history
 - D. Describing unexpected changes in a life history
 - E. Phrase and vocabulary review
 - F. Grammatical concepts
 - 1. When clauses
 - 2. Phrasing for sequencing events
 - 3. Contrastive structure
 - G. Deaf culture topic: A brief history of Martha's Vineyard, the

first known natural signing community in America

- V. Describing and Narrating Life Events in a History of One's Ancestors
 - A. Signs of various countries around the world
 - B. Describing ancestry and family backgrounds in terms of nationalities
 - C. Giving a narrative of an extended family or ancestral history
 - D. Phrase and vocabulary review
 - E. Grammatical concepts
 - 1. Possessive forms
 - 2. Descriptive and locative classifiers
 - 3. Dates and addresses
 - F. Deaf culture topic: Biographies of several important Deaf Americans

Assignment:

- 1. Reading 15-20 pages per week of informational materials about Deaf culture.
- 2. Writing three to four 2-3-page compositions about Deaf culture topics.
- 3. Problem-solving assignments
 - a. Completing practice exercises from the workbook, video and teacher-prepared materials.
 - b. Group practice activities, games and other activities.
 - c. Reviewing lessons from the workbook and video and teacher-prepared materials.
 - d. Practicing conversational dialogues in ASL (as individuals and pairs).
- 4. Skill demonstrations
 - a. Performing conversational dialogues in ASL.
 - b. Three-four presentations in ASL about deaf culture topics.
 - c. Viewing and interpreting short passages in ASL.
 - d. Performing short stories and narratives in ASL.
- 5. Weekly or bi-weekly quizzes, chapter exams and final.

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.

Compositions; reports

Writing
10 - 20%

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

See Problem Solving Assignments

Problem solving
20 - 40%

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

See Skill demonstration assignments

Skill Demonstrations
20 - 35%

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

Multiple choice, True/false, Matching items, Completion

Exams
10 - 35%

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

None

Other Category
0 - 0%

Representative Textbooks and Materials:

SIGNING NATURALLY, STUDENT VIDEOTEXT AND WORKBOOK, by Lentz, Mikos and Smith, DawnSign Press, 1989 (Level two, lessons 13-15 and review).

Instructor prepared materials.