

**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:**

<b>AS Degree:</b>	<b>Area</b>		Effective:	Inactive:
	E	Humanities	Fall 1991	
<b>CSU GE:</b>	<b>Transfer Area</b>		Effective:	Inactive:
	C2	Humanities	Fall 1991	
<b>IGETC:</b>	<b>Transfer Area</b>		Effective:	Inactive:
	6A	Language Other Than English	Fall 1996	
<b>CSU Transfer:</b>	Transferable	Effective:	Fall 1996	Inactive:
<b>UC Transfer:</b>	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
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Writing 10 - 20%
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**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

See Problem Solving Assignments
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Problem solving 20 - 40%
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**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

See Skill demonstration assignments	Skill Demonstrations 20 - 35%
<b>Exams:</b> All forms of formal testing, other than skill performance exams.	
Multiple choice, True/false, Matching items, Completion	Exams 10 - 35%
<b>Other:</b> 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.