

ASL 2 Course Outline as of Fall 2007**CATALOG INFORMATION**

Dept and Nbr: ASL 2

Title: ELEM AMER SIGN LAN PT II

Full Title: Elementary American Sign Language Part II

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 1B

Catalog Description:

Continuation of instruction in elementary American Sign Language using appropriate linguistic and cultural principles. Instruction will focus on several broad areas: giving directions; describing physical features and clothing; making requests; describing family relationships and occupations; attributing qualities to people; and describing daily routines.

Prerequisites/Corequisites:

Course Completion of ASL 1 (or ASL 1A or ASL 51A or SE 214A)

Recommended Preparation:

Eligibility for ENGL 1A or equivalent

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

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

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

Recommended: Eligibility for ENGL 1A or equivalent

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:
	3B	Humanities	Spring 2007	
	6A	Language Other Than English		
	6A	Language Other Than English	Fall 1996	Spring 2007
CSU Transfer:	Transferable	Effective:	Fall 1991	Inactive:
UC Transfer:	Transferable	Effective:	Fall 1991	Inactive:

CID:

Certificate/Major Applicable:

Major Applicable Course

COURSE CONTENT

Outcomes and Objectives:

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

1. Synthesize receptive and expressive American Sign Language (ASL) skills and participate in a variety of grammatically correct dialogues in ASL involving such topics as giving directions, making requests, talking about family members and their occupations, discussing personal qualities, and describing daily, weekly and monthly routines.
2. Analyze a variety of spatial and geographic relationships involving sites and locations in the students' environment and produce a set of grammatically correct directions in ASL to various sites and locations in this environment.
3. Given a picture of a person or an actual person, analyze the predominant features of the person and produce a brief concise identifying description in ASL of the person or, given such a description, analyze the description and identify the person that it refers to.
4. Create grammatically correct versions in ASL of a variety of requests or offers to help solve problem situations in the home or in other settings such as a hospital and analyze and describe the degree of completion of the problem solution.
5. Given a set of details in ASL about an extended family, analyze and synthesize information about members of the family, their family relationships, degrees of closeness, and occupations and create a clear concise grammatically correct description in ASL of the family which includes each of these aspects and elements.
6. Analyze the personal qualities and attributes of various individuals

and produce a grammatically correct description in ASL of these individuals in terms of their qualities or, given a description of a specific quality, affirm or refute whether or not an individual exhibits this quality.

7. Given a daily, weekly or monthly calendar of a person's activities or routines, analyze and produce a grammatically correct description in ASL of the person's activities and the time-line of the routines.
8. Examine the narrative elements and structures of several more advanced elementary short stories in ASL and reconstruct an accurate and grammatically correct version of the story that contains the essential narrative elements and structures of the stories.
9. Apply appropriate Deaf culture rules of social interaction to more advanced elementary communication situations within the Deaf community or between Deaf and hearing people.
10. Outline the major points of several topics about Deaf culture, including: common FAQ about ASL and Deaf culture; the role of information-sharing in the high context world of Deaf culture; the role of the residential school in shaping Deaf identity and culture; the Deaf President Now movement and its impact on Deaf culture; a time-line of deaf cultural history; and more advanced Deaf culture rules of social interaction.

Topics and Scope:

- I. Giving Directions in ASL
 - A. Generating descriptions of various campus locations
 - B. Describing near, middle and far locations through the use of facial expressions
 - C. Expressing wants and needs and asking where
 - D. Giving directions in a multi-storied building
 - E. Expressing uncertainty
 - F. Phrase and vocabulary review
 - G. Grammatical Concepts
 1. Ordinal numbers
 2. Topic/comment structure
 3. Spatial referencing
 - H. Deaf culture topic: some FAQ about American Sign Language and Deaf culture
- II. Describing Others in ASL
 - A. Giving descriptions and identifying people
 - B. Using contrastive structure to describe physical characteristics
 - C. Naming and describing common articles of clothing
 - D. Identifying a specific person and asking for or giving information
 - E. Using facial expressions and non-manual markers
 - F. Phrase and vocabulary review
 - G. Grammatical concepts
 1. "Who" questions
 2. Descriptive classifiers for body parts and clothing
 - H. Deaf culture topic: Deaf people as a high context culture and the role of information-sharing in maintaining this culture
- III. Making Requests in ASL

- A. Making commands involving objects and furniture in the classroom
 - B. Giving third-party commands
 - C. Working with numbers from 51-100
 - D. Identifying household problems and offering or requesting solutions
 - E. Describing simple shapes, objects, and colors
 - F. Asking how much of a task has been completed
 - G. Phrase and vocabulary review
 - H. Grammatical concepts
 - 1. Spatial verbs
 - 2. Inflecting verbs
 - 3. Money numbers
- IV. Talking About Family and Occupations in ASL
- A. Asking about the age of a person during various significant events.
 - B. Using age rankings to give information about family members
 - C. Describing a variety of occupations
 - D. Explaining whether or not one gets along with family members
 - E. Phrase and vocabulary review
 - F. Grammatical concepts
 - 1. "How-old" and "How-long" questions
 - 2. Listing principle for ranking family members
 - 3. Age numbers
 - G. Deaf culture topic: The role of the residential school in shaping Deaf identity and culture
- V. Attributing Qualities to Others in ASL
- A. Describing personal qualities of friends and family members
 - B. Using contrastive structures to compare qualities of two people
 - C. Confirming or refuting an attribution of a personal quality
 - D. Phrase and vocabulary review
 - E. Grammatical concepts
 - 1. One-character role shifting
 - 2. Contrasting opinions
 - F. Deaf culture topic: A history of the Deaf President Now movement and its impact on Deaf culture
- VI. Talking About Routines in ASL
- A. Describing morning and evening routines
 - B. Clarifying the frequency over time of activities
 - D. Describing sequences of routine tasks
 - D. Making plans for activities together and identifying the best time
 - E. Phrase and vocabulary review
 - F. Grammatical concepts
 - 1. Temporal sequencing
 - 2. Non-specific frequency descriptions
 - 3. Specific frequency descriptions
 - G. A time-line of the evolution of Deaf culture in America
- VII. Deaf Culture topic: Advanced Beginner Elements of Deaf story-telling
- A. Candy Bar
 - B. One Fine Day
 - C. Ten Commandments

VIII. Deaf Culture Topic: Rules of Social Interaction (Advanced Beginner)

- A. Interrupting Conversations
- B. Maintaining Continuity in Conversations
- C. Checking for Comprehension and giving feedback
- D. Telling Stories
- E. Cumulative phrase and vocabulary review

Assignment:

Assignments:

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. two-three 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

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
10 - 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
20 - 55%

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 one, Lessons 7-12 and review).

HANDBOOK FOR ASL 1A AND 1B (Departmental Reader)

FOR HEARING PEOPLE ONLY, Moore and Levitan, MSN Publications, 2005.