

ASL 4 Course Outline as of Fall 2007**CATALOG INFORMATION**

Dept and Nbr: ASL 4

Title: INT AMER SIGN LANG PT II

Full Title: Intermediate 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	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 2B

Catalog Description:

Intensive instruction in advanced intermediate American Sign Language using appropriate linguistic 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 (or ASL 2A or ASL 52A or SE 214C)

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

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

Prerequisites/Corequisites: Course Completion of ASL 3 (or ASL 2A or ASL 52A or SE 214C)

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	Spring 1992	
CSU GE:	Transfer Area		Effective:	Inactive:
	C2	Humanities	Spring 1992	
IGETC:	Transfer Area		Effective:	Inactive:
	6A	Language Other Than English	Fall 1996	
CSU Transfer:	Transferable	Effective:	Spring 1992	Inactive:
UC Transfer:	Transferable	Effective:	Spring 1992	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 ASL skills and participate in a variety of grammatically correct advanced intermediate dialogues in ASL involving such activities as exchanging personal information; describing immediate and extended family histories and life events; and talking about the weekend.
2. Given a set of events in a family history, synthesize the events and various ASL sequencing techniques into a concise grammatically correct advanced intermediate narrative in ASL of the events in the life history.
3. Analyze and produce a description of the nationalities and ancestries of several persons and, using events in their family histories and ASL sequencing techniques, create a grammatically correct advanced intermediate extended narrative in ASL of the family history.
4. Synthesize a grammatically correct description of various abstract and real physical objects using a selection of ASL classifier signs.
5. Organize information in ASL about weekend activities into a grammatically correct description of past events or a plan for future events in ASL.
6. Generate solutions in ASL to a variety of signed problems involving numbers from 100-1,000.
7. Outline the major points of several topics about Deaf culture, including: More biographies of important Deaf Americans; the World Federation of the Deaf; an example of a legend: the Deaf spies of the civil war; theater works with a Deaf-hearing cross cultural focus or about Deaf people and deaf culture; and Natural and artificial sign systems used for educating and communicating with

Deaf people.

Topics and Scope:

- I. Exchanging Personal Information in ASL About Life Events (Advanced)
 - 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 narrated life history
 - D. Dealing with unexpected changes in narrating a life history
 - E. Phrase and vocabulary review
 - F. Grammatical concepts
 1. When clauses (advanced)
 2. Phrasing for sequencing events (advanced)
 3. Contrastive structure (advanced)
 - G. Deaf culture topic: More biographies of important Deaf Americans
- II. Describing and Narrating Life Events in a History of One's Ancestors (Advanced)
 - A. Signs for 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 (advanced)
 2. Descriptive and locative classifiers (advanced)
 3. Dates and addresses (advanced)
 - F. Deaf culture topic: the World Federation of the Deaf
- III. Describing and Identifying Things in ASL
 - A. Describing abstract objects in terms of size, viewer's perspectives and specific designs and features of the object
 - B. Describing actual objects, both symmetrical and asymmetrical in terms of size, viewer's perspective and specific features of the object
 - C. Describing variations in shapes of various objects and patterns
 - D. Phrase and vocabulary review
 - E. Grammatical concepts
 1. Descriptive classifiers for shapes, patterns and textures
 2. Instrument classifiers
 3. non-manual markers: "oo", "cha", "mm"
 - F. Deaf culture topic: an example of a legend: the Deaf spies of the civil war
- IV. Using ASL Description and Sequencing to Describe a Process
 - A. Describing a sequence of events in carrying out a food recipe
 - B. Sequencing other processes and procedures
 - C. Phrase and vocabulary review
 - D. Grammatical concepts
 1. non-dominant hand as reference
 2. Measurement descriptives
 - E. Deaf culture topic: Theater works with a deaf-hearing cross cultural focus
- V. Talking About Past Weekend Events in ASL

- A. Seasons of the year and typical activities
 - B. Expressing opinions about activities
 - C. Dialogue about a person's weekend events
 - D. Describing disruption of plans
 - E. Phrase and vocabulary review
 - F. Grammatical concepts
 - 1. Temporal sequencing of past events
 - 2. Time signs with durative aspect-past
 - 3. Element classifiers
 - G. Deaf culture topic: Theater works about Deaf people and Deaf culture
- VI. Using ASL to Make Plans for Future Events
- A. Discussing suitability of a vacation or tourist location
 - B. Planning a special weekend event
 - C. Numbers from 120 - 1,000
 - D. Phrase and vocabulary review
 - E. Grammatical concepts
 - 1. Temporal sequencing of future events
 - 2. Time signs with durative aspect-future
 - 3. Confirming questions
 - F. Deaf culture topic: natural and artificial sign systems used for educating and communicating with Deaf people

Assignment:

- 1. Reading 15-20 pages per week of informal 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.
- 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, LEVEL TWO by Lentz, Mikos and Smith. DawnSign Press, 1989. (Level two, Lessons 15-17 and review)
Instructor prepared materials.