

CATALOG INFORMATION

Dept and Nbr: ASL 132 Title: COMPAR LING ASL/ENGL
Full Title: Comparative Linguistics ASL/English
Last Reviewed: 4/24/2006

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

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:

Catalog Description:
Provides a broad introduction to and comparison of the linguistic structures of American Sign Language and English. Topics include phonetics, phonemics, morphology, and the major syntactic structure of ASL and English.

Prerequisites/Corequisites:
Course Completion of ASL 4 (or ASL 2B or ASL 52B or SE 214D)

Recommended Preparation:
Eligibility for English 1A or equivalent

Limits on Enrollment:

Schedule of Classes Information:
Description: Provides a broad introduction to, and comparison of, the linguistic structures of American Sign Language and English. (Grade or P/NP)
Prerequisites/Corequisites: Course Completion of ASL 4 (or ASL 2B or ASL 52B or SE 214D)
Recommended: Eligibility for English 1A or equivalent
Limits on Enrollment:
Transfer Credit:

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

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:		Effective:	Inactive:
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Outcomes and Objectives:

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

1. Identify and describe how meaningless parts in ASL and English are assembled to create meaningful signs or words.
2. Articulate the structural differences between sign-supported speech and a full, natural sign language.
3. Compare and contrast the basic concepts involved in the language acquisition process of both deaf and hearing children.
4. Articulate basic concepts involved in language variation in both spoken and signed languages.
5. Identify and describe the main current language issues in the education of deaf children.
6. Analyze and describe some of the linguistic elements of different sign languages and artificial English-based sign systems.

Topics and Scope:

- I. Introduction of language study
 - A. Characteristics of full, human languages
 - B. Features of "manually coded English" sign systems
 - C. Universals of world languages
 - D. History of American Sign Language
- II. Introduction to Comparative linguistics
 - A. The basic phonological, and morphological structure of ASL and English.
 - B. Deconstruction of basic elements such as palm orientation, movement, and location
- III. Introduction to complex morphological and syntactical structures
 - A. Compound formation processes - ASL and English
 - B. Sentential analysis - ASL and English
 - C. Phrasal analysis - ASL and English
- IV. Language Acquisition - a comparative view
 - A. Normal stages of language acquisition in children
 - B. Analysis of video clips - deaf children with deaf parents

- C. Analysis of video clips - deaf children with hearing parents
- D. The causes and impact of insufficient exposure to language
- E. Language acquisition issues in Deaf Education
- V. Language Variation - a comparative view
 - A. Normal stages of language acquisition in children
 - B. Effects of deaf and hearing parents on children
 - C. Introduction and discussion of the relationship between language ideologies and language variation
 - D. Language acquisition issues in Deaf Education
- VI. Language Policies - a comparative view
 - A. Status of ASL relative to English in the United States
 - B. Status of other national sign languages relative to the national spoken languages
 - C. Policies regarding sign languages around the world
 - D. The endangerment of sign languages on a global level

Assignment:

1. Reading academic texts and articles (averaging 20 pages per week)
2. Comparing grammar structures of signed and spoken language
3. Analyzing and discussing video clips and texts of signed and spoken languages
4. In-class discussions of the various topics in the course
5. Problem solving through group work with various grammatical exercises
6. Individual presentations on various topics related to the course
7. Homework assignments to be handed in or presented orally in class
8. Research projects involving exploration of critical aspects of the course
9. Written exercises such as essays and short papers dealing with languages issues
10. Games and language puzzles involving ASL and English

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 homework, Reading reports, Research projects.
Essays and short papers.

Writing
20 - 30%

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

Homework problems, Discussions, group activities, projects

Problem solving
20 - 40%

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

Oral presentations, videotape analysis

Skill Demonstrations
20 - 35%

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

Written exams and quizzes, oral exams	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:

A Concise Introduction To Linguistics. (2nd) Bruce M. Rowe and Diane P Levine Allyn & Bacon 2008

Linguistics Of American Sign Language: An Introduction. (4th) Clayton Valli, Ceil Lucas, Kristin J. Mulrooney Gallaudet University Press: 2005.

Unlocking the Curriculum: Principles for Achieving Access In Deaf Education. Johnson, R.E., S. Liddell, and C. Ertin. . Gallaudet Research Institute Working Paper 89-3. Washington, D.C. Gallaudet University: 1989 (Classic)