

ASL 3 Course Outline as of Spring 2011**CATALOG INFORMATION**

Dept and Nbr: ASL 3 Title: INT AMER SIGN LANG PT 1
 Full Title: Intermediate American Sign Language - Part 1
 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, and at intermediate levels appropriate to the course, students will be able to:

1. Participate in dialogues that require the synthesis of receptive and expressive ASL skills.
2. Create a grammatically correct description in ASL of a house, all of its contents and various spatial relationships using locative classifiers.
3. Use ASL to analyze a description of or directly describe a problem situation and produce appropriate and grammatically correct responses, including requests for assistance and possible solutions.
4. Create a narrative about the life history of a deaf or hearing individual using ASL sequencing techniques and correct grammar and including elements such as nationality, ancestry, family relationships, and specific events.
5. Use ASL to converse with others about topics such as family history.
5. Outline the major points of increasingly complex topics about Deaf culture.

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.