

**ASL 3 Course Outline as of Fall 2015****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:**

The course builds on the foundation of skills and knowledge learned in both American Sign Language 1 and 2 (ASL 1 and 2) and increases and expands comprehension, production, and conversational strategies as covered in ASL 1 and 2. Students will learn more complex grammatical features through narratives and dialogues and they will increase their knowledge of both linguistic and cultural content.

**Prerequisites/Corequisites:**

Course Completion of ASL 2

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

Description: The course builds on the foundation of skills and knowledge learned in both American Sign Language 1 and 2 (ASL 1 and 2) and increases and expands comprehension, production, and conversational strategies as covered in ASL 1 and 2. Students will learn more complex grammatical features through narratives and dialogues and they will increase their

knowledge of both linguistic and cultural content. (Grade or P/NP)

Prerequisites/Corequisites: Course Completion of ASL 2

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**

**Student Learning Outcomes:**

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

1. 1 Demonstrate their knowledge of ASL as it is used in other academic disciplines.
2. Gain a better understanding of Deaf communities through comparisons of ASL and Deaf culture and their own languages and cultures.
3. Demonstrate understanding of the benefits of learning ASL and becoming bilingual.
4. Demonstrate their ability to comprehend and express an idea in ASL in face-to-face interaction as well as through digital technologies.

**Objectives:**

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

1. Demonstrate increased proficiency in expressive and receptive skills through participation in extended dialogues on everyday topics
2. Demonstrate culturally appropriate behavior in the Deaf community and discuss Deaf cultural topics, both nationally and globally.
3. Comprehend and articulate a range of spatial and geographic relationships in ASL with regards to residences and other locations and/or situations using classifiers.
4. Describe a problem or health situation and produce appropriate and grammatically correct responses, including requests for assistance and possible solutions.
5. Narrate the life history of a deaf or hearing individual using ASL sequencing techniques and correct grammar, including elements such as nationality, family ancestry, and specific events.
6. Understand the role of movement in ASL to express time and time-related themes.

**Topics and Scope:**

1. Describing and identifying a house in terms of rooms, size, furniture locations, colors, exterior materials and the contents of various rooms using locative classifiers.
2. Using the personal residences of the students to compare different residences and their contents
3. Identifying problematic situations or health issues and asking for assistance or finding a resolution
4. Using dialogues on everyday topics to practice using grammatical structures such as topic-comment, ordinal and cardinal numbers and nondominant hand markers (five classifiers - locative, descriptive, instrumental, semantic and element classifiers).
5. Identifying the components of ASL literature and folklore (i.e. handshapes, movement, and visual rhyme) to enhance understanding of Deaf culture.
6. Conversing about common physical ailments, remedies, how to express empathy and culturally appropriate responses in difficult situations
7. Identifying the role of movement in ASL to express time related signs (recurring vs. continuous) and adverbial clauses.
8. Discussing problems and annoyances with pets, family members, roommates, classmates, co-workers, and neighbors.
9. Identifying the differences between inflecting verbs/uninflected verbs through dialogues on various everyday topics.
10. Using context to deduce the meaning of a fingerspelled word.
11. Practicing grammatical concepts such as role shifting, conditional sentences, and sequence events when discussing everyday topics.
12. Presenting parents' and/or grandparents' biographies and discussing reasons for migration (economics, religions, war, and career/education).
13. Understanding Deaf culture through discussing a brief history of Martha's Vineyard, the first known natural signing community in America.
14. Identifying global Deaf issues and learning signs for other countries.
15. Describing biographies of several historically important Deaf people through group presentations.
16. Talking about every day topics such as past weekend events, seasons of the year and corresponding activities, opinions about those activities and describing disruptions to ones plans in ASL.
17. Presentation skills using video/digital technology for tests, narrations, and quizzes.

### **Assignment:**

1. Lessons from the textbook (average 6-10 pages per week).
2. 1-2 page compositions about Deaf cultural topics (3-4 per semester).
3. Three-four video/digital (signed) responses to ASL/Deaf community-related articles or videos.
4. Performance of ABC stories and numeral stories (handshapes), short stories (classifiers), poems (movement and rhythm) and narratives (event sequencing) in ASL.
5. Group practice activities, games, and interactive dialogues.
6. Completion of practice exercises in the workbook and of teacher-prepared material.
7. Review of lessons from the workbook, videos and other teacher-prepared material.
8. Practice conversational dialogues in ASL using sequence events, adverbial clauses, and other grammatical features.
9. Weekly quizzes, chapter exams, and final.

10. Viewing and interpreting expressive signing in short, ASL passages.
11. Computer-based exercises through DVD and computer resources (i.e. links illustrating ASL vocabulary, Deaf vlogs, and links related to Deaf culture, history and current events).

### 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 - 15%

**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 - 20%

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

See Skill demonstration assignments and videos assignments

Skill Demonstrations  
25 - 40%

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

Multiple choice, True/false, Matching items, Completion

Exams  
25 - 40%

**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 Smith, Dawn Sign Press, 1992 (Level two, lessons 13-15 and review) (classic)

Instructor prepared materials. (Note: new book will come out August 2014)