# ASL 3 Course Outline as of Summer 2022

## 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 | 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 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:

| 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 | | |

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|---|---|---|---|---|---|
| **CSU Transfer:** | Transferable | Effective: | Fall 1996 | Inactive: | |
| **UC Transfer:** | Transferable | Effective: | Fall 1996 | Inactive: | |

**CID:**

**Certificate/Major Applicable:**
Major Applicable Course

## Approval and Dates

| | | | |
|---|---|---|---|
| Version: | 09 | Course Created/Approved: | 8/1/1981 |
| Version Created: | 2/2/2022 | Course Last Modified: | 12/30/2023 |
| Submitter: | Jessica Pardoe | Course last full review: | 1/25/2021 |
| Version Status: | Approved (Changed Course) | Prereq Created/Approved: | 1/25/2021 |
| Version Status Date: | 2/14/2022 | Semester Last Taught: | Fall 2023 |
| Version Term Effective: | Summer 2022 | Term Inactive: | |

## COURSE CONTENT

**Student Learning Outcomes:**
At the conclusion of this course, the student should be able to:
1. Engage in conversations and presentations in ASL, using statements, questions, descriptions, narrative elements, and referents, while modeling behaviors that are culturally appropriate among ASL signers.
2. Use and comprehend vocabulary as used for everyday or specialized topics and activities, including recognition of sociolinguistic variation.
3. Use more advanced grammatical and compositional structures through the study of ASL literature and discourse, such as temporal aspect variations, when clauses, conditionals, storytelling conventions and types of discussion.
4. Discuss historical and contemporary perspectives on ASL and Deaf culture, including sociolinguistic and intersectional variations in the Deaf experience.

**Objectives:**

At the conclusion of this course, the student should be able to:
1. Demonstrate understanding of signing and fingerspelling with accuracy.
2. Compose comprehensible sentences and passages with communicative purposes, displaying accuracy in ASL parameter and grammatical usage.
3. Generate questions, requests, narratives, and informational presentations using simple to complex grammatical structures involving subjects and predicates.
4. Respond to signers and audiences, using common ASL vocabulary, metalinguistic feedback, and clarifications related to everyday and specialized topics.
5. Use greetings, interactions, conversational, discussion, and presentation techniques in a culturally appropriate manner.
6. Correctly interpret or evaluate content from authentic ASL texts.
7. Use intermediate to advanced grammatical structures involving subjects and predicates.
8. Use fingerspelling to express names, lexicalized signs and loan words.
9. Develop, organize, and sign narratives and presentations
10. Describe social, cultural, historical, political, sociolinguistic, and intersectional aspects of Deaf and signing communities in the USA.

**Topics and Scope:**

I. Course Orientation
   A. Accessing and using course materials
      1. classroom
      2. campus
      3. community and online resources
   B. Production of ASL texts (videos)
   C. Review of ASL conventions
      1. eye contact
      2. voices off
      3. attention-getting
      4. turn-taking
   D. Review of commands and requests

II. Vocabulary Development
   A. People
      1. identity
      2. social roles
      3. cultural roles
      4. political roles
      5. occupations
   B. Places
      1. housing and building features and details
      2. cities
      3. states
      4. nations
      5. regions
      6. geography
   C. Descriptions
      1. use of classifiers to enhance adjectives and adverbs
      2. sizes
      3. distances
      4. colors
      5. shapes

6. opinions
7. feelings
8. building interiors
D. Numbers and time
1. cardinal numbers up to a billion
2. telling time
3. phone numbers
4. money
5. years
6. past/future
7. ranking
E. Activities
1. leisure
2. sports
3. hobbies
4. travel
F. Interactions
1. sharing news
2. making plans
3. asking for permission
4. requests
5. making suggestions
G. Affirmations and negations
1. corrections
2. confirmations
3. elaborations
4. concerns
5. complaints
6. criticism
7. declinations
H. Miscellaneous
1. ailments
2. natural disasters
3. holidays
4. popular culture
5. current trends
6. technology
7. illness
8. gossip
9. informal registers
10. slang

III. Grammatical Development
A. Parameters
1. handshape
2. location
3. movement
4. palm orientation
5. non-manual markers
B. Classifiers
1. descriptive
2. locative

       3. instrumental
       4. semantic
       5. entity
       6. body part
       7. body part shape and size specifier
       8. elemental
       9. plural
  C. Non-manual markers
       1. facial expressions
       2. body shifting
       3. mouth morphemes
  D. Expanded sentence details
       1. subject-predicate structure
       2. topicalization
       3. conjunctions
       4. role-shifting
       5. adjectives
       6. adverbs
       7. conditional
       8. sequencing events
  E. Verb modification
       1. directionality
       2. multi-subject verb agreement
       3. advanced temporal aspect
          a. uninflected
          b. recurring
          c. continuous
  F. Comparisons
       1. contrastive structure
       2. listing/ranking
       3. incorporation of subordinate details
          a. narration or description
          b. locative consistency
  G. Questions
       1. wh-q
       2. rhetorical
       3. requests
       4. advice-seeking
       5. when clauses

IV. Composition
  A. Narratives
       1. autobiographical
       2. creative
  B. Problem-based scenarios
       1. conflicts
       2. resolutions
  C. Presentations (informative)
  D. Handshape and number storytelling

V. Cultural Skills
  A. Communicating with others

1. backchanneling
2. clarification
3. asking for new signs
B. Etiquette and behavioral norms
1. signing environments
2. attention-getting
3. interruptions
4. pointing in public
5. social conventions
C. Traditions and heritage
1. folklore
2. storytelling
3. poetry
4. visual vernacular
5. humor
6. history
7. notable events, places, and persons
8. current issues and trends
9. cultural activities
10. sociolinguistic and intersectional topics

## Assignment:

1. Readings on sign language grammar, techniques, and cultural topics from textbook, print, or digital materials (average 10-15 pages per week)
2. Video viewings from DVD or online collections (1-3 hours per week)
3. Memorization of sign vocabulary and grammatical modifications (average 50-100 signs per week)
4. Receptive practice exercises (2-5 per week)
5. Expressive practice exercises, such as vocabulary recitations, solo monologues, paired or group dialogues; presentations; role-playing (2-5 per week)
6. Expressive video or live performance projects (3-6 projects per semester)
7. Written or signed responses, such as reflections, analyses, or reports (2-4 per semester)
8. Quizzes, tests, final exam

## 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.

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|---|---|
| Written or signed responses, exercises | Writing 10 - 20% |

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

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|---|---|
| None | Problem solving 0 - 0% |

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

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|---|---|
| Expressive practice exercises, expressive projects, receptive exercises | Skill Demonstrations<br>40 - 50% |

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

| | |
|---|---|
| Quizzes, tests, final exam | Exams<br>20 - 30% |

**Other:** Includes any assessment tools that do not logically fit into the above categories.

| | |
|---|---|
| Expressive video or live performance projects | Other Category<br>10 - 30% |

**Representative Textbooks and Materials:**
TRUE+WAY American Sign Language (online content). 2020.
My ASL Book: A Communicative Approach for Learning a Visual Language, Levels 2 & 3 (print and online content). Bangs. Donald. Kendall Hunt Publishing. 2018
Movers and Shakers: Deaf People Who Changed the World (print). Carroll, Carroll and Mathers, Susan. DawnSignPress. 1997 (classic)
Signing Naturally: Level 2, Units 13-17 (print and DVDs or online content). Lentz, Ella and Mikos, Ken and Smith, Cheri. DawnSignPress. 1992 (classic)
Instructor-prepared materials.

# OTHER REQUIRED ELEMENTS

## STUDENT PREPARATION

| | | |
|---|---|---|
| Matric Assessment Required: | E | Requires English Assessment |
| Prerequisites-generate description: | U | User Generated Text |
| Advisories-generate description: | NA | No Advisory |
| Prereq-provisional: | N | NO |
| Prereq/coreq-registration check: | Y | Prerequisite Rules Exist |
| Requires instructor signature: | N | Instructor's Signature Not Required |

## BASIC INFORMATION, HOURS/UNITS & REPEATABILITY

| | | |
|---|---|---|
| Method of instruction: | 02 | Lecture |
| | 71 | Internet-Based, Simultaneous Interaction |
| | 72 | Internet-Based, Delayed Interaction |
| Area department: | WLANG | World Languages |
| Division: | 71 | Language Arts & Academic Foundations |
| Special topic course: | N | Not a Special Topic Course |
| Program status: | 1 | Major Applicable Course |
| Repeatability: | 00 | Two Repeats if Grade was D, F, NC, or NP |
| Repeat group id: | | |

## SCHEDULING

| | | |
|---|---|---|
| Audit allowed: | Y | Auditable |
| Open entry/exit: | N | Not Open Entry/Open Exit |
| Credit by exam: | N | Credit by examination not allowed |
| Budget code: Program: | 0000 | Unrestricted |
| Budget code: Activity: | 1135 | American Sign Language |

## OTHER CODES

| | | |
|---|---|---|
| Discipline: | Sign Language, American | |
| Basic skills: | N | Not a Basic Skills Course |
| Level below transfer: | Y | Not Applicable |
| CVU/CVC status: | Y | Distance Ed, Not CVU/CVC Developed |
| Distance Ed Approved: | Y | Either online or hybrid, as determined by instructor |
| Emergency Distance Ed Approved: | Y | Fully Online |
| | | Partially Online |
| | | Online with flexible in-person activities |
| Credit for Prior Learning: | N | Agency Exam |
| | N | CBE |
| | N | Industry Credentials |
| | N | Portfolio |
| Non-credit category: | Y | Not Applicable, Credit Course |
| Classification: | Y | Liberal Arts and Sciences Courses |
| SAM classification: | E | Non-Occupational |
| TOP code: | 0850.00 | Sign Language |
| Work-based learning: | N | Does Not Include Work-Based Learning |
| DSPS course: | N | Not a DSPS Course |

In-service:                          N                    Not an in-Service Course