

ASL 57 Course Outline as of Fall 2025**CATALOG INFORMATION**

Dept and Nbr: ASL 57 Title: CLASSIFIERS IN ASL
 Full Title: Classifiers in American Sign Language
 Last Reviewed: 9/9/2024

| Units | Course Hours per Week | | Nbr of Weeks | | Course Hours Total | |
|---------|-----------------------|-------------------|--------------|------|--------------------|-------|
| Maximum | 2.00 | Lecture Scheduled | 2.00 | 17.5 | Lecture Scheduled | 35.00 |
| Minimum | 2.00 | Lab Scheduled | 0 | 6 | Lab Scheduled | 0 |
| | | Contact DHR | 0 | | Contact DHR | 0 |
| | | Contact Total | 2.00 | | Contact Total | 35.00 |
| | | Non-contact DHR | 0 | | Non-contact DHR | 0 |

Total Out of Class Hours: 70.00

Total Student Learning Hours: 105.00

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 108

Catalog Description:

Students will be introduced to the visual and gestural aspects of classifiers in American Sign Language (ASL). Students will study various classifier types and functions and learn how to identify and incorporate classifiers in a variety of discourse styles and formats such as dialogues, presentations, and storytelling.

Prerequisites/Corequisites:**Recommended Preparation:**

Course Completion or Concurrent Enrollment in ASL 1

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

Description: Students will be introduced to the visual and gestural aspects of classifiers in American Sign Language (ASL). Students will study various classifier types and functions and learn how to identify and incorporate classifiers in a variety of discourse styles and formats such as dialogues, presentations, and storytelling. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Course Completion or Concurrent Enrollment in ASL 1

Limits on Enrollment:

Transfer Credit: CSU;

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: Transferable Effective: Fall 2018 Inactive:

UC Transfer: Effective: Inactive:

CID:

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Produce a wide range of classifiers in ASL.
2. Participate in extended dialogues in ASL which involve ample use of classifier signs.
3. Apply the five parameters of ASL: handshape, palm orientation, movement, location, and non-manual markers.

Objectives:

At the conclusion of this course, the student should be able to:

1. Identify examples of handle, entity, and trace classifiers in short videos of ASL discourse.
2. Demonstrate their skill in using handle, entity, and trace classifiers by presenting short passages in ASL which incorporate one or more of these types of classifiers.
3. Recognize and describe the differences between the non-manual markers (NMMs) used to show emotion and those used to provide linguistic information.
4. Produce one or more short stories in ASL which incorporate several examples of handle, entity, and trace classifiers and which also effectively use NMMs and character role-shift.
5. Summarize a short story in either paraphrased ASL or written English which incorporate examples of handle, entity, and trace classifiers.

Topics and Scope:

I. Introduction to Classifiers in ASL

II. Functions of Classifiers

- A. Prepositions
- B. Number indicators
- C. Adjectives
- D. Adverbs
- E. Nouns

- F. Pronouns
 - G. Verbs
 - H. Vague versus specific
 - I. Constructed action
- III. Classifiers as Polycomponential Signifiers and Having Units of Multiple Meaning
- A. Handshape
 - B. Movement
 - C. Path
 - D. Manner
 - E. Orientation
 - F. Figure and ground relationships
- IV. Types of Classifiers
- A. Entity classifiers
 1. Represent an object or person
 2. Provide information about spatial relationships
 3. Describe movement - where and how
 4. Show direction or path
 5. Give number information - exact or just plurality
 6. Provide details such as orientation
 - B. Handle classifiers
 1. Demonstrate hand manipulation
 2. Demonstrate object depiction
 3. Represent an action taken by the hands (or feet)
 4. Demonstrate instrument classifiers
 - C. Trace classifiers
 1. Show the outline of something
 2. Show the extent of something
 3. Trace the path of an entity
 4. Use size and shape specifiers
 5. Adjective properties when descriptive
 6. Verb properties when showing extent
- V. Non-Manual Markers (NMMs) which Provide Meaning
- A. Emotional markers
 - B. Linguistic markers
- VI. Referents used with Classifiers
- VII. Classifiers' and Signers' Perspectives
- VIII. Integrating Classifiers into Various Literary Forms
- A. Lecture/presentation
 - B. Storytelling
 - C. Poetic use of classifiers
 - D. Making context-based choices in integrating signs and classifiers

Assignment:

1. Writing assignments
 - a. Practice translating ASL content through online exercises or written exercises
2. Problem-solving assignments
 - a. Practice exercises from the workbook, video or teacher-prepared materials
 - b. Group/pair practice in-class activities, games, dialogue, and discussions
 - c. Review of lessons from workbooks, videos, or teacher-prepared materials
 - d. Practice of conversational dialogues in ASL (as individuals, or in pairs/small groups)
 - e. Practice of presentational or story-telling exercises in ASL which incorporate classifiers

- f. Viewing and analyzing/interpreting stories or descriptions in ASL which incorporate classifiers
- 3. Skill demonstrations
 - a. Performance of conversational dialogues in ASL using classifiers
 - b. Three or four story-telling demonstrations or non-fiction presentations in ASL which incorporate conventional signs and classifiers
 - c. Viewing short live or videotaped passages in ASL which incorporate classifiers and preparing written, signed, or paraphrased analyses or descriptions
- 4. Exam(s) and Quiz(zes)
- 5. Expressive skills assignments (in-class or through technology)

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.

| | |
|-----------------------|---------------------|
| Translate ASL content | Writing 20 - 30% |
|-----------------------|---------------------|

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

| | |
|---|-----------------------------|
| Problem solving assignments, such as practice exercises (both group and individual), review lessons | Problem solving 20 - 30% |
|---|-----------------------------|

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

| | |
|--------------------------------|----------------------------------|
| Performances and presentations | Skill Demonstrations 30 - 40% |
|--------------------------------|----------------------------------|

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

| | |
|-----------------------|------------------|
| Exam(s) and Quiz(zes) | Exams 0 - 30% |
|-----------------------|------------------|

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

| | |
|-------------------------------|---------------------------|
| Expressive skills assignments | Other Category 0 - 30% |
|-------------------------------|---------------------------|

Representative Textbooks and Materials:

Classifiers: A Closer Look. Lessard, Patricia. Tree House Video LLC. 2002. (classic).

Websites and web-based technology that might include:

- GOREACT
- YouTube account
- Canvas Studio
- Google tools

Instructor prepared materials