

**ASL 2 Course Outline as of Fall 2021****CATALOG INFORMATION**

Dept and Nbr: ASL 2

Title: ELEM AMER SIGN LAN PT 2

Full Title: Elementary American Sign Language - Part 2

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 1B

**Catalog Description:**

Continuation of instruction in elementary American Sign Language using appropriate linguistic and cultural principles. Instruction increases and expands conversational strategies and comprehension of ASL grammatical structures.

**Prerequisites/Corequisites:**

Course Completion of ASL 1

**Recommended Preparation:**

Eligibility for ENGL 1A or equivalent or appropriate placement based on AB705 mandates

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

Description: Continuation of instruction in elementary American Sign Language using appropriate linguistic and cultural principles. Instruction increases and expands conversational strategies and comprehension of ASL grammatical structures. (Grade or P/NP)

Prerequisites/Corequisites: Course Completion of ASL 1

Recommended: Eligibility for ENGL 1A or equivalent or appropriate placement based on AB705 mandates

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:
	3B	Humanities	Spring 2007	
	6A	Language Other Than English		
	6A	Language Other Than English	Fall 1996	Spring 2007
<b>CSU Transfer:</b>	Transferable	Effective:	Fall 1991	Inactive:
<b>UC Transfer:</b>	Transferable	Effective:	Fall 1991	Inactive:

### **CID:**

### **Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Student Learning Outcomes:**

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

1. Develop strategies for engaging in conversations in ASL using statements, questions, and brief narrative elements, while modeling behaviors that are culturally appropriate among ASL signers.
2. Use and comprehend vocabulary as used for everyday or specialized topics and activities, with increased fluency in fingerspelling and numbers.
3. Increase use of grammatical structures such as temporal aspect, role shifting, complex noun-verb agreement, and classifiers, with accurate use of ASL parameters and non-manual markers.
4. Discuss features of the culture and history of Deaf people and ASL, including sociolinguistic and intersectional variations in the Deaf experience.

### **Objectives:**

Students will be able to:

1. Demonstrate understanding of signing and fingerspelling with accuracy.
2. Compose comprehensible sentences and passages with communicative purposes, displaying minimum surface-level errors in ASL parameter and grammatical usage.
3. Generate questions, requests, and short narratives using grammatical structures involving subjects and predicates.
4. Respond to other signers, using common ASL vocabulary and metalinguistic feedback related to everyday and specialized topics.
5. Use greetings, interactions, and conversational techniques in a culturally appropriate manner.
6. Correctly interpret or evaluate content from authentic ASL texts.
7. Use basic to intermediate grammatical structures involving subjects and predicates.
8. Use fingerspelling to express names, lexicalized signs and loan words.

9. Develop, organize, and sign short 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
  4. 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
  2. work
  3. classroom
  4. school
  5. community features
  6. cities
  7. states
  8. geography
- C. Descriptions
  1. clothing details
  2. physical details
  3. personal qualities
  4. sizes
  5. distances
  6. colors
  7. shapes
  8. opinions
  9. feelings
- D. Numbers and time
  1. cardinal 1-1000
  2. telling time
  3. phone numbers
  4. money
  5. years

- 6. past/future
- 7. ranking)
- E. Activities
  - 1. leisure
  - 2. sports
  - 3. hobbies
- F. Interactions
  - 1. arrivals
  - 2. leave-takings
  - 3. emergencies
- G. Negations
  - 1. lack of
  - 2. refusal
  - 3. disagreement
  - 4. caution
  - 5. prohibition
  - 6. incomplete
  - 7. not yet
  - 8. not required
  - 9. inappropriate
- H. Miscellaneous
  - 1. gossip
  - 2. informal registers
  - 3. slang
  - 4. holidays
  - 5. popular culture
  - 6. current trends
  - 7. technology

### 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. Detailed sentences
  - 1. subject-predicate structure

- 2. topicalization
- 3. conjunctions
- 4. role-shifting
- 5. adjectives
- 6. adverbs
- E. Verb modification
  - 1. directionality
  - 2. multi-subject verb agreement
  - 3. temporal aspect
- F. Comparisons
  - 1. contrastive structure
  - 2. listing/ranking
  - 3. incorporation of subordinate details such as narration or description
  - 4. locative consistency
- G. Questions
  - 1. yes/no
  - 2. wh-q
  - 3. rhetorical
  - 4. requests
  - 5. advice-seeking
  - 6. strategies for asking about signs

#### IV. Composition

- A. Narratives
  - 1. autobiographical
  - 2. situational
  - 3. descriptive
- B. Problem-based scenarios
  - 1. conflicts
  - 2. resolutions

#### 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 (3-7 per week)
5. Expressive practice exercises, such as vocabulary recitations, solo monologues, paired or group dialogues; presentations; role-playing (3-7 per week)
6. Expressive video or live performance projects (2-4 projects per semester)
7. Written or signed responses, such as reflections, analyses, or reports (4-8 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.

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.

None

Problem solving  
0 - 0%

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

Expressive practice exercises, expressive projects, receptive exercises

Skill Demonstrations  
40 - 50%

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

Quizzes, tests, final exam

Exams  
20 - 30%

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

Video recordings

Other Category  
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

Signing Naturally: Student Workbook, Units 7-12 (print and DVDs or online content). Lentz, Ella and Mikos, Ken and Smith, Cheri. DawnSignPress. 2014 (classic)

ASL at Work (print and DVD). Newell, William and Sanders, Cynthia and Holcomb, Barbara. DawnSignPress. 2010 (classic)

Master ASL! Level One Student Textbook (print and DVD). Zinza, Jason. Sign Media, Inc. 2006 (classic)

Instructor-prepared materials.