

Skyline College Official Course Outline

Date: February 2007

1. TITLE:

ASL 112- American Sign Language II
3 Units. Three hours lecture per week. One hour by arrangement
Prerequisites: ASL 111 or equivalent.

2. COURSE CLASSIFICATION:

Credit Course applicable to the Associate Degree.

3. COURSE DESCRIPTIONS:

Catalog Description:

Functions and grammar introduced in American Sign Language I are reviewed and expanded to include giving directions, making plans, describing and identifying objects and locations, giving simple instructions, and telling what happened. Topics move from students talking about themselves and the immediate environment to talking about others and their community. Students develop language skills necessary to question, describe, and explain. Students rehearse conversation strategies and volunteer appropriate information to maintain a comfortable exchange. Transfer credit: UC, CSU (C2).

Schedule of Classes Description:

Review and expansion of functions and grammar introduced in ASL 111. Plus one lab hr/wk by arrangement. Transfer: UC; CSU (C2).

4. COURSE JUSTIFICATION:

This course satisfies the needs of the community for sign language communication and cultural expression with sign language. Review and expansion of functions and grammar introduced in ASL 111. Plus one lab hr/wk by arrangement. Transfer: UC; CSU (C2).

5. STUDENT LEARNING OUTCOMES (SLO'S):

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

- Demonstrate the ability to use and understand the purpose served by particular language functions.
- Have knowledge of the vocabulary essential to the specific application for the chosen functions.
- Have grammar competencies necessary for carrying out the functions to be learned.
- Send effective messages with specific culturally appropriate responses necessary for communication.
- Understand and appreciate the unique contributions of the deaf community to language, cognitive development, and society.

- Appreciate one's attitudes towards the deaf community's language and culture, and develop respectful attitude towards deaf community.

6. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

A basic course in American Sign Language is centered around personal information and the immediate environment. Grammar is introduced in context, with an emphasis on developing question and answer skills. Students rehearse conversation strategies for getting attention, asking for clarification, and correcting information to minimize misunderstanding.

Specific objectives include:

- Expressively use basic vocabulary.
- Understand receptively basic vocabulary.
- Understand receptively beginning level fingerspelling.
- Demonstrate correct facial expressions in a given situations.
- Fingerspell clearly basic vocabulary of the course.
- Understand and apply grammar skills as required.
- Function comfortably in a wide variety of situations in the deaf community.
- Demonstrate appropriate behaviors, showing awareness of and respect for the deaf culture.
- Establish and maintain basic social relationships in American Sign Language.

7. **COURSE CONTENT:**

- Cumulative review
- Giving directions
- Describing others
- Making requests
- Talking about family and occupations
- Attributing qualities to others
- Talking about routines
- Language functions:
 - asking for/giving names
 - confirming, information
 - correcting information
 - asking if deaf or hearing
 - asking where learn sign
 - responding to information: OH-I-SEE
 - asking/telling where
 - asking/telling how you come to class
 - asking/telling about marital status
 - asking/telling if have children/siblings
 - telling how many
 - apologizing
 - giving reasons
 - giving opinions

- suggesting activities
- Grammar topics:
 - Sentence types
 - Role shifting
 - Limb classifiers
 - Ordinal numbers
 - Topic/comment structure
 - Spatial referencing
 - Wh-question: WHO
 - Descriptive classifiers
 - Contrastive structure
 - Numbers: multiples of 5, 10, 11
 - Spatial verbs
 - Inflecting verbs
 - Money numbers
 - Numbers: 67—98
 - One-character role shifting
 - Temporal sequencing
 - Time signs: frequency: EVERY
 - Clock numbers
 - Wh-question: WHEN
 - Above/below perspective
- Aspects of Deaf Culture
 - Illustration of the benefits of signing for hearing and non-hearing people
 - Situations in which American Sign Language creates bonding amongst people.
 - Discussion of American Sign Language as a great source of cognitive development for small hearing and deaf children
 - Examples of situations in which American Sign Language is a self-esteem booster
 - Perspectives on deaf people as a context for American Sign Language practice in class
 - The “Pathological View”: the outsider’s view of the deaf culture and the Cultural View of the Deaf Community.
 - Respectful attitude towards the deaf community : Silence while signing
 - Attitudes towards the community’s language and its culture as a determinant of one’s perspective towards Deaf people.
 - American Sign Language as an instrument of improvement for mainly expressive speech but also receptive speech

8. REPRESENTATIVE METHODS OF INSTRUCTION:

All activities for developing ASL skills will be in signs and/or gestures. Writing and reading will be restricted to instructions of activities and information on the deaf culture and/or ASL principles. No voice will be used in the classroom.

Students will practice together in small groups and create images of sign language in the classroom. Video text and workbook and worksheets will be assigned as homework and practice. Quizzes, mid-term, final exam.

9. ASSIGNMENTS:

Typical assignments:

- Working in pairs or small groups, videotape a dialogue.
- Complete homework sheets.
- Write a one-page report describing a deaf event you attended, including the types of interactions you had with the deaf community.
- View a videotape on the deaf culture/deaf community. Write an essay about what you saw.
- Compare and contrast the “Pathological View” of the deaf culture with the “Cultural View.”

10. EVALUATION OF STUDENT PERFORMANCE:

Grade option

- Expressive (student’s signing abilities)
- Receptive (student’s ability to read sign language)
- Homework and practice assignments
- Group work and participation
- Quizzes
- Mid-Term Exam
- Final Exam

11. RECOMMENDED or REQUIRED TEXT(S):

Suggested Texts:

Kelley, Walter Paul, 2003. *Deaf Culture: A to Z*. Austin: Buto Ltd., 2003. ISBN-10: 0972956905

Lenz, Mikos, Smith, Signing Naturally, Level 2. Student Workbook and videotape, Visa Curriculum, San Diego: Dawn Sign Press, 1994.

Moore, Matthew S. and Levitan. *For Hearing People Only*. M S M Productions, Ltd., 3rd Edition, 2003. ISBN 0963401637

Neidle, Carol; Keigl, Judy; Maclaughlin, Dawn; Bahan, Benjamin and Leigh Robert. *The Syntax of American Sign Language: Functional Categories and Hierarchical Structure*. MIT Press, 2000. ISBN-10:0-262-14067-5

Padden and Humphries, Deaf in America: Voices from a Culture. Boston: Harvard Press, 1992.

Stremlau, Tonya M. *The Deaf Way Anthology II: Literary Collection by Deaf and Hard of Hearing Writers*. Gallaudet University Press, 2002.