

Skyline College

Official Course Outline

Date: August 2007

1. TITLE:

ASL 122 Advanced Elementary American Sign Language II
3 units. Three lecture hours plus one lab hour by arrangement per week
Prerequisite: Completion of ASL 121, or equivalent curriculum with a grade of C or better.

2. COURSE CLASSIFICATION:

Credit course applicable to the Associate Degree.

3. COURSE DESCRIPTIONS:

Catalog Description:

Three lecture hours plus one lab hour per week. Prerequisite: Completion of ASL 121, or equivalent curriculum with a grade of C or better.

ASL 122 is the second course in an advanced elementary two-course sequence for hearing and non-hearing students. The course covers approximately the same material studied in the second half of ASL 120. Students will acquire a basic ability to sign and understand deaf culture at the advanced elementary level and will learn about the customs, culture and history of the deaf world. Transfer credit: UC; CSU .

Schedule of Classes Description:

Prerequisite: Completion of ASL 121, or equivalent curriculum with a grade of C or better. The second course of a two-semester sequence covering the same material as the second part of a university-level second semester ASL course. Plus one hr/wk by arrangement. Transfer: UC; CSU.

4. COURSE JUSTIFICATION:

This course is designed to meet G.E. requirements in the Humanities for the A.A. degree and IGETC requirements for Language Other Than English, and for transfer to the CSU and UC. This second part of the Advanced Elementary American Sign Language course (ASL 121 and 122) is required to complete the one year advanced elementary study of ASL and to prepare students for continuation to the Intermediate ASL course. Transfer credit: UC; CSU.

5. STUDENT LEARNING OUTCOMES (SLO'S):

After successfully completing ASL 122, students will be able to:

- Develop proficiency in ASL with advanced elementary vocabulary related to daily tasks, work, school, the news, their identity, social and personal needs, social graces, greetings, ways to ask for clarification, ways to call attention and descriptions.
- Communicate using common phrases or expressions and learned vocabulary in ASL.

- Apply skills in understanding ASL by giving examples of ASL principles through a class presentation or a videotape.
- Apply direction-giving principles in a class demonstration at an advanced elementary ASL level.
- Compare different values, customs and the life styles in the hearing and non-hearing communities in the form of an essay.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

- Build and strengthen students' foundation in all aspects of American Sign Language in order to better explain deaf culture
- Develop proficiency in producing statements in ASL and translating them, to drill the signs learned in every chapter
- Dramatize small dialogues and real-life situation simulations using signs

7. COURSE CONTENT:

- Introduction to advanced elementary ASL signs to communicate personal needs.
- Acquisition of a clear signing practice
- Acquisition of an advanced elementary array of signs
- Exposure to various elements of deaf culture and life styles
- Satisfy the requirements of advanced elementary communicative exchanges by relying heavily on learned signs but occasionally expanding these through simple combinations of their elements.

8. REPRESENTATIVE METHODS OF INSTRUCTION:

Methods of instruction may include:

- Sign presentation.
- Reading to interpret written material and in-class exercises, including practices using that material.
- Sign drills
- In-class and at home practices with tapes and DVDs.
- In-class writing and translation drills.
- Pair and group work.
- Film viewings and discussions about deaf culture.
- Access of supplementary course material on the Internet
- Readings and supplementary articles on history and culture
- Use of the audiotapes or CD-ROMS

9. ASSIGNMENTS:

Typical assignments, both in-class and outside of class, may include:

- I. Practicing and creating statements and questions regarding basic needs in ASL
 - A. Role-playing in pairs or group using sign language
 - B. Describe in ASL an illustration or a picture in detail.
 - C. Interview the instructor and other classmates using ASL
 - D. Exercises with a partner and also the teacher

II. Comprehension

- A. Identify signs.
- B. Interpret signs the instructor provides; answer questions by signing.
- C. Translate statements given by signs.

II. Writing

- A. Write essays about deaf culture.
- B. Write dialogues with a partner and act them out in class
- C. Demonstrate correct usage of grammar by signing

III. Critical Thinking

- A. Read about and analytically discuss the different values, customs, and life styles in deaf culture
- B. Analyze how signs reflect deaf culture
- C. Dialogue using signs

IV. Aspects of Deaf Culture

- A. Illustration of the benefits of signing for hearing and non-hearing people
- B. Situations in which American Sign Language creates bonding amongst people.
- C. Discussion of American Sign Language as a great source of cognitive development for small hearing and deaf children
- D. Examples of situations in which American Sign Language is a self-esteem booster
- E. Perspectives on deaf people as a context for American Sign Language practice in class
- F. The “Pathological View”: the outsider’s view of the deaf culture and the Cultural View of the Deaf Community.
- G. Respectful attitude towards the deaf community : Silence while signing
- H. Attitudes towards the community’s language and its culture as a determinant of one’s perspective towards deaf people.

10. EVALUATION OF STUDENT PERFORMANCE:

Grade Option

Typical methods of evaluation may include:

- Students will be required to read, write, sign in public and form sentences in an advanced elementary level so that they are able to communicate advanced elementary ideas of their own using signs.
- Students will take written and oral quizzes, give presentations, interpret passages in writing and conduct interviews on deaf culture.
- A mid-term exam may be given and a final is required to determine comprehension of concepts.
- Translation exercises and small dialogues will also be assigned to evaluate students’ critical thinking.

11. RECOMMENDED or REQUIRED TEXT(S):

The texts are periodically changed based on the ASL instructors' evaluation of the texts presented at the time. Presently the following are used:

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.