

ASL 002: ELEMENTARY AMERICAN SIGN LANGUAGE II

Originator

togrady

Justification / Rationale

Adding 100 percent online modality.

Effective Term

Summer 2023

Credit Status

Credit - Degree Applicable

Subject

ASL - American Sign Language

Course Number

002

Full Course Title

Elementary American Sign Language II

Short Title

ELEMENTARY ASL II

Discipline**Disciplines List**

Sign Language, American

Modality

Face-to-Face
100% Online

Catalog Description

This course further develops material introduced in American Sign Language I. Increasingly complex grammar and vocabulary will be introduced, with the class conducted primarily in ASL. Equal focus is placed on expressive and receptive skill development. Students will explore simple Deaf humor and poetry, and examine writings by American Deaf persons to discover values, attitudes, and themes of the American Deaf culture.

Schedule Description

This course presents increasingly complex ASL grammar and vocabulary. Students are exposed to simple Deaf humor and poetry, as well as themes in American Deaf culture's writings. Prerequisite: ASL 001 or 2 years high school ASL IGETC: 3B, 6A

Lecture Units

5

Lecture Semester Hours

90

Lab Units

0

In-class Hours

90

Out-of-class Hours

180

Total Course Units

5

Total Semester Hours

270

Prerequisite Course(s)

ASL 001 or two years high school American Sign Language

Required Text and Other Instructional Materials**Resource Type**

Book

Author

Lentz, E., Mikos, K. and C. Smith

Title

Signing Naturally Units 7-12.

Edition

1st Ed

City

San Diego

Publisher

DawnSignPress.

Year

2014

College Level

Yes

Flesch-Kincaid Level

N/A

ISBN #

9781581212211

Resource Type

Book

Author

Lentz, Ella Mae, Mikos, Ken. and Cheri, Smith

Title

Signing Naturally Units 1-6

City

San Diego

Publisher

DawnSign Press.

Year

2014

College Level

Yes

Flesch-Kincaid Level

9.1

ISBN #

978-1-58121-2

Resource Type

Book

Author

Nomeland, Melvia M.

Title

The Deaf Community in America: History in the Making

Publisher

McFarland

Year

2011

College Level

Yes

Flesch-Kincaid Level

9.1

ISBN #

978-078646397

For Text greater than five years old, list rationale:

This is the recommended book for ASL 2 , language acquisition that encompasses syntactic preferences for sign language learners.

Class Size Maximum

35

Entrance Skills

Inquire about and share personal reactions to a variety of familiar contexts.

Entrance Skills

Exchange more factual information on topics related to people, places, and things

Entrance Skills

Customize personal introductions and farewells appropriate to Deaf culture.

Entrance Skills

Negotiate basic directions, requests, and demands.

Entrance Skills

Produce basic physical and personality descriptions.

Entrance Skills

Recognize and produce proper names fingerspelled with teacher-aided cues, and recognize fingerspelled loan signs

Entrance Skills

Differentiate between similar signs, identifying the different parameters.

Requisite Course Objectives

ASL 001-Students will be able to analyze similar signs and identify the different parameters.

Entrance Skills

Demonstrate an understanding of basic ASL syntax by using topic/comment structure when asked simple questions, and by glossing simple English sentences into ASL order.

Requisite Course Objectives

ASL 001-Students will be able to demonstrate an understanding of basic ASL syntax by using topic/comment and structure when asked simple questions, demonstrated through glossing simple English sentences into ASL order.

Entrance Skills

Apply knowledge of grammatical non-manual markers by identifying and producing the markers for the four basic sentence types (declaratives, negatives, yes-no questions, wh-questions) in a prepared presentation

Requisite Course Objectives

ASL 001-Students will be able to apply knowledge of grammatical non-manual markers by identifying and producing the markers for the four basic types of sentences (declaratives, negatives, yes-no questions, -questions) in a prepared presentation

Entrance Skills

Identify and demonstrate the meaning of basic selected classifiers

Requisite Course Objectives

ASL 001-Students will be able to identify and demonstrate the meaning of basic selected classifiers.

Entrance Skills

Demonstrate the rules of temporal aspect by beginning sentences with a time indicator

Entrance Skills

Examine values, attitudes, or opinions that would be considered culturally Deaf

Entrance Skills

Attend and participate in an event where ASL is used, discussing the cross-cultural variables

Course Content

- a. Talking about Activities:
 - a) Talking about Everyday Activities
 - b) Agreement Verbs
 - c) Fingerspelling: Words with Letters G and H
 - d) Talking about Chores
 - e) Asking if Done
 - f) Talking about Errands
 - g) Telling How Often
 - h) Talking about Activities with Others
 - i) Talking about What One Does for a Living
 - j) Unit 5 Review: Put It All Together
- b. Describing People and Things:
 - a. Identifying Present People
 - b. Fingerspelling: Clothing-Related Words
- c. Numbers: Guess My Number
- d. Describing Personal Items
- e. Translating Sentences with "Have" 1
- f. Translating Sentences with "Drive To," "Take" and "Pick Up" 1
- gi. Numbers: Asking How Many
- h. Describing Lost Items
- i. Numbers: Telling the Year
- j. Translating Sentences with "Have" 2

- k. Cultural: Greetings and Leave-Takings
 - l. Translating Sentences with "Drive To," "Take" and "Pick Up" 2
 - m. Comprehension: The Family Portrait
 - n. Review Unit 7: Putting It All Together
 - c. Making Requests and Asking for Advice:
 - a) Making Requests
 - b) Fingerspelling: Months
 - a) Agreement Verbs 1
 - b) Agreeing with Conditions
 - c) Negations 1
 - d) Numbers: Giving Phone Numbers
 - e) Asking for Advice 1
 - f) Asking for a Sign
 - g) Agreement Verbs 2
 - h) Negations 2
 - i) Comprehension: The Candy Bar
 - j) Culture: Minimizing Interruptions
 - k) Culture: Name Signs
 - l) Review Unit 8: Putting It All Together
 - d. Describing Places:
 - a) Discussing Neighborhoods
 - b) Places in the Neighborhood
 - c) Numbers: Giving the Time 1
 - d) Describing Your Neighborhood
 - e) Giving Directions: Next To, Across From
 - f) Yes-No Questions 1
 - g) Describing a Restaurant
 - h) Giving Directions: Where to Turn
 - i) Numbers: Giving the Time 2
 - j) Suggesting a Place to Eat
 - k) Giving Directions: Perspective Shift
 - l) Review Unit 9: Putting It All Together
 - e. Giving Opinions About Others:
 - a) Giving Opinions about Tendencies
 - b) Numbers: Telling the Price 1
 - c) Wh-word Questions 1
 - d) Giving Opinions about Personal Qualities 1
 - e) Telling Where Items Are Located
 - f) Wh-word Questions 2
 - g) Culture: Interrupting Others
 - h) Comprehension: "Why the Owl Has Big Eyes"
 - i) Looking for a Misplaced Item
 - j) Review Unit 10: Put It All Together
 - f. Cultural content includes:
 - i. Clarification and discussion of customs and traditions of the Deaf culture.
 - ii. Learning to negotiate the cross-cultural challenges of communicating with Deaf people.
 - iii. Discovering how Deaf people mediate the cross-cultural challenges of communicating with hearing people.
 - iv. ASL preservation and historical change.
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- v. Language contact between Deaf and Hearing cultures.
 - vi. Exploring Deaf educational experiences' impact on cultural functioning.
 - vii. ASL's role in Deaf education and Deaf culture.
 - viii. Historical perspectives on the Deaf work ethic.
 - ix. Deaf cultural perspectives on deafness as a disability.
 - x. The cochlear implant controversy.
 - xi. Deaf persons with additional cultural identities.
 - xii. Deaf President Now movement and its impact on the Deaf world.
 - xiii. ASL literature – poetry, plays, narratives, jokes.

Course Objectives

Objectives	
Objective 1	Discuss and share thoughts with others on likes and dislikes, agreements and disagreements
Objective 2	Ask and respond to questions to gain knowledge and clarify understanding.
Objective 3	Demonstrate matters of personal importance using ASL.
Objective 4	Recognize and reproduce appropriate conversational feedback in ASL.
Objective 5	Compose and present an original ASL narrative regarding a personal experience.
Objective 6	Identify and produce both proper names fingerspelled in context, and fingerspelled loan signs.
Objective 7	Illustrate understanding of basic ASL syntax by spontaneously producing the syntax.
Objective 8	Correctly differentiate similar non-manual markers to identify conditional sentences, rhetorical questions, when clauses, and topic markers
Objective 9	Consistently produce topic markers
Objective 10	Correctly differentiate and reproduce basic ASL mouth markers indicating adjectives and adverbs.
Objective 11	Illustrate understanding of various classifiers
Objective 12	Compare and contrast verbal inflections in ASL with English verbal inflection, correctly identifying temporal inflections in ASL.
Objective 13	Use appropriate locations in space for pronouns and nouns
Objective 14	Demonstrate an understanding of role shifting.
Objective 15	Relating to SLO #3, students will be able to:
Objective 16	discuss simple examples of ASL humor and ASL poetry while analyzing American Deaf culture's beliefs, values, and themes in writings by Deaf persons
Objective 17	Analyze American Deaf culture's beliefs, values, and themes in writings by Deaf persons
Objective 18	Converse in non-classroom settings in small groups with members of the Deaf community
Objective 19	be able to have an "everyday" conversation at a beginning to intermediate level and discuss the following: family & relationships, occupations, personality characteristics, campus locations, and make requests by successful demonstration of interviews, peer feedback, and dialogue evaluation by the instructor
Objective 20	demonstrate their knowledge of appropriate Deaf Culture non-manual markers, expression, and body movement by applying these skills for the instructor through observation and peer dialogue.
Objective 21	Students will be able to compare and contrast the history and current issues of Deaf Education and Employment by demonstrating Deaf perspectives through ASL, GoReact, essays, and papers.

Student Learning Outcomes

Upon satisfactory completion of this course, students will be able to:	
Outcome 1	Create ASL narratives, and converse on both personal topics and topics related to American Deaf culture.
Outcome 2	Utilize the basic structures ASL uses to convey linguistic features.
Outcome 3	Demonstrate and discuss ASL grammar and vocabulary in communication exchanges based on ASL poetry, American Deaf Culture's beliefs, values and themes written by Deaf authors.
Outcome 4	Illustrate fluency in ASL with peers, both Deaf and Hearing through everyday conversation.
Outcome 5	Produce presentations, and videos that showcase your knowledge of the heritage and Culture of the Deaf.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Demonstration, Repetition/Practice	Vocabulary and sentence repetition.
Technology-based instruction	Internet based resources, as well as DVDs.
Discussion	Quizzes, video tests and presentations

Other (Specify)	a. Demonstration lectures – conducted in ASL b. Question-Answer sessions c. Discussions and presentations d. Internet-based resources e. Videos, DVDs, CD-Roms f. Guests/invited speakers g. Role-playing and skits h. Collaborative and interactive group work inside and outside of the classroom
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Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Written homework	ASL grammar exercises; answering questions relating to readings	In and Out of Class
Self-paced testing	Preparation of assigned ASL exercises	In and Out of Class
Student participation/contribution	In class participation	In and Out of Class
Tests/Quizzes/Examinations	To be added.	In and Out of Class
Group activity participation/observation	Interactive skills demonstrations of ASL skills	In and Out of Class
Presentations/student demonstration observations	Presentations in ASL	In and Out of Class
Field/physical activity observations	Attendance at 2 events where ASL is used. At at least one event ASL must be the primary language of communication.	In and Out of Class

Assignments

Other In-class Assignments

1. Practice ASL vocabulary.
2. Practice ASL sentences and grammar.
3. Practice presentations.
4. Review of material in small groups - partners to groups of 5.
5. Practice assigned exercises from the text.

Other Out-of-class Assignments

1. Complete text and video text assignments.
2. Read and respond to the cultural text assigned readings.
3. Present in class, demonstrating appropriate non-manual markers, accurate grammar and correct sign production.
4. Demonstrate acquisition and comprehension of new vocabulary.
5. Participate in and respond to Deaf cultural activities.
6. Record additional signs in a vocabulary journal.
7. Research approved topic relating to Deaf culture. Present research in appropriate ASL format, and produce written report

Grade Methods

Letter Grade Only

Distance Education Checklist

Instructional Materials and Resources

If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?

No outside sources are used.

If used, explain how specific materials and resources outside the LMS will be used to enhance student learning.

Non applicable.

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Chat room/instant messaging
Discussion forums with substantive instructor participation
Online quizzes and examinations
Private messages
Timely feedback and return of student work as specified in the syllabus
Video or audio feedback
Weekly announcements

External to Course Management System:

Synchronous audio/video

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

I remain in close connection with students. On canvas all assignments, and videos are made available for ever class. I hold instruction via video with all students who wish to attend. I am available face to face on line, I am available via text, I am available via email This is a visual language and so my students are constantly working with me on face time, zoom and I accommodate any means in which my student need to reach me.

If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.

ASL is a visual language and language acquisition is acquired through visual learning that is viable on line with a little more effort then most instructors put forth with online education. Yet, it is enhanced through my materials, videos, and all tools I develop for my students continually.

Other Information**Provide any other relevant information that will help the Curriculum Committee assess the viability of offering this course in an online or hybrid modality.**

ASL 2 and 3 are continually being developed and enhanced. My student's success rate is high and I utilize all tools in combination to ensure student learning success. The course due to being visual is offered on line the same as in a classrooms setting My materials are digital, my videos are available and I am available through chat means, which is the same as face to face via FaceTime and zoom. My students are offered additional resources I develop and deliver being a native ASL person and being deaf. They utilize those resources to supplement the limited texts versions available. The flip grids and learning tools are the same.

I hope you will approve this learning venue for my students this summer and the upcoming Fall as it is critical to some students to have this modality available to them. Thank you

COD GE

C3 - Arts, Humanities, and Culture

CSU GE

C2 - Humanities

IGETC GE

3B - Humanities

6A - Language other than English

MIS Course Data**CIP Code**

16.1601 - American Sign Language (ASL).

TOP Code

085000 - Sign Language

SAM Code

E - Non-Occupational

Basic Skills Status

Not Basic Skills

Prior College Level

Not applicable

Cooperative Work Experience

Not a Coop Course

Course Classification Status

Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Transferable to both UC and CSU

Allow Audit

Yes

Repeatability

No

Materials Fee

No

Additional Fees?

No

Approvals**Curriculum Committee Approval Date**

04/20/2023

Academic Senate Approval Date

04/27/2023

Board of Trustees Approval Date

05/19/2023

Course Control Number

CCC000214957

Programs referencing this course

Liberal Arts: Arts, Humanities Communication Studies AA Degree (<http://catalog.collegeofthedesert.eduundefined/?key=26>)
English AA-T Degree (<http://catalog.collegeofthedesert.eduundefined/?key=6>)