

# ASL 003: INTERMEDIATE AMERICAN SIGN LANGUAGE I

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**Originator**

togrady

**Justification / Rationale**

Adding 100% online modality.

**Effective Term**

Fall 2023

**Credit Status**

Credit - Degree Applicable

**Subject**

ASL - American Sign Language

**Course Number**

003

**Full Course Title**

Intermediate American Sign Language I

**Short Title**

INTERMEDIATE ASL I

**Discipline****Disciplines List**

Sign Language, American

**Modality**

Face-to-Face

100% Online

**Catalog Description**

This course continues to develop material introduced in American Sign Language 2. Students expand their sign vocabulary and idioms, develop normal conversational signing speed, and express and receive complex ASL sentences. Students comprehend ASL narratives and develop discourse skills with special emphasis on spatial grammar structures. Students increase Deaf culture awareness through the study of Deaf cultural texts and other concepts.

**Schedule Description**

This course focuses on increasing expressive and receptive skills, relating to ASL discourse. Grammar structures relating to space are especially emphasized. Prerequisite: ASL-002 IGETC: 6A

**Lecture Units**

4

**Lecture Semester Hours**

72

**Lab Units**

0

**In-class Hours**

72

**Out-of-class Hours**

144

**Total Course Units**

4

**Total Semester Hours**

216

**Prerequisite Course(s)**

ASL 002

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

Book

**Author**

Tennant, R. Brown, M.

**Title**

The American Sign Language Handshape Dictionary

**Edition**

Second

**City**

Washington, D.C.

**Publisher**

Gallaudet University Press

**Year**

2010

**College Level**

Yes

**Resource Type**

Book

**Author**

Bragg, L.

**Title**

Deaf World

**City**

New York

**Publisher**

New York University Press

**Year**

2001

**College Level**

Yes

**Flesch-Kincaid Level**

12

**Resource Type**

Book

**Author**

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

**Title**

Signing Naturally: Level 3

**City**

San Diego, CA

**Publisher**

Dawn Sign Press

**Year**

2001

**College Level**

Yes

**Flesch-Kincaid Level**

12

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**For Text greater than five years old, list rationale:**

This is the recommended book for ASL 3 , language acquisition that encompasses syntactic preferences for sign language learners.

**Class Size Maximum**

30

**Course Content**

1. Language Topics and Grammatical Structures:
  - a. Narrating Unforgettable Moments in ASL
    - i. Role shift for physical incidents
    - ii. Further development of instrumental classifiers
    - iii. Further development of elemental classifiers
    - iv. Further development of locative classifiers
    - v. Further development of semantic classifiers
    - vi. Examining role shift from initiator v receiver perspectives
    - vii. Further development of non-manual markers
  - b. Sharing Interesting Facts in ASL
    - i. Discussing whole-part (percents, fractions)
    - ii. Further development of listing
    - iii. Comparing and contrasting using spatial strategies
    - iv. Topic marker usage in comparisons
    - v. Rhetorical question usage in comparisons
    - vi. Illustrating facts
  - c. Explaining Rules in ASL
    - i. Daily rules
    - ii. Classifier use to identify signs and symbols
    - iii. Situations requiring immediate responses
    - iv. Cultural rules and customs
    - v. Explaining specific rules
  - d. Telling About Accidents in ASL
    - i. Narrating horse incidents
    - ii. Narrating bicycle incidents
    - iii. Narrating car incidents
    - iv. Essential classifiers to describe the incidents above
    - v. Movement agreement in spatial orientation and role shift
    - vi. Directional verbs
  - e. Talking About Money in ASL

- i. Discussing major purchases
  - ii. Money vocabulary and idioms
2. Cultural content includes:
- a. More extensive examination of historical perspectives on the Deaf work ethic.
  - b. Examining more Deaf cultural perspectives on deafness as a disability.
  - c. Different perspectives in the Deaf community on cochlear implanting.
  - d. Deaf persons with additional cultural and social identities.
  - e. Deaf President Now and Better President Now movements and their impacts.
  - f. Introduction to audism from a Deaf perspective.

### Course Objectives

Objectives	
Objective 1	Express, receive, extend and maintain an advanced level of sign vocabulary.
Objective 2	Maintain production and comprehension of fingerspelled words approaching normal conversational speed.
Objective 3	Begin acquisition, production and comprehension of fingerspelled loans signs.
Objective 4	Begin acquisition, production and comprehension of ASL idioms.
Objective 5	Analyze, describe, employ, and recognize specific ASL grammatical structures.
Objective 6	Express and receive complex ASL sentences.
Objective 7	Develop ASL discourse skills.
Objective 8	Comprehend and analyze ASL narratives and literature.
Objective 9	Increase Deaf cultural awareness through study of ASL literature and Deaf cultural texts.
Objective 10	Improve cross-cultural communication skills through analysis of interactions with Deaf people.

### Student Learning Outcomes

Upon satisfactory completion of this course, students will be able to:	
Outcome 1	Model the beliefs and attitudes of the American Deaf community through interactions both inside and outside of the classroom.
Outcome 2	Incorporate a variety of ASL spatial structures correctly into narratives.
Outcome 3	Narrate personal stories involving multiple people and events in an ASL manner.

### Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Demonstration, Repetition/Practice	Repetition and practice of vocabulary, grammar and spatial structures.
Technology-based instruction	Internet sources; some interactive DVDs and CD-ROMs
Lecture	Conducted in ASL.

### 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	Exercises practicing ASL narrative structure and ASL grammatical structure. Answering questions relating to readings.	In and Out of Class
Self-paced testing	Preparation of assigned ASL activities.	In and Out of Class
Student participation/contribution	Active participation in class	In and Out of Class
Tests/Quizzes/Examinations	Quizzes, video tests and presentations	In and Out of Class
Group activity participation/observation	Skills demonstrations in small groups at the end of sections.	In and Out of Class
Presentations/student demonstration observations	Minimum of 2 presentations in ASL.	In and Out of Class
Field/physical activity observations	Attendance at 3 events where ASL is used. At least 2 of the events should use ASL as the primary method of communication.	In and Out of Class

## Assignments

### Other In-class Assignments

1. Small group work on assigned exercises from the text, conducted in ASL.
2. Discussion of assigned readings, in ASL.
3. Interactive ASL skill displays in small groups at the end of learning sections.
4. Deaf culture modeling through role play and specific response patterns.

### Other Out-of-class Assignments

1. Complete text and videotext assignments.
2. Read and respond to the cultural text assigned readings.
3. Participate in class, demonstrating appropriate non-manual markers, accurate grammar, and correct sign production.
4. Demonstrate acquisition and comprehension of new vocabulary.
5. Demonstrate acquisition and comprehension of grammatical structures analyzed.
6. Provide evidence of comprehension of and sensitivity to cultural issues raised.
7. Participate in and respond to Deaf cultural activities.
8. Record additional signs in a vocabulary journal.

### 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  
Regular virtual office hours  
Timely feedback and return of student work as specified in the syllabus  
Video or audio feedback  
Weekly announcements

### External to Course Management System:

Direct e-mail  
E-portfolios/blogs/wikis  
Listservs  
Posted audio/video (including YouTube, 3cm mediasolutions, etc.)  
Synchronous audio/video  
Teleconferencing  
Telephone contact/voicemail

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

Instructor will post weekly announcement, will leave feedback in gradebook, will be available for office hours, will be available for synchronous meetings, will be available via email, will post video instructions

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

Instructors are available to meet with student via zoom to provide individualized support and feedback

## Other Information

### 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

### 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**

CCC000213235

**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>)