

Course Outline of Record

1. Course Code: ASL-003
2.
 - a. Long Course Title: Intermediate American Sign Language I
 - b. Short Course Title: INTERMEDIATE ASL I
3.
 - a. Catalog Course 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.
 - b. Class Schedule Course Description:

This course focuses on increasing expressive and receptive skills, relating to ASL discourse. Grammar structures relating to space are especially emphasized.
 - c. Semester Cycle (if applicable): Fall semester
 - d. Name of Approved Program(s):
 - COD General Education
4. Total Units: 4.00 Total Semester Hrs: 72.00
 Lecture Units: 4 Semester Lecture Hrs: 72.00
 Lab Units: 0 Semester Lab Hrs: 0
 Class Size Maximum: 30 Allow Audit: No
 Repeatability No Repeats Allowed
 Justification 0
5. Prerequisite or Corequisite Courses or Advisories:

Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm I-A)

 Prerequisite: ASL 002
6. Textbooks, Required Reading or Software: *(List in APA or MLA format.)*
 - a. Tennant, R. & Brown, M. (2010). *The American Sign Language Handshape Dictionary* (Second/e). Washington, D.C. Gallaudet University Press.
 College Level: Yes
 Flesch-Kincaid reading level: N/A
 - b. Mikos, K., C. Smith and E. Lentz (2001). *Signing Naturally: Level 3* San Diego, CA Dawn Sign Press.
 College Level: Yes
 Flesch-Kincaid reading level: 12
 - c. Bragg, L. (2001). *Deaf World* New York New York University Press.
 College Level: Yes
 Flesch-Kincaid reading level: 12
7. Entrance Skills: *Before entering the course students must be able:*
 - a. Express, receive and maintain an increasingly complex sign vocabulary.
 - ASL 002 - Discuss and share thoughts with others on likes and dislikes, agreements and disagreements
 - ASL 002 - Ask and respond to questions to gain knowledge and clarify understanding.
 - ASL 002 - Discuss matters of personal importance using ASL.
 - b. Produce and comprehend fingerspelled words approaching normal conversational speed.
 - ASL 002 - Recognize and produce both proper names fingerspelled in context, and fingerspelled loan signs.
 - c. Describe and employ more complex ASL grammatical structure.
 - ASL 002 - Compose and present an original ASL narrative regarding a personal experience.
 - ASL 002 - Correctly differentiate and reproduce basic ASL mouth markers indicating adjectives and adverbs.

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- ASL 002 - Demonstrate understanding of various classifiers
- ASL 002 - Compare and contrast verbal inflections in ASL with English verbal inflection, correctly identifying temporal inflections in ASL.
- ASL 002 - Use appropriate locations in space for pronouns and nouns
- ASL 002 - Demonstrate an understanding of role shifting.

d. Express and receive increasingly complex ASL sentences.

- ASL 002 - Discuss and share thoughts with others on likes and dislikes, agreements and disagreements
- ASL 002 - Ask and respond to questions to gain knowledge and clarify understanding.
- ASL 002 - Recognize and reproduce appropriate conversational feedback in ASL.
- ASL 002 - Demonstrate understanding of basic ASL syntax by spontaneously producing the syntax.

e. Express and receive moderately complex ASL narratives.

- ASL 002 - Recognize and reproduce appropriate conversational feedback in ASL.
- ASL 002 - Compose and present an original ASL narrative regarding a personal experience.

f. Display Deaf cultural awareness.

- ASL 002 - Discuss simple examples of ASL humor and ASL poetry.
- ASL 002 - Analyze American Deaf culture's beliefs, values, and themes in writings by Deaf persons

g. Improve cross-cultural communication skills through examination of sources of cross-cultural miscommunication.

- ASL 002 - Analyze American Deaf culture's beliefs, values, and themes in writings by Deaf persons
- ASL 002 - Converse in non-classroom settings in small groups with members of the Deaf community

8. Course Content and Scope:

Lecture:

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

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2. Cultural content includes:

1. More extensive examination of historical perspectives on the Deaf work ethic.
2. Examining more Deaf cultural perspectives on deafness as a disability.
3. Different perspectives in the Deaf community on cochlear implanting.
4. Deaf persons with additional cultural and social identities.
5. Deaf President Now and Better President Now movements and their impacts.
6. Introduction to audism from a Deaf perspective.

Lab: *(if the "Lab Hours" is greater than zero this is required)*

No lab

9. Course Student Learning Outcomes:

1.

Model the beliefs and attitudes of the American Deaf community through interactions both inside and outside of the classroom.

2.

Incorporate a variety of ASL spatial structures correctly into narratives.

3.

Narrate personal stories involving multiple people and events in an ASL manner.

10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. Express, receive, extend and maintain an advanced level of sign vocabulary.
- b. Maintain production and comprehension of fingerspelled words approaching normal conversational speed.
- c. Begin acquisition, production and comprehension of fingerspelled loans signs.
- d. Begin acquisition, production and comprehension of ASL idioms.
- e. Analyze, describe, employ, and recognize specific ASL grammatical structures.
- f. Express and receive complex ASL sentences.
- g. Develop ASL discourse skills.
- h. Comprehend and analyze ASL narratives and literature.
- i. Increase Deaf cultural awareness through study of ASL literature and Deaf cultural texts.
- j. Improve cross-cultural communication skills through analysis of interactions with Deaf people.

11. Methods of Instruction: *(Integration: Elements should validate parallel course outline elements)*

- a. Demonstration, Repetition/Practice
- b. Lecture
- c. Technology-based instruction

Other Methods:

a. Lectures conducted in ASL b. Question and answer sessions in ASL c. Discussions and presentations in ASL
d. Videos, DVDs, CD-Roms e. Overhead transparencies f. Internet websites g. Guests/invited speakers h. Role playing and skits i. Collaborative and interactive group work inside the classroom.

12. Assignments: *(List samples of specific activities/assignments students are expected to complete both in and outside of class.)*

In Class Hours: 72.00

Outside Class Hours: 144.00

a. 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.

b. 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.

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- Written homework
Exercises practicing ASL narrative structure and ASL grammatical structure. Answering questions relating to readings.
- 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.
- Presentations/student demonstration observations
Minimum of 2 presentations in ASL.
- Group activity participation/observation
Skills demonstrations in small groups at the end of sections.
- True/false/multiple choice examinations
- Student participation/contribution
Active participation in class
- Student preparation
Preparation of assigned ASL activities.

14. Methods of Evaluating: Additional Assessment Information:

- a. Essay(s)
- b. Skills demonstrations
- c. In class participation
- d. In class presentations
- e. Quizzes
- f. Homework
- g. Midterm or unit tests.
- h. Final exam.

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

IGETC Area 3: Arts and Humanities

B: Humanities

CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages

C2 - Humanities

PO-GE C3 – Arts, Humanities, and Culture

Communicate effectively in many different situations involving diverse people and viewpoints.

Analyze the variety of forms of expression and how those are used to communicate social, cultural, and personal ideas, feelings, and concepts;

Show how and why the visual and performing arts are unique and how inherent meaning in the arts transcends written and verbal communication;

Effectively communicate and express themselves and make themselves understood through visual, auditory, tactile, and symbolic means.

Understand and appreciate diverse local, national, and world context.

Connect knowledge of self and society to larger cultural contexts.

Articulate the differences and similarities between and within cultures.

IO - Critical Thinking and Communication

Apply standard conventions in grammar, mechanics, usage and punctuation.

Utilizing various communication modalities, display creative expression, original thinking, and symbolic discourse.

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16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
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17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item	Cost Per Unit	Total Cost
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19. Provide Reasons for the Substantial Modifications or New Course:

Remove lab content and hours

20. a. Cross-Listed Course (Enter Course Code): *N/A*
b. Replacement Course (Enter original Course Code): *N/A*

21. Grading Method (choose one): Letter Grade Only

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000213235
b. T.O.P. Code [CB03]: 85000.00 - Sign Language
c. Credit Status [CB04]: D - Credit - Degree Applicable
d. Course Transfer Status [CB05]: A = Transfer to UC, CSU
e. Basic Skills Status [CB08]: 2N = Not basic skills course
f. Vocational Status [CB09]: Not Occupational
g. Course Classification [CB11]: Y - Credit Course
h. Special Class Status [CB13]: N - Not Special
i. Course CAN Code [CB14]: *N/A*
j. Course Prior to College Level [CB21]: Y = Not Applicable
k. Course Noncredit Category [CB22]: Y - Not Applicable
l. Funding Agency Category [CB23]: Y = Not Applicable
m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (if program-applicable): COD General Education

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 0
Third Year: 0

24. Resources - Faculty - Discipline and Other Qualifications:

- a. Sufficient Faculty Resources: No
b. If No, list number of FTE needed to offer this course: *N/A*

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (Explain:)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Gary Bergstrom Origination Date 02/17/15

