

Course Outline of Record

1. Course Code: ASL-004
2.
  - a. Long Course Title: Intermediate American Sign Language II
  - b. Short Course Title: INTERMEDIATE ASL II
3.
  - a. Catalog Course Description:
 

This course continues to develop material introduced in ASL-003. Students demonstrate mastery of ASL vocabulary and idioms, complex ASL sentences and fingerspelled loan signs, and develop ASL storytelling skills while refining discourse skills. Students attain conversational speed in fingerspelling. Students comprehend, examine, and discuss ASL literature. Sensitivity to Deaf cultural issues will be extended through the study of Deaf cultural texts and related concepts. The ability to navigate Deaf culture will be demonstrated in the classroom and the Deaf community.
  - b. Class Schedule Course Description:
 

This course focuses on developing ASL storytelling skills and refining discourse skills. Major emphasis is on producing spatially and grammatically correct ASL and following Deaf cultural rules.
  - c. Semester Cycle (if applicable): Spring 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 003
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
  - a. 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
  - b. 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
7. Entrance Skills: *Before entering the course students must be able:*
  - a. Express, receive, and maintain an advanced level of sign vocabulary.
    - ASL 003 - Express, receive, extend and maintain an advanced level of sign vocabulary.
    - ASL 003 - Develop ASL discourse skills.
  - b. Maintain production and comprehension of fingerspelled words approaching normal conversational speed.
    - ASL 003 - Maintain production and comprehension of fingerspelled words approaching normal conversational speed.
  - c. Begin acquisition, production and comprehension of fingerspelled loans signs.
    - ASL 003 - Begin acquisition, production and comprehension of fingerspelled loans signs.
  - d. Begin acquisition, production and comprehension of ASL idioms.
    - ASL 003 - Begin acquisition, production and comprehension of ASL idioms.
  - e. Analyze, describe, employ, and recognize specific ASL grammatical structures.
    - ASL 003 - Analyze, describe, employ, and recognize specific ASL grammatical structures.

# ASL 004-Intermediate American Sign Language II

## f. Express and receive complex ASL sentences.

- ASL 003 - Express and receive complex ASL sentences.

## g. Comprehend and analyze complex ASL narratives and literature.

- ASL 003 - Comprehend and analyze ASL narratives and literature.

## h. Display an increased understanding of ASL's development as a language, register change issues, variation, and language contact with English.

- ASL 003 - Analyze, describe, employ, and recognize specific ASL grammatical structures.
- ASL 003 - Express and receive complex ASL sentences.
- ASL 003 - Improve cross-cultural communication skills through analysis of interactions with Deaf people.

## i. Display an increased Deaf cultural awareness through study of ASL literature and Deaf cultural texts.

- ASL 003 - Increase Deaf cultural awareness through study of ASL literature and Deaf cultural texts.

## j. Demonstrate improved cross-cultural communication skills through analysis of interactions with Deaf people.

- ASL 003 - Improve cross-cultural communication skills through analysis of interactions with Deaf people.

## 8. Course Content and Scope:

### Lecture:

1. Language Topics and Grammatical Structures include:
  1. Telling About Making Major Decisions in ASL
    1. Situations requiring major decisions
    2. Vocabulary for situations
    3. Idioms relating to decision making
  2. Discussing Health Conditions in ASL
    1. Describing symptoms
    2. Describing causes
    3. Describing treatments
    4. Classifiers relating to health conditions
    5. Locative verbs relating to health conditions
    6. Narrating information relating to an assigned health topic
  3. Storytelling in ASL
    1. Analyzing elements of ASL storytelling structure
    2. Considering translation issues when using English stories
    3. Duration and frequency inflections for verbs
    4. Distributional inflection for verbs
    5. Character placement
    6. Character development
    7. Maintaining cohesion throughout the story
    8. Appropriate beginnings and endings in ASL stories
2. Cultural content includes:
  1. Extensive analysis of a Deaf fable, which approaches the following issues:
    1. Identification of Deaf children.
    2. Pathological v. cultural perspectives on Deaf children.
    3. Pure oral method of education.
    4. Education tracking and Deaf children.
    5. Acculturation processes for Deaf children.
  2. Extensive analysis of a second Deaf fable, which approaches the following issues:
    1. Language accessibility issues.
    2. The peddling controversy.
    3. Deaf clubs' importance to Deaf culture.
    4. Deaf people and vocational opportunities.
    5. Audism.

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

No lab

## 9. Course Student Learning Outcomes:

1. Demonstrate the ability to use ASL to debate information and opinions related to American Deaf culture, specific

# ASL 004-Intermediate American Sign Language II

viewpoints shared by Deaf people, and a variety of topics.

2. Display Deaf cultural values and behavior through shared experiences and ASL interaction inside and outside of the classroom.

3.

Display understanding of basic ASL fictional storytelling techniques.

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

- a. Display mastery of an advanced level of sign vocabulary.
- b. Produce and comprehend fingerspelled words at normal conversational speed.
- c. Master fingerspelled loan signs.
- d. Extend production and comprehension of ASL idioms.
- e. Analyze, describe, recognize, and employ specific ASL grammatical structures.
- f. Master expression and comprehension of complex ASL sentences.
- g. Refine and further develop ASL discourse skills.
- h. Develop ASL storytelling skills.
- i. Comprehend, discuss, and analyze complex ASL narratives and literature.
- j. Extend Deaf cultural awareness through detailed study of ASL literature and discussion of Deaf cultural texts.
- k. Identify and examine underlying personal cultural assumptions interfering with cross-cultural communication.
- l. Demonstrate sensitivity to and respect for culturally sensitive issues.
- m. Exhibit the ability to navigate culturally both in class and in the Deaf community.

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

- a. Collaborative/Team
- b. Demonstration, Repetition/Practice
- c. Discussion
- d. Lecture
- e. 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 and out of 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. Practice exercises from text in small groups.
2. Rehearse and refine presentation with peer feedback.
3. Model Deaf culture behavior through interaction and response.
4. Provide feedback on videos regarding specific ASL structures.
5. Identify communication components of Deaf people based on videos presented.

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, demonstrating the ability to interact in

culturally appropriate ways.  
8. Record additional signs in a vocabulary journal.

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

- Written homework  
Narrative outline for presentations; written exercises as assigned.
- Reading reports  
Reports on assigned readings for culture.
- Field/physical activity observations  
Attend 4 events where ASL is used. At least 3 of them it must be the primary mode of communication.
- Self/peer assessment and portfolio evaluation  
Assessment of signing skill
- True/false/multiple choice examinations
- Mid-term and final evaluations  
Interactive

14. Methods of Evaluating: Additional Assesment 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

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.

16. Comparable Transfer Course

<b>University System</b>	<b>Campus</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Catalog Year</b>
--------------------------	---------------	----------------------	---------------------	---------------------

17. Special Materials and/or Equipment Required of Students:

---

18. Materials Fees:  Required Material?

<b>Material or Item</b>	<b>Cost Per Unit</b>	<b>Total Cost</b>
-------------------------	----------------------	-------------------

# ASL 004-Intermediate American Sign Language II

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]: CCC000211244  
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: Yes  
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