

**CUYAMACA COLLEGE**  
OFFICIAL COURSE OUTLINE

**AMERICAN SIGN LANGUAGE 121 – AMERICAN SIGN LANGUAGE II**

4 hours lecture, 4 units

**Catalog Description**

The second course in a series of four American Sign Language (ASL) courses. Students are provided an opportunity to progress and enhance their ability to communicate in American Sign Language. Students will continue the study of cultural analysis and comparisons, receptive skill comprehension, expressive skill production and ASL linguistics.

**Prerequisite**

ASL 120 or equivalent

**Entrance Skills**

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Recognize members of the Deaf community as a cultural or linguistic minority with their own language, ASL and how this recognition is part of understanding the sociological aspects of all cultures
- 2) Interact with members of the Deaf community showing respect and value for the diversity within this community and the hearing community
- 3) Analyze ASL as a unique language with its own linguistic and grammatical structure; recognize the similarities and differences between English and ASL; use this knowledge to better understand the English language and American culture and its relationship to the Deaf culture
- 4) Use a teletypewriter (TTY) and the California relay
- 5) Analyze the history of programs and leaders (Deaf and hearing, men and women) who have shaped and defined Deaf education, politics, advocacy, athletics, language, literature and arts including the role of Gallaudet University in the Deaf and hearing communities
- 6) Recognize the importance of bilingualism in society and the workforce and explain the different sign systems used in American education programs
- 7) Fingerspell, use numbers and classifiers
- 8) Comprehend (receptive) and produce (expression) basic ASL vocabulary and sentences
- 9) Formulate a research strategy (including but not limited to periodical/journal, Internet and library sources) to write (script) and present a research paper (final project) in ASL or Total Communication
- 10) Conduct a peer critique of classmates' final projects using an evaluation instrument and presentation comment form

**Course Content**

Four Course Series with increasing depth and study in the following content areas:

- 1) Cultural Analysis and Comparisons
- 2) Language and Communication: Receptive Comprehension
- 3) Language and Communication: Expressive Production
- 4) General Linguistics
- 5) Linguistics of American Sign Language (ASL)

**Course Objectives**

Students will be able to:

Cultural Analysis and Comparisons: The Nature of Culture and Cultural Processes

- 1) Demonstrate an understanding of the nature and components of culture by defining culture and knowing intra-group (e.g., ethnicity, generations, micro-cultures and inter-group differences) dynamics between Deaf and hearing community

Cultural Analysis and Comparisons: Cultural Processes in American Deaf Culture

- 2) Demonstrate an understanding of how cultural processes exemplify cultural perspectives in American Deaf culture including the nature of pluralism, multiculturalism, and cultural variation within American Deaf culture

Cultural Analysis and Comparisons: Cultural Practices in American Deaf Culture

- 3) Demonstrate an understanding of how cultural practices exemplify cultural perspectives in American Deaf culture including social practices and institutions (e.g., Deaf marriages, Deaf gatherings)

Cultural Analysis and Comparisons: Cultural Products of Deaf Culture

- 4) Demonstrate an understanding of how the products of American Deaf culture exemplify its cultural perspectives, through expanded study of media (e.g., publications, websites) and its importance to the Deaf community
- 5) Demonstrate expanded knowledge of the importance of the role of technology in improving Deaf people's lives
- 6) Demonstrate expanded knowledge of the role of television, video, film in the Deaf community

- 7) Demonstrate expanded knowledge of the importance of entertainment (e.g., Deaf sporting events, conferences, captioned movies) in the Deaf community

Language and Communication–Receptive Comprehension: Literal Comprehension of ASL Communication

- 8) Demonstrate an increased understanding of the main ideas and significant details of ASL conversation in a variety of contexts, both formal and informal
- 9) Understand the main idea of a more complex signed message
- 10) Respond appropriately to more complex requests for information
- 11) Choose or provide an appropriate response to a more complex signed question or comment
- 12) Recognize a stated cause or effect in a situation described in a more complex ASL conversation

Language and Communication–Receptive Comprehension: Inferential and Interpretive Comprehension of ASL Communication

- 13) Make increasingly sophisticated deductive and inductive inferences based on information contained in both formal and informal ASL conversation
- 14) Infer the social relationships among participants in a conversation (e.g., age, social status, gender)
- 15) Recognize implied cause-and-effect relationships in a more complex ASL conversation

Language and Communication–Expressive Production: Producing ASL Communication for a Variety of Purposes

- 16) Construct connected ASL conversations that communicate a message effectively in both formal and informal situations, demonstrating increasing fluency and correct articulation, a wide range of vocabulary and inflectional and linguistic structures
- 17) Increase communication skills within the context of everyday situations
- 18) Respond to a variety of unexpected situations by formulating an increasingly complex explanation or description of events or by requesting assistance
- 19) Narrate or describe a personal experience using increasingly complex linguistic structure
- 20) Explain the advantages and disadvantages of an idea or a proposed course of action using increasingly complex linguistic structure

General Linguistics: The Nature of the Language

- 21) Demonstrate an increasing understanding of the nature, purposes, and uses of language
- 22) Demonstrate an understanding of more complex elements of language structure, syntax, semantics and how they are interrelated

General Linguistics: Language Use

- 22) Demonstrate an understanding of how people use language through higher level understanding of distinctions between different varieties of speech acts (e.g., commands, questions, assertions, exclamations)

General Linguistics: Applied Linguistics

- 23) Demonstrate an understanding of theories of language acquisition and learning by understanding the factors (cognitive, affective, and social) that affect second-language acquisition and learning

Linguistics of American Sign Language (ASL): Language Structures

- 24) Demonstrate an increased understanding of the structure of American Sign Language
- 25) Describe the secondary structural features of ASL (stress and tempo in sign formation).
- 26) Describe the "sound" structure of ASL (e.g., hold and movement patterns, eye gaze, nodding).
- 27) Demonstrate an understanding of the syntax of ASL
- 28) Demonstrate an increased understanding of the rules that govern the formation of phrases and sentences (e.g., the use of classifier predicates).

Linguistics of American Sign Language (ASL): Error Analysis

- 29) Identify, analyze and correct increasingly complex grammatical and mechanical errors in ASL

**Special Materials Required of Student**

Blank VHS tape and/or blank burnable DVD

**Minimum Instructional Facilities**

- 1) Standard classroom large enough to accommodate U-shape seating (provides students with unobstructed line of sight to each other and instructor)
- 2) Wrap around white boards
- 3) Bulletin boards for Deaf community news and activities
- 4) Audiovisual: dual VCRs, slide projector, television monitor
- 5) Multimedia computer station (computer capable of burning DVDs)
- 6) LCD projector and large screen (to see hand shapes and facial expressions)
- 7) Camcorder and tripod to record student project demonstrations and final projects
- 8) Storage cabinet for reference dictionaries, videotapes, slides, review materials (flash cards), final project notebooks

**Method of Instruction**

- 1) Lecture and discussion
- 2) Signed demonstrations
- 3) Repetition and practice
- 4) Receptive and expressive practice in fingerspelling, numbers and sign
- 5) Videotapes, slide presentations
- 6) Hands-on final projection demonstrations

- 7) Student signed interactions in dyads and triads
- 8) Computer-generated presentations and demonstrations of interactive software

### Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Attendance, participation
- 2) Skills progression
- 3) Cultural activity papers
- 4) Assigned project
- 5) Quizzes, exams (signed, written)

### Texts and References

- 1) Required (examples):
  - a. Humphries, T. and C. Padden. Learning American Sign Language. 2<sup>nd</sup> ed. Allyn and Bacon Pearson Education, 2004.
  - b. Guillory, L. M. Expressive and Receptive Fingerspelling for Hearing Adults. Claitors Publishing Division, 1966 (latest edition).
- 2) Supplemental (examples):
  - a. Videotape: Learning American Sign Language. 2<sup>nd</sup> edition. Allyn and Bacon Pearson Education, 2004.
  - b. Schein, J. and D.A. Stewart. Language in Motion. Gallaudet University Press, 2002.
  - c. Sternberg, Martin L.A. American Sign Language: (Unabridged Edition). Harper Collins Publishers, 1998.
  - d. Costello, Elaine. The Random House American Sign Language Dictionary. Random House, 1994.
  - e. Shroyer, Edgar H. Signs of the Times. Clerc Books, Gallaudet University Press, 1991. (Fifth printing)

### Exit Skills

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Demonstrate an increased understanding of cross-cultural communication between the hearing and Deaf community including the need for bilingualism in ASL and the dominant culture's language
- 2) Initiate and complete a teletyped or California relay call
- 3) Report on a specific program or leader (Deaf or hearing, men or women) who have shaped and defined Deaf education, politics, advocacy, athletics, language, literature and arts; or the role of Gallaudet University in the Deaf and hearing communities
- 4) Increase the understanding of the different sign systems used in American education programs
- 5) Increase receptive and expressive skills in fingerspelling, numbers and classifiers
- 6) Demonstrate more complex comprehension (receptive) and production (expressive) of intermediate ASL vocabulary and sentences in these vocabulary areas: experiences and current activity; future plans and obligations; directions and instructions; suggestions and advice; attitudes and opinions; recreational activities; travel places and experiences; occupations and professions; body, health and emergencies; current events; and how things are done
- 7) Formulate a research strategy (including but not limited to periodical/journal, Internet and library sources) to write (script) and present a research paper (final project) in ASL or Total Communication
- 8) Conduct a peer critique of classmates' final projects using evaluation instruments and presentation comment forms