

CUYAMACA COLLEGE
OFFICIAL COURSE OUTLINE

AMERICAN SIGN LANGUAGE 220 – AMERICAN SIGN LANGUAGE III

4 hours lecture, 4 units

Catalog Description

The third course in a series of four American Sign Language (ASL) courses. Students are provided an opportunity to increase their receptive skill comprehension and expressive skill production. Cultural analysis and comparisons will focus on American Deaf cultural processes, practices, and products of Deaf culture.

Prerequisite

ASL 121 with a grade of "C" or better or equivalent

Entrance Skills

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

- 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) who has 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

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

Cultural Analysis and Comparisons: Cultural Processes in American Deaf Culture

- 1) Demonstrate an understanding of how cultural processes exemplify cultural perspectives in American Deaf culture including processes of cultural development and perspectives within American Deaf culture regarding linguistic, cultural, and social development among Deaf children
- 2) Demonstrate an understanding of the processes of learning to be Deaf at different ages
- 3) Demonstrate an understanding of the processes of transmitting Deaf culture across generations

Cultural Analysis and Comparisons: Cultural Practices in American Deaf Culture

- 4) Demonstrate an understanding of how cultural practices exemplify cultural perspectives in American Deaf culture including social status and social relationships

Cultural Analysis and Comparisons: Cultural Products of Deaf Culture

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

- 10) Demonstrate an increased understanding of the main ideas and significant details of ASL conversation in a variety of contexts, both formal and informal
- 11) Understand the main idea of an increasingly complex signed message
- 12) Respond appropriately to an increasingly complex request for information
- 13) Choose or provide an appropriate response to an increasingly complex signed question or comment
- 14) Recognize a stated cause or effect in a situation described in an increasingly complex ASL conversation
- 15) Identify the sequence of steps described in a set of signed directions or instructions
- 16) Recognize localization and spatial relationships as described in ASL conversation

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

- 17) Make increasingly sophisticated deductive and inductive inferences based on information contained in both formal and informal ASL conversation
- 18) Draw conclusions based on information presented in ASL conversations
- 19) Analyze a personal relationship implied but not stated in a conversation
- 20) Recognize implied cause-and-effect relationships in an increasingly complex ASL conversation
- 21) Understand basic figurative language (e.g., metaphors, similes) used in ASL conversation
- 22) Analyze a basic ASL conversation to determine a signer's assumptions that are implied but not explicitly stated

Language and Communication–Receptive Comprehension: Critical Analysis of ASL Communication

- 23) Analyze and evaluate both formal and informal American Sign Language conversation in relation to its purpose, context, and point of view
- 24) Evaluate the social and cultural appropriateness of the language used in ASL conversations

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

- 25) Demonstrate increased skills in constructing 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.
- 26) Increase communication skills within the context of everyday situations
- 27) Respond to a variety of unexpected situations by formulating an increasingly complex explanation or description of events or by requesting assistance
- 28) Narrate or describe a personal experience using increasingly complex linguistic structure
- 29) Explain the advantages and disadvantages of an idea or a proposed course of action using increasingly complex linguistic structure
- 30) Communicate formally and informally about topics of current public and personal interest, demonstrating an ability to use different registers and communication styles in appropriate contexts

General Linguistics: The Nature of the Language

- 31) Demonstrate an increased understanding of more complex elements of language structure, syntax, semantics and how they are interrelated

General Linguistics: Applied Linguistics

- 32) Demonstrate an understanding of theories of language acquisition and learning by understanding the creativity of human languages

Linguistics of American Sign Language (ASL): Language Structures

- 33) Demonstrate an increased understanding of the syntax of ASL
- 34) Identify ways in which syntactic patterns in ASL can be used to convey nuances of meaning.
- 35) Demonstrate an increased understanding of the semantics of ASL
- 36) Demonstrate a higher-level understanding of how meaning is structured and communicated in ASL
- 37) Demonstrate a higher-level understanding of the cultural meaning of ASL signs and sentences

Linguistics of American Sign Language (ASL): Error Analysis

- 38) 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) Receptive and expressive practice in fingerspelling, numbers and sign
- 4) Videotapes, slide presentations
- 5) Hands-on final projection demonstrations
- 6) Student signed interactions in dyads and triads
- 7) Computer-generated presentations and demonstrations of interactive software
- 8) Field trips and hands-on experience

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. Lentz, E.M., K. Mikos and C. Smith. Signing Naturally Level 2, Student Workbook and Videotape. Dawn Sign Press, 2001.
 - b. Padden, C. and T. Humphries. Deaf in America: Voices from a Culture. Harvard University Press, 1990.
 - c. Guillory, L.M. Expressive and Receptive Fingerspelling for Hearing Adults. Claitors Publishing Division, 1966 (latest edition).
 - d. Schein, J. and D.A. Stewart. Language in Motion. Gallaudet University Press, 2002.
 - e. Sternberg, Martin L.A. American Sign Language: (Unabridged Edition). Harper Collins Publishers, 1998.
 - f. Costello, Elaine. The Random House American Sign Language Dictionary. Random House, 1994.
 - g. Shroyer, E.H. and S.P. Shroyer. Signs Across America. Clerc Books, Gallaudet University Press, 1984.
- 2) Supplemental: None

Exit Skills

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

- 1) Demonstrate an understanding how the unique cultural perspectives of the American Deaf community affect the linguistic, cultural and social development of Deaf Children, including the onset of deafness and Deaf culture across the generations
- 2) Demonstrate an increase understanding on the importance and role of technology in improving Deaf people's lives
- 3) Demonstrate an increased understanding of the role of print and electronic media (e.g., publications, websites), television, video, film, and entertainment (e.g., Deaf sporting events, conferences) to the Deaf community
- 4) Demonstrate an increased understanding of the main ideas and significant details of ASL conversation in a variety of contexts, both formal and informal (receptive skills)
- 5) Demonstrate increased skills in constructing 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 (expressive skills)
- 6) Demonstrate an increased understanding of more complex elements of language structure, syntax, semantics and how they are interrelated (linguistics)
- 7) Identify, analyze, and correct increasingly complex grammatical and mechanical errors in ASL
- 8) 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
- 9) Conduct a peer critique of classmates' final projects using evaluation instruments and presentation comment forms