

CUYAMACA COLLEGE
OFFICIAL COURSE OUTLINE

AMERICAN SIGN LANGUAGE 221 – AMERICAN SIGN LANGUAGE IV

4 hours lecture, 4 units

Catalog Description

The last course in a series of four American Sign Language (ASL) courses. The course is taught using American Sign Language. This course is designed to increase receptive and expressive skills, increase literal and inferential comprehension as well as critical analysis of ASL communication. Cross-cultural issues are examined and discussed.

Prerequisite

ASL 220 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 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.

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

Course Objectives (Expected Student Learning Outcomes)

Students will be able to:

- 1) Describe an understanding of Deaf culture according to educational, social, and political systems within the Deaf community as described in class.
- 2) Describe assimilation, acculturation, enculturation, biculturalism and their roles in American Deaf culture as reviewed in class.
- 3) According to what was discussed in class, describe the role and importance of media, technology, and entertainment in the Deaf community.
- 4) List and describe main ideas and significant details of ASL conversation in a variety of contexts as described in class, including informal and formal conversation.
- 5) Make advanced deductive and inductive inferences based on information contained in both formal and informal ASL conversation presented in class.
- 6) Construct connected ASL conversations that communicate a message effectively in both formal and informal situations, demonstrating fluency and correct articulation, a wide range of vocabulary and inflectional and linguistic structures.
- 7) Describe the nature, purposes, and uses of language including the elements of language structure, syntax, and semantics discussed in class and how they are interrelated.
- 8) Through signed communication, demonstrate the syntax and semantics of ASL presented in class.

Method of Evaluation (Measuring Student Learning Outcomes with Representative Assignments)

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) Written papers that describe deaf culture in educational, social, and political systems in the deaf community; cultural variances in the Deaf Community; and the importance of media, technology, and entertainment in the Deaf community.
- 2) ASL Signed projects and activities that demonstrate skill progression in ASL conversation.
- 3) Quizzes, exams (signed, written) that demonstrate skill comprehension in ASL conversation.

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

Texts and References

- 1) Required (representative examples):
 - a. Mikos, K., C. Smith and E.M. Lentz. Signing Naturally Level 3 Student Videotext & Workbook. Dawn Sign Press, 2001.
 - b. Padden, C. and T. Humphries. Deaf in America: Voices from a Culture. Harvard University Press, 1990.
 - c. Padden, C. and T. Humphries. Inside Deaf Culture. Harvard University Press, 2005.
 - d. Lane, H. The Mask of Benevolence: Disabling the Deaf Community. Random House (Vintage Books), 1992.
 - e. Ree, J. i see a voice: deafness, language and the senses—a philosophical history. Henry Holt and Company (Metropolitan Books), 1999.
 - f. Guillory, L.M. Expressive and Receptive Fingerspelling for Hearing Adults. Claitors Publishing Division, 1966 (latest edition).
 - g. Sternberg, Martin L.A. American Sign Language: (Unabridged Edition). Harper Collins Publishers, 1998.
 - h. Costello, Elaine. The Random House American Sign Language Dictionary. Random House, 1994.
 - i. Shroyer, E.H. and S.P. Shroyer. Signs Across America. Clerc Books, Gallaudet University Press, 1984.
- 2) Supplemental: None