

GROSSMONT COLLEGE

Official Course Outline

AMERICAN SIGN LANGUAGE 121 – AMERICAN SIGN LANGUAGE II

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
ASL 121	American Sign Language II	4	4 hours lecture

2. Course Prerequisites

A “C” or “CR” grade or higher in American Sign Language 120 or equivalent.

3. Catalog Description

A continuation of American Sign Language 120. Students will increase their knowledge of the Deaf community, culture, and Deaf education in a hearing world. The Deaf perspective on traditional employment of Deaf people in a hearing society will be explored. In language development, complex grammar functions, expanded vocabulary, and skill development are incorporated into the use of sign production. The course will provide an opportunity for students to improve and enhance their ability to communicate in American Sign Language.

4. Course Objectives

The student will:

- a. Accurately formulate, express, and expand their vocabulary of American Sign Language.
- b. Construct and compose sentences of complex structure in American Sign Language.
- c. Expand the use and meaning of facial expression in grammar structures.
- d. Learn how sign language number systems differ in various contexts.
- e. Practice and apply signing skills.
- f. Produce signed conversations at a beginning-intermediate level.
- g. Examine and identify traditional employment and common stereotypes of Deaf adults throughout history to present time.
- h. Understand the Deaf community’s perspective on education for the Deaf in contrast to present day education in public schools.
- i. Analyze cross-cultural communication dynamics between Deaf people and hearing people.

5. Instructional Facilities

Standard classroom with VCR and TV monitor.

6. Special Materials Required of Student

None.

7. Course Content

- a. Instruction in culture related topics:
  - (1) Differences/similarities of Deaf culture and hearing culture values.
  - (2) Education of Deaf children and Deaf adults in public education.
  - (3) History of traditional employment of Deaf adults in a hearing society.
  - (4) Cross-cultural communication between hearing and Deaf.
  - (5) The purpose of sequencing of stories/situations in ASL.
  - (6) The purpose and use of role shifting in ASL.
  - (7) How the Deaf culture handles descriptions of people, personal attributes.

7. Course Content continued

- b. Instruction in ASL and grammatical structure:
  - (1) Rhetorical questions.
  - (2) Topic/comment structure.
  - (3) Spatial references.
  - (4) Dual personal pronoun usage.
  - (5) Use of ordinal, cardinal, age, and monetary number systems in ASL.
  - (6) Descriptive classifiers.
  - (7) Contrastive sentence structure.
  - (8) How verbs differ in ASL and English.
- c. Vocabulary development:
  - (1) Giving directions.
  - (2) Describing others.
  - (3) Making requests.
  - (4) Talking about family and occupations.
  - (5) Attributing qualities to others.
  - (6) Talking about daily routines.
- d. Skill development production:
  - (1) Transforming thoughts into signed sentences.
  - (2) Initiating conversations.
  - (3) Requesting information.
  - (4) Asking for clarification.
  - (5) Applying the appropriate signed number systems with the right topic.

8. Method of Instruction

- a. Lecture.
- b. Demonstration.
- c. Expression and dialogue interaction.
- d. Hands-on experience.
- e. Videotape instruction.
- f. Role plays.
- g. Guest speakers.

9. Methods of Evaluating Student Performance

A grading system will be established by the instructor and implemented uniformly.

- a. Participation of in-class assignments.
- b. Written reports and reflection papers.
- c. Sign language skill production.
- d. Quizzes and exams.
- e. Final exam which could be one or a combination of the following: receptive (instructor signs and student writes), expressive (student signs and instructor evaluates), and/or written portion to evaluate knowledge of Deaf culture and ASL grammar.

10. Outside Class Assignments

- a. Reaction papers re: guest speakers.
- b. Participation in community learning experience.
- c. Tour of resources within the Deaf community.
- d. Viewing of videotapes in the LRC.
- e. Hands-on exercises for skill development.

11. Texts

- a. Required Text(s):
  - (1) Smith, Cheryl, Ella Mae Lentz, and Ken Mikos. Signing Naturally. Vista American Sign Language Series. San Diego, CA: DawnSignPress, 1993.
  - (2) Bragg, Lois. Deaf World: An Historical Reader and Primary Sourcebook. Parts III and IV. New York, NY: New York University Press, 2001.
- b. Supplementary texts and workbooks:
  - (1) Humphries, Tom and Carol Padden. Learning American Sign Language. Boston, MA: Allyn and Bacon, 2003.
  - (2) ASL dictionary.

Date approved by the Governing Board: 4/05