

GROSSMONT COLLEGE

Official Course Outline

AMERICAN SIGN LANGUAGE 221 – AMERICAN SIGN LANGUAGE IV

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
ASL 221	American Sign Language IV	4	4 hours lecture

2. Course Prerequisites

A “C” or “CR” grade or higher in ASL 220 or equivalent.

3. Catalog Description

This course is taught using American Sign Language. This is an advanced course designed to increase vocabulary, expand and develop grammar structures, and examine the use of classifiers in conversational development. The preservation of sign language through poetry, handshape stories, ABC stories, and drama is examined. The significance to Deaf people about cross cultural issues/controversies with the hearing culture is discussed.

4. Course Objectives

The student will:

- a. Expand and recognize new signed vocabulary.
- b. Identify and formulate classifiers when describing: objects, plurality.
- c. Continue to study and produce fingerspelling and number systems.
- d. Analyze and evaluate the use of grammar structures.
- e. Examine how the preservation of sign language is conveyed through generations of Deaf people.
- f. Understand and explain the Deaf community’s perspective on various life issues.

5. Instructional Facilities

Standard classroom.

6. Special Materials Required of Student

None.

7. Course Content

- a. Instruction in ASL and grammatical features:
 - (1) Classifiers: shapes, small objects, plurality, sequencing.
 - (2) Use of “when” clauses.
 - (3) Using “pauses” in ASL.
 - (4) Use of conjunctions.
 - (5) Time periods indicating past to present: “ever since.”
- b. Vocabulary Development:
 - (1) Household items.
 - (2) Rooms in the house.
 - (3) Features in each room.
 - (4) Materials of which houses are made.
 - (5) Quantifiers – most, some, few.
 - (6) Ethnicity.
 - (7) Life changes.

7. Course Content continued

c. Deaf Community and Cultural Perspectives:

- (1) Handshape stories.
- (2) ABC stories.
- (3) ASL poetry.
- (4) Drama.
- (5) Deaf adult's perspective on growing up with hearing parents.
- (6) Deaf Community issues/controversies.

d. Skill Development Production:

- (1) Fingerspelling: double letters.
- (2) Numbers: Dates, addresses, counting by hundreds.
- (3) Classifier handshapes.
- (4) Applying vocabulary, classifiers, and grammar structures to conversations.

8. Method of Instruction

Lecture, demonstration, expressive and receptive drills, videotape instruction, and conversational practice.

9. Methods of Evaluating Student Performance

- a. Participation of in-class assignments.
- b. Fingerspelling skill production.
- c. Quizzes, exams, including final.
- d. Expressive and receptive skills evaluation.
- e. Videotaped presentations.

10. Outside Class Assignments

- a. Viewing of videotapes in the Learning Resource Center.
- b. Hands-on exercises for skill development.
- c. Participation with the Deaf Culture and Deaf Community activities.

11. Texts

a. Required Text(s):

- (1) Smith, Cheryl, Ella Mae Lentz and Ken Mikos. Signing Naturally. Vista-American Sign Language Series, Student Workbook, Level 2 (Units 13, 15, CR Review). San Diego, CA: Dawn Sign Press, 1992.
- (2) Bragg, Lois. Deaf World: An Historical Reader and Primary Sourcebook. New York, NY: New York University Press, 2001.

b. Supplementary texts and workbooks:

- (1) Humphries, Tom. Padden, Carol. Learning American Sign Language. Boston, MA: Allyn & Bacon, 2003.
- (2) ASL dictionary.

Date approved by the Governing Board: 4/05