

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

AMERICAN SIGN LANGUAGE 121 – AMERICAN SIGN LANGUAGE II

4 hour lecture, 4 units

Catalog Description

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

Prerequisite

“C” grade or higher or “Pass” in 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 the members of the Deaf community as a cultural and linguistic minority with their own language (ASL)
- 2) Knowledge of vocabulary signs and basic ASL grammar to have conversations about everyday activities and personal experiences with members of the Deaf community
- 3) Understand the similarities and differences between the grammar of English and ASL
- 4) Have an understanding of past and current technologies used in the Deaf community for communication.
- 5) Compare and contrast communication technologies and their use within the hearing community and the Deaf community.
- 6) Identify and describe significant people in the Deaf community.
- 7) Identify various sign systems and the significance of their use
- 8) Comprehend (receptive) and produce (expressive) 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 (stories or songs).

Course Content

- 1) Manual Alphabet and Numbers 1-999,999,999
- 2) Vocabulary to facilitate and participate in an intermediate level conversation
- 3) ASL grammar and linguistics such as classifiers, conjunctions and rhetorical questions
- 4) Intermediate level non-manual markers (facial expression and body movement) used to in the context of a question or statement
- 5) Exploration and study of the American Deaf community and culture and its comparisons to American hearing culture
- 6) Medical technology in the Deaf community and the roles it plays in their lives
- 7) Introduction to creative signing and storytelling

Course Objectives

Students will be able to:

- 1) Language Acquisition. Demonstrate an understanding of the main ideas and significant details of an ASL conversation in a variety of contexts both formal and informal.
 - a. Recognize the main idea of intermediate level signed message
 - b. Respond appropriately to intermediate level request for information

- c. Provide an appropriate response to intermediate level signed question or comment
 - d. Recognize a stated cause or effect in a situation described in intermediate level signed conversation
 - e. Apply and comprehend appropriate intermediate level non-manual markers (examples: facial expression, body movement) in the context of a question or statement
 - f. Apply and recognize intermediate level aspects of ASL grammar and linguistics (examples: classifiers, rhetorical questions, conjunctions)
 - g. Translate and perform a 6-8 minute or story in ASL
- 2) Deaf Community and Culture. Demonstrate an understanding of how cultural practices exemplify cultural perspectives in American Deaf Culture.
- a. Continue to analyze various aspects of Deaf life, social practices, institutions (e.g., CODAs, raising Deaf children, Deaf marriages, Deaf schools, Deaf education)
 - b. Continue to identify and observe rituals, values, and traditions of the American Deaf community (e.g., Deaf for a day)
 - c. Continue to identify and observe rules governing social and communication interactions (examples: attention getting, sight lines, turn taking)
 - d. Debate controversial issues within the Deaf community (example: cochlear implants)
- 3) Technology. Demonstrate an understanding of how the technology of American Deaf Culture exemplifies its cultural perspective.
- a. Analyze media (examples: publications, websites, vlogs, social networking) and its importance to the Deaf community
 - b. Investigate the role of medical technology in Deaf peoples' lives (examples: hearing aids, cochlear implants)
 - c. Investigate the role of television, videos, and film in the Deaf community (example: Deaf actors)
 - d. Investigate the importance of entertainment in the Deaf community (examples: Deaf sporting events, captioned movies and television, Deaf theater, Deaf community events)

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) Quizzes and exams that measure students' ability to:
 - a. Translate signed messages (receptive skills).
 - b. Translate the Manual Alphabet and Numbers (receptive skills).
 - c. Apply the understanding of ASL grammar and linguistics (receptive skills).
 - d. Apply the understanding of Deaf Culture and Community.
 - e. Apply the understanding of Deaf Technology.
- 2) Exercises, projects and activities that measure students' ability to:
 - a. Produce signed messages (expressive skills).
 - b. Practice and evaluate ASL signs (expressive/receptive skills).
- 3) Video recorded evaluations to measure students' ability to:
 - a. Produce and translate signed messages (expressive/receptive skills).
 - b. Produce and translate the Manual Alphabet and Numbers (expressive/receptive).

Special Materials Required of Student

Have access to internet and video recording software

Minimum Instructional Facilities

Smart classroom/ASL lab

Method of Instruction

- 1) Lecture and discussion
- 2) Demonstration

- 3) Receptive and expressive practice
- 4) Multimedia presentations
- 5) Student signed interactions in groups
- 6) Innovative technology
- 7) Activities

Out-of-Class Assignments

- 1) Weekly vocabulary practice exercises
- 2) Reading assignments/lecture review
- 3) Deaf culture reading project: reading assignments and journaling
- 4) Final project notebook: translate and research to support final project performance

Texts and References

- 1) Required (representative examples):
 - a. Lentz, et al. *Signing Naturally Units 7-12 Student Set*. Dawn Sign Press, 2014. (ISBN: 978-1-58121-221-1)
 - b. Lentz, et al. *Signing Naturally Units 7-12 Online Materials*. Dawn Sign Press, 2021. (ISBN: 978-1-58121-274-7)
- 2) Supplemental (representative examples):
 - a. Sternberg, Martin. *American Sign Language: Unabridged Edition*. Harper Collins Publishers, 1998.
 - b. Costello, E. *The Random House American Sign Language Dictionary*. Random House, 1994.
 - c. Valli, C. *The Gallaudet Dictionary of American Sign Language*. Gallaudet University Press, 2005.
 - d. Spradley, T. and J. Spradley. *Deaf Like Me*. Gallaudet University Press, 1985.
 - e. Andrews, Gonzalez Avila, Harris and Leigh. *Deaf Culture: Exploring Deaf Communities in The United States*, 2nd Edition. Plural Publishing, 2023.
 - f. Fant, Barbara and Lou Fant. *The American Sign Language Phrase Book with DVD*. McGraw-Hill, 2011.

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 cultures language.
- 2) Analyze medical technology (hearing aids and cochlear implants) and its impact on Deaf people's lives and the Deaf community. Participate in a debate based on research.
- 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 hard of hearing communities.
- 4) Increase the understanding of the different sign systems used in American education programs.
- 5) Increase expressive and receptive skills in Fingerspelling, number systems, and classifiers.
- 6) Demonstrate more complex comprehension (receptive) and production (expressive) of intermediate ASL vocabulary and sentences.
- 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 stories.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

Language Acquisition:

- 1) Develop emerging abilities in the area of using and comprehending differences between ASL vocabulary and signs that are more conceptual or depictive.
- 2) Identify the differences between ASL and English by translating ASL questions, phrases, and statements into appropriate written English.

Deaf Community and Culture:

- 3) Exhibit and recognize cultural behaviors and skills common to the Deaf community, i.e. attention getting, greeting and exiting groups of signers, and introducing yourself and exchanging personal information.
- 4) Apply and recognize important non-manual discourse exchange skills, i.e. eye contact, facial grammar, and body language with conversations.