

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

AMERICAN SIGN LANGUAGE 220 – AMERICAN SIGN LANGUAGE III

4 hour lecture, 4 units

Catalog Description

The third 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

“C” grade or higher or “Pass” in ASL 121 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 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 or songs).
- 8) Conduct a peer critique of classmates’ final projects using an evaluation instrument and presentation comment form.

Course Content

- 1) Manual Alphabet and Numbers 1-999,999,999,999
- 2) Vocabulary
- 3) ASL grammar
- 4) Non-manual markers
- 5) Deaf community and culture
- 6) American Deaf culture comparisons and similarities to American hearing culture
- 7) Current technology
- 8) Video recording and editing software
- 9) Intermediate 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 an increasingly complex signed message
 - b. Respond appropriately to an increasingly complex request for information
 - c. Provide an appropriate response to an increasingly complex signed question or comment
 - d. Recognize a stated cause or effect in a situation described in an increasingly complex signed conversation
 - e. Apply and comprehend appropriate increasingly complex non-manual markers (examples: facial expression, body movement) in the context of a question or statement
 - f. Apply and comprehend increasingly complex aspects of ASL grammar and linguistics
 - g. Translate and perform an 8-10 minute story in ASL
- 2) Deaf Community and Culture. Demonstrate an understanding of how cultural practices exemplify cultural perspectives in American Deaf Culture.
 - a. Analyze various aspects of Deaf social status and social relationships
 - b. Analyze and report current events affecting the Deaf community
 - 3) Technology. Demonstrate an understanding of how the technology of American Deaf Culture exemplifies its cultural perspective.
 - a. Continue to analyze media (current events, publications, websites) and its importance to the Deaf community
 - b. Continue to investigate the role of various technology in Deaf peoples' lives and the impact to the community over time
 - c. Continue to investigate the role of television, videos, and film in the Deaf community
 - d. Investigate the importance of Deaf community produced entertainment (examples: television, film, theater)

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 and 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).
- 4) Writings that measure students' ability to investigate and report an understanding of Deaf community and culture as observed in a "real-world" setting.

Special Materials Required of Student

Recordable DVDs, USB flash drive, access to computer and digital camera

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 and panel discussions
- 6) Innovative technology (iTunesU, student generated video)
- 7) Activities

Out-of-Class Assignments

- 1) Cultural activity: attend two Deaf events and report observations
- 2) Final project notebook: translate and research to support final project performance
- 3) Weekly vocabulary practice exercises
- 4) Reading assignments/lecture review
- 5) Preparation for in-class group presentations

Texts and References

- 1) Required (representative examples):
 - a. Jay, Michelle. *Don't Just Sign, Communicate! A Student's Guide to Mastering American Sign Language Grammar*. Judea Media, 2011.
 - b. Moore, *For Hearing People Only*. 3rd edition. Deaf Life, 2003.
 - c. Lentz, et al. *Signing Naturally Level 2. Student Workbook and DVD*. DawnSign Press, 1993.
 - d. Armstrong, D. *The History of Gallaudet University*. Gallaudet University Press, 2014. (ISBN: 9781563685958)
- 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. Padden, C. and T. Humphries. *Inside Deaf Culture*. Harvard University Press, 2005.
 - e. Holcomb, T. *Introduction to American Deaf Culture*. Oxford University Press, 2012. (ISBN: 9780199777549)

Exit Skills

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

- 1) Demonstrate an understanding of 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 increased understanding on the importance of technology in improving Deaf peoples' lives.
- 3) Demonstrate an increased understanding of the role of print and electronic media (publications, websites) television, film, and entertainment 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 increased fluency and correct articulation, a wide range of vocabulary and inflection 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 (stories or songs).
- 9) Conduct a peer critique of classmates' final projects using an evaluation instrument and presentation comment form.

Student Learning Outcomes

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

Language Acquisition (Receptive and Expressive Skills)

1. Recognize an increasingly complex signed statement or question.
2. Translate and perform an 8-10 minute increasingly complex story in ASL.

Deaf Community and Culture

3. Analyze and report on current events in the Deaf community.
4. Research and report on a notable Deaf person in Arts and Entertainment or a notable event in Deaf history.

Technology

5. Research and report on the future of medical technology and its potential impact on the Deaf community.