

**CUYAMACA COLLEGE**  
**COURSE OUTLINE OF RECORD**

**AMERICAN SIGN LANGUAGE 221 – AMERICAN SIGN LANGUAGE IV**

4 hour lecture, 4 units

**Catalog Description**

The fourth 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 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 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 people’s 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.

**Course Content**

- 1) Manual alphabet and number usage
- 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) Advanced 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 a complex signed message
  - b. Respond appropriately to a complex request for information
  - c. Provide an appropriate response to a complex signed question or comment
  - d. Recognize a stated cause or effect in a situation described in a complex signed conversation
  - e. Apply and comprehend appropriate complex non-manual markers (facial expression, body movement) in the context of a question or statement
  - f. Apply and comprehend 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 community patterns of work and leisure
- 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. Evaluate the impact of various technology on Deaf people's lives and the community over time
  - c. Analyze the role of television, videos, and film in the Deaf community
  - d. Analyze 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/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
- 6) Innovative technology (iTunesU, student generated video)
- 7) Activities

### **Out-of-Class Assignments**

- 1) Real Deaf experience and interview
- 2) Final project notebook: translate and research to support final project performance
- 3) Preparation for in-class presentations
- 4) Reading assignments
- 5) Weekly vocabulary practice exercises
- 6) Reading assignments/lecture review

### **Texts and References**

- 1) Required (representative examples):
  - a. Valli, Clayton and Ceil Lucas. *Linguistics of American Sign Language: An Introduction (with DVD)*. 5th edition. Gallaudet University Press, 2011.
  - b. Moore, *For Hearing People Only*. 3rd edition. Deaf Life Press, 2003.
  - c. Mikos, *Signing Naturally Level 3. Student Workbook and DVD*. Dawn Sign Press, 2001.
  - d. Bauman, D. and J. Murray. *Deaf Gain: Raising the Stakes for Human Diversity*. University of Minnesota Press, 2014. (ISBN: 9780816691227)
- 2) Supplemental (representative examples):
  - a. Carroll, *Movers & Shakers: Deaf People Who Changed the World (with workbook)*. Dawn Sign Press, 1997.
  - b. Sternberg, Martin. *American Sign Language: Unabridged Edition*. Harper Collins Publishers, 1998.
  - c. Valli, C. *The Gallaudet Dictionary of American Sign Language*. Gallaudet University Press, 2005.

### **Student Learning Outcomes**

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

Language Acquisition (Receptive and Expressive Skills)

1. Recognize a complex signed statement or question.
2. Translate and perform a complex story in ASL.

Deaf Community and Culture

3. Analyze various aspects of Deaf community patterns of work and leisure.
4. Research and report on a significant historical contribution to the world by a Deaf person.

Technology

5. Evaluate the impact of various technology on Deaf peoples' lives and the community over time.
6. Analyze the importance of Deaf community produced entertainment (examples: television, film, theater, music, art).