

I. CATALOG DESCRIPTION:

Department Information

Division: Humanities
Department: Modern Languages
Course ID: ASL 112
Course Title: American Sign Language IV
Units: 4
Lecture: 4 Hours
Laboratory: None
Prerequisite: ASL 111

Catalog and Schedule Description: The fourth course in a series designed to help students acquire communicative competency in American Sign Language, both comprehension and production skills within the contexts of literature and story telling. Emphasis is on cultural awareness, grammatical features, vocabulary development, and conversational skills.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon successful completion of the course, the student should be able to:

- A. Demonstrate mastery of comprehension and production in the grammatical features of ASL
- B. Demonstrate comprehension and production skills appropriate for fourth semester ASL vocabulary
- C. Demonstrate the ability to participate in directed and non-directed group discussions
- D. Demonstrate the ability to accurately communicate in ASL to the class
- E. Demonstrate a basic understanding of the deaf culture
- F. Analyze films, plays, and other texts on ASL
- G. Compare and contrast the conversational patterns of deaf and speaking communities

IV. CONTENT:

- A. Vocabulary, grammar, and sentence structure.
 1. Adverbials of place (Here and there)
 2. Verbs including location
 3. Finish as a conjunction
 4. Existential have
 5. Pronomial classifiers
 6. Locational relationships
 7. Mass quantifiers
 8. Negative quantifiers
 9. Directional verbs incorporating two objects
 10. Directional verbs incorporation each or all
 11. Time measurements incorporating numbers
 12. Tense indicators incorporating numbers
 13. Time reduplication
 14. Comparative sentences
 15. Verb inflection: repeatedly and continually
 16. Adjective modulation: very, repeatedly, and continually
 17. Conditional sentences
 18. Rhetorical questions
 19. Pluralizing classifiers
 20. Outlining for shapes and detail

- B. Deaf culture
 - 1. Families with d/Deaf children
 - 2. Language of the Deaf world
 - 3. Form and function in ASL
 - 4. Other signed languages
 - 5. Disabling the deaf
 - 6. Educational placement and the deaf child
 - 7. Language and literacy

V. METHODS OF INSTRUCTION:

- A. Lecture
- B. Class and small group discussions
- C. Critical evaluation of videotapes, film, audiotapes, newspaper, journal articles
- D. Field trips
- E. Demonstrations Modeling
- F. Guest speakers/signers

VI. TYPICAL OUT OF CLASS ASSIGNMENTS:

- A. Read the chapter on the other signed languages in your text and compare and contrast the signed languages in other countries with the ASL in the United States.
- B. After attending a social function in the deaf community compare and contrast the conversational styles of the signing communities. Be sure to apply concepts discussed in class.
- C. Critical Thinking:
 - 1. Analyze the bicultural and bilingual agenda for deaf children.

VII. EVALUATION(S):

- A. Methods of Evaluation:
 - 1. Objective tests (ASL Comprehension): Typical question: Circle correct one of the signs you see demonstrated.
 - 2. ASL production: Typical question: Sign a brief commentary which includes rhetorical questions and conditional sentences.
- B. Frequency of Evaluation:
 - 1. Four objective tests
 - 2. Two signed presentations
 - 3. One written analysis
 - 4. One comprehensive final exam

VIII. TYPICAL TEXT(S):

- A. Humphries, Tom. Deaf in America: Voices from a Culture. 1990.
- B. Lane, Harlan; Hoffmeister, Robert; Bahan, Ben; Bahan, Benjamin J. A Journey into the Deaf World. 1996.
- C. Humphries, Tom; Padden, Carol. Learning American Sign Language, Pearson Education, Inc. 2004.

IX. REQUIRED OF STUDENTS: NONE

Content Review Form

PREREQUISITE COURSE

Target Course: American Sign Language 112

Prerequisite Course: American Sign Language 111

Instructions:

1. List exit competencies (skills) from Prerequisite Course. These skills are listed in the "Student Outcomes" section of the Course Outline ("upon completion of the course, the student should be able to...")
2. Indicate which of the listed exit competencies (skills) are necessary entry skills needed for success in the target course. Mark with an "X" each needed skill.
3. Indicate the degree of importance of each needed entry skill for course success, using the following rating scale:

A. 1=Critical 2=Very Helpful 3=Desirable

Skills Analysis

Exit Skills in Prerequisite Course	Entry Skills Needed for Success in Target Course (Mark with an X if needed.)	Degree of Importance (Rate 1 – 3)
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|----|--|---|---|
| A. | Recognize and demonstrate signs for broad range of vocabulary of ASL length. | X | 1 |
| B. | Recognize and demonstrate the finger spelling in words up to 10 letters in length. | X | 1 |
| C. | Formulate and produce words and syntactically correct sentences (statements) in ASL. | X | 1 |
| D. | Describe the history of ASL and the diglossia continuum. | X | 1 |