

# Lassen Community College Course Outline

## ASL 2 American Sign Language II

4.0 Units

### I. Catalog Description

This course is a continuation of American Sign Language I, designed for the student to develop proficiency in American Sign Language as it is used within Deaf culture. Students continue to develop basic conversational skills with emphasis on expanding vocabulary, comprehension and production (expressive/receptive) skills while expanding knowledge of grammatical features and Deaf cultural awareness.

**Prerequisite(s):** ASL 1 American Sign Language I with a C or better, or equivalent

**Recommended Preparation:** Successful completion of ENGL105 or equivalent multiple measures placement.

Transfers to both UC/CSU

68 Hours Lecture, 136 Expected Outside class hours, 204 Total Student Learning hours

Scheduled: Spring

### II. Coding Information

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Graded

Credit Type: Credit - Degree Applicable/Credit

TOP Code: 085000

### III. Course Objectives

#### A. Course Student Learning Outcomes

Upon completion of this course, the student will be able to:

1. Demonstrate intermediate commands and respond to questions with the use of appropriate grammar.
2. Perform more complicated sentence structure in signed conversation (i.e. role shifting, transitions, etc.).
3. Demonstrate appropriate behaviors and facial expressions while signing, showing an awareness of Deaf cultural norms and values.
4. Compare and contrast aspects of American hearing and Deaf cultures.
5. Translate written script to ASL.
6. Discuss features of the culture and history of Deaf people and ASL, including sociolinguistic and intersectional variations in the Deaf experiences.

#### B. Course Objectives

Upon successful completion of the course, the student will be able to sign and through written communication:

1. Demonstrate receptive and expressive competencies of targeted lexical and syntactical forms of ASL.
2. Demonstrate skills in utilizing eye contact, body orientation, sign space and other appropriate behaviors relative to conversation and story-telling methods when engaged in sign language communication.
3. Demonstrate general knowledge of laws which govern schools and public entities to provide reasonable accommodations to deaf and hard-of-hearing individuals.

4. Demonstrate knowledge of a defined language and critical elements of American Sign Language.
5. Demonstrate ability to explore resources for the deaf and hard-of-hearing population.
6. Demonstrate increased awareness of Deaf cultural norms and values.
7. Demonstrate increased knowledge of historical events and the impact of such on Deaf persons and the Deaf community through the construction and illustration of projects and presentations.
8. Describe social, cultural, historical, political, sociolinguistic, and intersectional aspects of Deaf and signing communities in the USA.

## **IV. Course Content**

### **I. Placement**

- A. Object
- B. Locations
  1. HERE/THERE
  2. THIS/THAT
  3. Verbs Incorporation Location
  4. Location Relationship

### **II. Classifiers**

- A. Pronominal
- B. Adding Movement
- C. Pluralizing
- D. Incorporation Amounts
- E. Outlining for Shape and Detail
- F. Shaping Objects
- G. Showing Motion

### **III. Finger Spelling**

- A. Increasing Speed and Flow
- B. Increasing Receptive Skills
  1. Hard-to-Read Letter Combinations
  2. Long or Unusual Names

### **IV. Numbers**

- A. Dates
- B. Ages
- C. Time Reference
  1. Tense Indicators
  2. Reduplication
  3. Repetition
- D. Amounts
- E. Plurals
- F. Mass Quantities
- E. Multiples by 5's and 10's

### **V. Compound vs. Contractions**

### **VI. Negatives**

- A. Quantities
- B. Use of NOTHING
- C. Use of Compound/Contractions

### **VII. LAWS**

- A. Rehabilitation of Act of 1973, Section 504

## **VIII. Verb**

- A. Directional
  - 1. Incorporating two object
  - 2. Incorporating EACH or ALL
- B. Inflection
  - 1. Incorporating Repeating Motion
  - 2. Incorporating Continual Motion

## **IX. Adjective Modulation**

- A. Incorporating Repeating Motion
- B. Incorporating Continual Motion

## **X. Sentence Structure**

- A. Using FINISH as Conjunction
- B. Using HAVE as Existence
- C. Conditional Sentences

## **XI. Deaf Idioms**

## **XII. Dialogs**

- A. Review
- B. Interpret into English
- C. Demonstrate Skills
  - 1. Use of ASL Structure
  - 2. Placement
  - 3. Facial Expressions
  - 4. Giving Advice
  - 5. Stating Opinion

## **XIII. Receptive Skills**

- A. View Classmates Videotapes
  - 1. Critique Videotapes
  - 2. Discuss Videotapes

## **XIV. Deaf Culture**

- A. Norms
  - 1. Traditions
  - 2. Greetings and leave-taking
  - 3. Late arrivals
  - 4. Interruptions
  - 5. Keeping others informed
  - 6. Ending Conversations
  - 7. Expressing gratitude
  - 8. Confirming information
- B. Values
  - 1. Conflict
  - 2. Family
  - 3. Community
  - 4. Agencies and Resources
  - 5. Customs
- C. History
  - 1. Founders
  - 2. Influential persons in Deaf culture including Deaf artists and Deaf poets
  - 3. Deaf Education
  - 4. Contributions to society by Deaf individuals
  - 5. Events
  - 6. Technology

## 7. Perspectives

### D. Deaf People Signing on Videotape

1. Storytelling
2. Jokes
3. Poetry
4. Songs

## V. Assignments

### A. Appropriate Readings

Text, Student Study Guide and Out of Class Assignments. Students will be required to read course text and supplemental material.

### B. Writing Assignments

Writing assignments are required and may include (but are not limited to) the following:

- 1) A term paper incorporating deaf cultural issues such as proper etiquette, hearing and deaf culture comparison, and family/community life within the Deaf community.
- 2) Upon attending a function at which members of the Deaf community are present, write a summary of your experience and be prepared to share it with the class.

### C. Expected Outside Assignments

Outside reading, observations, review of media sources, preparation for examinations, research and development of reaction papers, preparations for group and final presentation

*For all lecture classes "Students will be required to complete two hours of outside-of-class homework for each hour of lecture.*

### D. Specific Assignments that Demonstrate Critical Thinking

Representative assignments that demonstrate critical thinking include;

Writing assignment outlining a business or organization which would benefit deaf or hard-of-hearing individuals and the local community.

Based on the English text selection provided, analyze the text, and develop a GLOSS outline for ASL interpretation in preparation for producing a final product for an in-class presentation.

Discussions regarding controversial social issues and legal decisions involving deaf people cultivate student problem solving skills.

Students must demonstrate complex understanding of ASL syntax through written examples and performance exams.

Quizzes demonstrate student ability to utilize visual-receptive skills to comprehend contextual meaning of stories, jokes and descriptive information.

## VI. Methods of Evaluation

### Traditional Classroom Evaluation

Essay exams, short answer/fill-in exams, class participation, multiple choice exams, assignments, problem solving exams, and expressive exams.

### Online Evaluation

Same as face-to-face instruction including a variety of evaluation methods such as: research papers, asynchronous and synchronous discussions (chat/forum), exercises/assignments, online quizzes and exams, and postings to online website.

## **Correspondence Evaluation**

Same as face to face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between Instructor and student.

## **VII. Methods of Delivery**

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

- Traditional Classroom Delivery       Correspondence Delivery  
 Hybrid Delivery       Online Delivery

### **Traditional Classroom Instruction**

Lecture, discussion, audio/visual aids, demonstration, group exercises, guest speakers, lab, individualized programs, and others as needed.

### **Online Delivery**

Online instruction will be utilized. 68 hours will be instructed online through the technology platform adopted by the District. Online delivery will consist of participation in forum-based discussions and posts, web links, email communications, lecture posts, exams and online lectures. Adding extra resources and other media sources as appropriate.

### **Correspondence Delivery**

Assigned readings, instructor-generated typed handouts, typed lecture materials, exercises, and assignments equal to face-to-face instructional delivery. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

## **VIII. Representative Texts and Supplies**

Required Text::

Cheri Smith/Ella Mae Lentz/Ken Mikos. Signing Naturally, Units 7-12, Dawn Sign Press, 2010, ISBN: 13:9781581212211.

Signing Illustrated: (2004) The Complete Learning Guide by Mickey Flodin  
ISBN 978-0399530418

Optional: Vallie, C. Editor in Chief. The Gallaudet Dictionary of American Sign Language, 1<sup>st</sup> ed. Washington, DC: Gallaudet University Press, 2006: ISBN 9781563682827

## **IX. Discipline/s Assignment**

Sign Language, American

## **X. Course Status**

Current Status: Active

Original Approval Date: 05/28/1991

Revised By: Lisa Gardiner

Curriculum/Academic Standards Committee Revision Date: 05/02/2023