

Course Outline of Record

1. Course Code: ASL-002
2.
 - a. Long Course Title: Elementary American Sign Language II
 - b. Short Course Title: ELEMENTARY ASL II
3.
 - a. Catalog Course Description:

This course further develops material introduced in American Sign Language I. Increasingly complex grammar and vocabulary will be introduced, with the class conducted primarily in ASL. Equal focus is placed on expressive and receptive skill development. Students will explore simple Deaf humor and poetry, and examine writings by American Deaf persons to discover values, attitudes, and themes of the American Deaf culture.
 - b. Class Schedule Course Description:

This course presents increasingly complex ASL grammar and vocabulary. Students are exposed to simple Deaf humor and poetry, as well as themes in American Deaf culture's writings.
 - c. Semester Cycle (if applicable): All sessions
 - d. Name of Approved Program(s):
 - COD GE Pattern
4. Total Units: 5.00 Total Semester Hrs: 90.00
 Lecture Units: 5 Semester Lecture Hrs: 90.00
 Lab Units: 0 Semester Lab Hrs: 0
 Class Size Maximum: 35 Allow Audit: No
 Repeatability No Repeats Allowed
 Justification 0
5. Prerequisite or Corequisite Courses or Advisories:

Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm I-A)

 Prerequisite: ASL 001 or 2 years high school ASL
6. Textbooks, Required Reading or Software: *(List in APA or MLA format.)*
 - a. Lentz, E., Mikos, K. and C. Smith (2014). *Signing Naturally Units 7-12*. (1st Ed/e). San Diego DawnSignPress.. ISBN: 9781581212211
 College Level: Yes
 Flesch-Kincaid reading level: N/A
 - b. Lentz, Ella Mae, Mikos, Ken. and Cheri, Smith (2014). *Signing Naturally Units 1-6* San Diego, CA DawnSign Press. ISBN: 978-1-58121-2
 College Level: Yes
 Flesch-Kincaid reading level: 9.1
 - c. Nomeland, Melvia M. (2011). *The Deaf Community in America: History in the Making* McFarland. ISBN: 978-078646397
 College Level: Yes
 Flesch-Kincaid reading level: 9.1
7. Entrance Skills: *Before entering the course students must be able:*

Use ASL to:

 - a. Inquire about and share personal reactions to a variety of familiar contexts.
 - ASL 001 - Relating to SLO #1, students will be able to use ASL to:
 - b. Exchange more factual information on topics related to people, places, and things
 - ASL 001 - Exchange more factual information on topics related to people, places, and things
 - c. Customize personal introductions and farewells appropriate to Deaf culture.
 - ASL 001 - Customize personal introductions and farewells appropriate to Deaf culture.

ASL 002-Elementary American Sign Language II

d. Negotiate basic directions, requests, and demands.

- ASL 001 - Negotiate basic directions, requests, and demands

e. Produce basic physical and personality descriptions.

- ASL 001 - Produce basic physical and personality descriptions.

f. Recognize and produce proper names fingerspelled with teacher-aided cues, and recognize fingerspelled loan signs

- ASL 001 - Recognize and produce proper names fingerspelled with teacher-aided cues, and recognize finger-spelled loan signs

Differentiate between similar signs, identifying the different parameters.

- ASL 001 - Analyze similar signs, identifying the different parameters.

Demonstrate an understanding of basic ASL syntax by using topic/comment structure when asked simple questions, and by glossing simple English sentences into ASL order.

- ASL 001 - Demonstrate an understanding of basic ASL syntax by using topic/comment structure when asked simple questions, and by glossing simple English sentences into ASL order.

g. Apply knowledge of grammatical non-manual markers by identifying and producing the markers for the four basic sentence types (declaratives, negatives, yes-no questions, wh-questions) in a prepared presentation

- ASL 001 - Apply knowledge of grammatical non-manual markers by identifying and producing the markers for the four basic sentence types (declaratives, negatives, yes-no questions, wh-questions) in a prepared presentation.

h. Identify and demonstrate the meaning of basic selected classifiers.

- ASL 001 - Identify and demonstrate the meaning of basic selected classifiers

i. Demonstrate the rules of temporal aspect by beginning sentences with a time indicator

- ASL 001 - Demonstrate the rules of temporal aspect by beginning sentences with a time indicator

j. Examine values, attitudes, or opinions that would be considered culturally Deaf

- ASL 001 - Examines values, attitudes, or opinions that would be considered culturally Deaf.

k. Attend and participate in an event where ASL is used, discussing the cross-cultural variables

- ASL 001 - Attend and participate in an event where ASL is used, describing cross-cultural variables

8. Course Content and Scope:

Lecture:

a. Talking about Activities:

- a) Talking about Everyday Activities
- b) Agreement Verbs
- c) Fingerspelling: Words with Letters G and H
- d) Talking about Chores
- e) Asking if Done
- f) Talking about Errands
- g) Telling How Often
- h) Talking about Activities with Others
- i) Talking about What One Does for a Living
- j) Unit 5 Review: Put It All Together

b. Describing People and Things:

- a. Identifying Present People
- b. Fingerspelling: Clothing-Related Words
- c. Numbers: Guess My Number
- d. Describing Personal Items
- e. Translating Sentences with "Have" 1
- f. Translating Sentences with "Drive To," "Take" and "Pick Up" 1
- gi. Numbers: Asking How Many
- h. Describing Lost Items
- i. Numbers: Telling the Year
- j. Translating Sentences with "Have" 2
- k. Cultural: Greetings and Leave-Takings
- l. Translating Sentences with "Drive To," "Take" and "Pick Up" 2
- m. Comprehension: The Family Portrait
- n. Review Unit 7: Putting It All Together

c. Making Requests and Asking for Advice:

- a) Making Requests
- b) Fingerspelling: Months
- a) Agreement Verbs 1
- b) Agreeing with Conditions
- c) Negations 1
- d) Numbers: Giving Phone Numbers
- e) Asking for Advice 1
- f) Asking for a Sign
- g) Agreement Verbs 2
- h) Negations 2
- i) Comprehension: The Candy Bar
- j) Culture: Minimizing Interruptions
- k) Culture: Name Signs
- l) Review Unit 8: Putting It All Together

d. Describing Places:

- a) Discussing Neighborhoods
- b) Places in the Neighborhood
- c) Numbers: Giving the Time 1
- d) Describing Your Neighborhood
- e) Giving Directions: Next To, Across From
- f) Yes-No Questions 1
- g) Describing a Restaurant
- h) Giving Directions: Where to Turn
- i) Numbers: Giving the Time 2
- j) Suggesting a Place to Eat
- k) Giving Directions: Perspective Shift
- l) Review Unit 9: Putting It All Together

e. Giving Opinions About Others:

- a) Giving Opinions about Tendencies
- b) Numbers: Telling the Price 1
- c) Wh-word Questions 1
- d) Giving Opinions about Personal Qualities 1
- e) Telling Where Items Are Located
- f) Wh-word Questions 2
- g) Culture: Interrupting Others
- h) Comprehension: "Why the Owl Has Big Eyes"
- i) Looking for a Misplaced Item
- j) Review Unit 10: Put It All Together

f. Cultural content includes:

- i. Clarification and discussion of customs and traditions of the Deaf culture.
- ii. Learning to negotiate the cross-cultural challenges of communicating with Deaf people.
- iii. Discovering how Deaf people mediate the cross-cultural challenges of communicating with hearing people.
- iv. ASL preservation and historical change.

- v. Language contact between Deaf and Hearing cultures.
- vi. Exploring Deaf educational experiences' impact on cultural functioning.
- vii. ASL's role in Deaf education and Deaf culture.
- viii. Historical perspectives on the Deaf work ethic.
- ix. Deaf cultural perspectives on deafness as a disability.
- x. The cochlear implant controversy.
- xi. Deaf persons with additional cultural identities.
- xii. Deaf President Now movement and its impact on the Deaf world.
- xiii. ASL literature – poetry, plays, narratives, jokes.

Lab: *(if the "Lab Hours" is greater than zero this is required)*

No lab

9. Course Student Learning Outcomes:

1.
Create ASL narratives, and converse on both personal topics and topics related to American Deaf Culture.
2.
Utilize the basic structures ASL to convey linguistic features.
3.
Demonstrate and discuss ASL grammar and vocabulary in communication exchanges based on ASL poetry, American Deaf Culture's beliefs, values and themes written by Deaf authors.
4.
Illustrate fluency in ASL with peers, both Deaf and Hearing through everyday conversation.
5.
Produce presentations, and videos that showcase your knowledge of the heritage and Culture of the Deaf.

10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. Students will be able to discuss and share thoughts with others on likes and dislikes, agreements and disagreements.
- b. Students will be able to ask and respond to questions, demonstrating their knowledge and clarifying their understanding.
- c. Students will be able to demonstrate matters of personal importance using ASL.
- d. Students will be able to recognize and reproduce appropriate conversational feedback in ASL.
- e. Students will be able to compose and present an original ASL narrative regarding a personal experience.
- f. Students will be able to identify and produce both proper names that are finger spelled in context, and finger spelled loan signs.
- g. Students will be able to illustrate understanding of basic ASL syntax by spontaneously producing the syntax.
- h. Students will be able to correctly differentiate similar non-manual markers to identify conditional sentences, rhetorical questions, when clauses, and topic markers.
- i. Students will be able to consistently produce topic markers.

ASL 002-Elementary American Sign Language II

- j. Students will be able to correctly differentiate and reproduce basic ASL mouth markers indicating adjectives and adverbs.
- k. Students will illustrate their understanding of various classifiers.
- l. Students compare and contrast verbal inflections in ASL with English verbal inflection, correctly identifying temporal inflections in ASL.
- m. Students will be able to use appropriate locations in space for pronouns and nouns.
- n. Students will discuss simple examples of ASL humor and ASL poetry while analyzing American Deaf culture's beliefs, values, and themes in writings by Deaf persons.
- o. Students will be able to converse in non-classroom settings in small groups with members of the Deaf community.
- p. Students will be able to have an "everyday" conversation at a beginning to intermediate level and discuss the following: family & relationships, occupations, personality characteristics, campus locations, and make requests by successful demonstration of interviews, peer feedback, and dialogue evaluation by the instructor.
- q. Students will be able to demonstrate their knowledge of appropriate Deaf Culture non-manual markers, expression, and body movement by applying these skills for the instructor through observation and peer dialogue.
- r. Students will be able to compare and contrast the history and current issues of Deaf Education and Employment by demonstrating Deaf perspectives through ASL, GoReact, essays, and papers.

11. Methods of Instruction: *(Integration: Elements should validate parallel course outline elements)*

- a. Demonstration, Repetition/Practice
- b. Discussion
- c. Technology-based instruction

Other Methods:

a. Demonstration lectures – conducted in ASL b. Question-Answer sessions c. Discussions and presentations d. Internet-based resources e. Videos, DVDs, CD-Roms f. Guests/invited speakers g Role-playing and skits h. Collaborative and interactive group work inside and outside of the classroom

12. Assignments: *(List samples of specific activities/assignments students are expected to complete both in and outside of class.)*

In Class Hours: 90.00

Outside Class Hours: 180.00

a. In-class Assignments

a. Practice ASL vocabulary. b. Practice ASL sentences and grammar. c. Practice presentations. d. Review of material in small groups - partners to groups of 5. e. Practice assigned exercises from the text.

b. Out-of-class Assignments

a. Complete text and videotext assignments. b. Read and respond to the cultural text assigned readings. c. Present in class, demonstrating appropriate non-manual markers, accurate grammar and correct sign production. d. Demonstrate acquisition and comprehension of new vocabulary. e. Participate in and respond to Deaf cultural activities. f. Record additional signs in a vocabulary journal. g. Research approved topic relating to Deaf culture. Present research in appropriate ASL format, and produce written report

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- Written homework
ASL grammar exercises; answering questions relating to readings
- Field/physical activity observations
Students are required to attend two "major" Deaf events. The events need to be specific to the Deaf and must include Deaf community members and the usage of ASL. This will ensure students will be immersed in ASL and will benefit greatly from such exposure to the language. If student is unable to attend a "major" Deaf event, students are welcome to attend a local events in the Coachella Valley, for students.
- Presentations/student demonstration observations
Presentations in ASL
- Group activity participation/observation

ASL 002-Elementary American Sign Language II

Interactive skills demonstrations of ASL skills

- True/false/multiple choice examinations
- Student participation/contribution
 - In class participation
- Student preparation
 - Preparation of assigned ASL exercises

14. Methods of Evaluating: Additional Assessment Information:

a. Essay(s). b. Skills demonstrations. c. In class participation. d. In class presentations. e. Quizzes. f. Homework. g. Midterm or unit tests. h. Interactive tests of unit skills.

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

PO-GE C3 – Arts, Humanities, and Culture

Communicate effectively in many different situations involving diverse people and viewpoints.

Effectively communicate and express themselves and make themselves understood through visual, auditory, tactile, and symbolic means.

IO - Critical Thinking and Communication

Utilizing various communication modalities, display creative expression, original thinking, and symbolic discourse.

16. Comparable Transfer Course

| University System | Campus | Course Number | Course Title | Catalog Year |
|-------------------|--------|---------------|--------------|--------------|
|-------------------|--------|---------------|--------------|--------------|

17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item

Cost Per Unit

Total Cost

19. Provide Reasons for the Substantial Modifications or New Course:

Review.

20. a. Cross-Listed Course (*Enter Course Code*): *N/A*
b. Replacement Course (*Enter original Course Code*): *N/A*

21. Grading Method (*choose one*): Letter Grade Only

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000214957
b. T.O.P. Code [CB03]: 85000.00 - Sign Language
c. Credit Status [CB04]: D - Credit - Degree Applicable
d. Course Transfer Status [CB05]: A = Transfer to UC, CSU
e. Basic Skills Status [CB08]: 2N = Not basic skills course
f. Vocational Status [CB09]: Not Occupational
g. Course Classification [CB11]: Y - Credit Course
h. Special Class Status [CB13]: N - Not Special
i. Course CAN Code [CB14]: *N/A*
j. Course Prior to College Level [CB21]: Y = Not Applicable
k. Course Noncredit Category [CB22]: Y - Not Applicable
l. Funding Agency Category [CB23]: Y = Not Applicable
m. Program Status [CB24]: 1 = Program Applicable

ASL 002-Elementary American Sign Language II

Name of Approved Program (if program-applicable): COD

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 0

Third Year: 0

24. Resources - Faculty - Discipline and Other Qualifications:

a. Sufficient Faculty Resources: No

b. If No, list number of FTE needed to offer this course: *N/A*

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (Explain:)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Thomas O'Grady Origination Date 05/24/17