GROSSMONT COLLEGE

Official Course Outline

AMERICAN SIGN LANGUAGE 121 – AMERICAN SIGN LANGUAGE II

1. Course Number Course Title Semester Units Hours

ASL 121 American Sign Language II 4 4 hours lecture: 64-70 hours

128-144 outside-of-class hours

192-216 total hours:

2. Course Prerequisites

A “C” grade or higher or “Pass” in ASL 120 or equivalent.

Corequisite

None.

Recommended Preparation

None.

3. Catalog Description

This course is a continuation of American Sign Language 120. Students will increase their knowledge of ASL, the Deaf community, and the culture. Students will develop conversational skills by learning to use grammar functions that increase fluency. Complex narratives will be used to expand vocabulary and apply linguistic features of ASL. This course will provide an opportunity for students to improve and enhance their ability to communicate in American Sign Language.

4. Course Objectives

The student will:

a. Accurately formulate, express, and expand their vocabulary of American Sign Language.

b. Construct and compose sentences of complex structure in American Sign Language.

c. Expand the use and meaning of facial expression in grammar structures.

d. Differentiate between number systems in ASL and produce them in the correct contexts.

e. Practice and apply signing skills.

f. Produce signed conversations at a beginning-intermediate level.

g. Apply grammar functions when performing dialogues.

h. Analyze cross-cultural communication dynamics between Deaf people and hearing people.

5. Instructional Facilities

Standard classroom.

6. Special Materials Required of Student

None.

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7. Course Content

a. Instruction in culture related topics:

(1) Differences/similarities of Deaf Culture and Hearing Culture values.

(2) Cross-cultural communication between hearing and Deaf.

(3) The purpose of sequencing stories/situations in ASL.

(4) Introduce role shifting, it’s purpose, and it’s use in ASL.

(5) How the Deaf **C**ulture handles descriptions of people, personal attributes.

(6) Biographies of Deaf people that have impacted the culture.

(7) Attributes of conversational fluency specific to ASL.

b. Instruction in ASL and grammatical structure:

(1) Asking questions with conditions

(2) Topic/comment structure.

(3) Spatial references.

1. Dual personal pronoun usage.
2. Use of ordinal, cardinal, age, and monetary number systems in ASL.
3. Descriptive classifiers.
4. Contrastive sentence structure.
5. How verbs differ in ASL and English.
6. Managing interruptions when in a conversation.

c. Vocabulary development:

(1) How to describe places and giving directions.

(2) How to describe people and things.

(3) Making requests with conditions and asking for advice.

(4) Family and relationships.

(5) Giving opinions about others.

(6) Discussing plans.

d. Skill development production:

(1) How to transform thoughts into signed sentences.

(2) How to initiate conversations.

(3) Requesting Information.

(4) Asking for clarification.

(5) Applying the appropriate signed number systems with the right topic.

(6) Implementing correct responses in conversations.

(7) Asking questions.

(8) Using Agreement verbs.

(9) Produce grammar features by using correct placement and movement in the signing

space.

8. Method of Instruction

a. Lecture.

b. Demonstration.

c. Expression and dialogue interaction.

d. Hands-on experience.

e. Videotaped instruction.

f. Role plays.

g. Guest speakers.

h. 2nd language learning theories: immersion approach.

i. Social media (blogs, vlogs, Youtube, etc).

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9. Methods of Evaluating Student Performance

a. Participation in discussions, group activities, online activities.

b. Written essays, reflection papers, reaction papers, signed narratives, group work.

c. Sign Language skill production.

d. Quizzes and exams, including finals.

e. Expressive and receptive skills evaluation.

10. Outside Class Assignments

a. Attend Deaf events, townhall forums, Webinars, plays, observe interpreters, live Facebook events, Deaf Awareness Day events, ASL events sponsored by the Grossmont College ASL department.

b. Participation in Deaf culture activities and/or community learning experiences.

c. Introduction to resources within the Deaf community.

d. View media resources. For example: Youtube videos in ASL, Flipgrid, ASL DVDs, TED Talks, Webinars, kahoot quizzes, quizzlet quizzes, peardeck, Padlet, Answer garden.

e. Hands-on exercises for skill development.

f. Tour of resources within the Deaf community,

11. Texts

a. Required Text(s):

Smith, Cheryi, Lentz, Ella Mae, and Mikos, Ken. *Signing Naturally Student Workbook, Units 7 - 12*. San Diego, CA: DawnSignPress, 2014.

b. Supplementary texts and workbooks:

(1) Humphries, Tom. Padden, Carol. *Learning American Sign Language*. Boston, MA: Allyn & Bacon, 2003

(2) Marbury, Dr. Nathie L., Bryant, Ritchie, Gelineau, Lisa, Shannon, Tracy, and Harris, Raychelle. *True+Way ASL, Unit 7-12* Austin, TX: Purple Moontower LLC. 2011-2020

(3) ASL dictionary.

(4) Bragg, Lois. *Deaf World: A historical reader and primary sourcebook*. Part III & IV. New York, New York: New York University Press, 2001

(5) Levitan, Linda. Moore, Matthew S. *For Hearing People Only,* 3rd Edition*.* T.J. Publishers, SilverSpring, MD 2003.

Addendum: Student Learning Outcomes

Upon completion of this course, students will be able to do the following:

1. Remember, recognize, produce vocabulary and apply grammar related to: Describing people and things, making requests and asking for advice, describing places, giving opinions about others, discussing plans and goals, storytelling and fables.
2. Conduct an “everyday” conversation at a beginning to intermediate level and discuss the following: family, relationships, personality characteristics, giving directions, making requests and asking for advice.
3. Demonstrate their knowledge of appropriate Deaf culture facial grammar, expression, and body movement by applying these skills when in conversations.

Approved by the Governing Board: December 15, 2020