GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

 Curriculum Committee Approval: 02/22/2022

 GCCCD Governing Board Approval: 03/08/2022

# AMERICAN SIGN LANGUAGE 221 – AMERICAN SIGN LANGUAGE IV

 1. Course Number Course Title Semester Units

 ASL 221 American Sign Language IV 4

 Semester Hours

 4 hours lecture 64-70 total contact hours Outside of class hours: 128-144 Total hours: 192-216

 2. Prerequisites

 A “C” grade or higher or “Pass” in ASL 220 or equivalent.

Corequisite

 None

 Recommended Preparation

 None

 3. Catalog Description

 This course is taught using American Sign Language. This is an advanced course designed to increase vocabulary, examine the use of semantic and body classifiers, expand and develop conversational signing ability through the use of appropriate grammar structures and storytelling. Popular Deaf culture stories are learned through the development of storytelling techniques. The rich heritage of Deaf people is studied through biographies of those who are famous for their contribution. This course elevates the awareness of equity and inclusion of diverse Deaf people by using roleplays and folklore, literature, and humor specific to the Deaf culture.

 4. Course Objectives

 The student will:

1. Expand, practice, and demonstrate advanced vocabulary with accurate signed production.
2. Identify and apply descriptive, semantic, and body classifiers.
3. Formulate accurate production and apply correct usage of advanced money signs and concepts.
4. Differentiate between the types of grammar features used in conversations and storytelling.
5. Examine how the preservation of sign language is conveyed through Deaf folklore.
6. Analyze how Deaf heritage has been shaped by diverse Deaf people.
7. Relay personal experiences related to diversity, equity, and inclusion with others and/or Deaf people.

 5. Instructional Facilities

 Standard classroom

 6. Special Materials Required of Student

 Electronic storage media

7. Course Content

 a. Instruction in ASL Classifiers:

 (1) Descriptive Classifiers.

 (2) Semantic Classifiers.

 (3) Body Classifiers.

(4) Body Part Classifiers.

 (5) Instrument Classifiers.

 (6) Element Classifiers.

 (7) Locative Classifiers.

 (8) Plural Classifiers.

 b. Vocabulary Development:

 (1) Description: mobile devices (cell phone, tablet, laptop, computers), homes (apt, condo, trailer), transportation (car, motorcycle, bike).

 (2) Facts and rules: ranking, culture, games, everyday life

 (3) Money systems: investment, withdrawal, deposit.

 (4) Life Changes: divorce, decision making, personal ethics.

 (5) Health issues: symptoms, causes, treatments.

 c. Conversation Expanders and application of Grammar features:

 (1) Storytelling of life changing events.

 (2) Role Shifting and spatial agreement between characters.

 (3) Transitions, sequences, and spatial agreement.

 (4) Analyze meanings of written facts to retell.

 (5) Signing explanations using conditional sentences, relative clauses and rhetorical questions.

 d. Deaf Community and Cultural Perspectives:

 (1) Retelling popular Deaf folklore.

 (2) ABC stories.

 (3) Explaining rules of Deaf games.

 (4) Contributing Deaf people.

 (5) Awareness of and current events in the Deaf community.

8. Method of Instruction

 a. Lecture.

 b. Demonstration.

 c. Expressive and receptive drills.

 d. Multimedia

 e. Conversational practice.

 f. Discussion.

 g. Role Plays

 h. Guest Speakers

 9. Methods of Evaluating Student Performance

 a. Participation of in-class assignments such as dialogues, worksheets, group discussion.

 b. Fingerspelling skill production.

 c. Quizzes, tests.

 d. Final exam such as expressive and receptive skills exam and/or written final exam.

 e. Videotaped presentations such as narratives and/or storytelling.

 f. Group projects. For example, signed presentations, signed conversations, group analysis of Deaf contributors, jigsaw tasks.

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. Representative Texts

* 1. Representative Texts:

 Smith, Cheryl, Ella Mae Lentz and Ken Mikos. *Signing Naturally*. Vista-American Sign Language Series, Student Workbook, Level 3. San Diego, CA: Dawn Sign Press, 2001.

 b. Supplementary texts and workbooks:

  (1) Marbury, Dr. Nathie L., Bryant, Ritchie, Gelineau, Lisa, Shannon, Tracy, and Harris, Raychelle. True+Way *ASL, Unit 16-18.* Austin, TX: Purple Moontower LLC. , 2011-2020

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

(3) Carroll, Cathryn and Mather, Susan. *Movers and Shakers – Deaf People Who Changed the World.* San Diego, CA: DawnSignPress, 1997.

 (4) Any ASL dictionary.

Addendum: Student Learning Outcomes

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

1. Demonstrate advanced receptive and expressive skills using targeted grammatical markers (spatial agreement, role shifting, classifiers) and vocabulary (facts, life decisions, health conditions, money).
2. Identify and formulate classifiers when describing objects, plurals, elements, body limbs by applying these skills through presentations and written exams.
3. Use grammar features in conversations when relating stories from their lives.
4. Explain how Deaf contributors in the community shaped Deaf heritage.