GROSSMONT COLLEGE

Official Course Outline

AMERICAN SIGN LANGUAGE 131 – AMERICAN SIGN LANGUAGE: FINGERSPELLING II

 1. Course Number Course Title Semester Units Semester Hours

 ASL 131 American Sign Language: 3 3 hours lecture: 48-54 hours

 Fingerspelling II 96-108 outside-of-class hours

 144-162 total hours

 2. Course Prerequisites

A “C” grade or higher or Pass in American Sign Language 130 or equivalent or one year of high school American Sign Language fingerspelling or equivalent.

Corequisite

None

 Recommended Preparation

 None.

 3. Catalog Description

 This course is a continuation of American Sign Language 130 using fingerspelling skills at an intermediate to advanced level. Students will increase their ability to produce and comprehend fingerspelling and number systems at an intermediate level and beyond. Expressive skills will focus on “Rapid,” “Careful,” and “Lexicalized” types of fingerspelling, as well as, shortcuts at near-native fluency rates. Receptive skills will focus on comprehension of fingerspelling at near-native fluency rates.

 4. Course Objectives

 The student will:

 a. Accurately apply the “three Cs” of fingerspelling: configuration, context, and closure used for comprehension.

 b. Construct and compose narratives with fingerspelling embedded within using shortcuts of native signers.

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

 d. Apply mouth morphemes to conversations and fingerspelling.

 e. Practice and apply fingerspelling techniques with lexicalized signs.

 f. Decide and choose the correct number system to use in narratives depending upon the context.

 g. Produce fingerspelling at an intermediate to advanced level.

 h. Improve speed and accuracy of receptive and expressive fingerspelling skills.

 i. Analyze fingerspelling styles of Deaf people and hearing people.

 5. Instructional Facilities

 Standard classroom with VCR/DVD player, TV monitor, and Smartcart.

 6. Special Materials Required of Student

 None.

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7. Course Content

 a. Fingerspelling Instruction:

 (1) Style differences among native signers**.**

 (2) Lexicalized signs for deletions, reduplication and omission of letters.

 (3) Fingerspelling embedded in conversations and narratives.

 (4) Influence of handshape, palm orientation, location, and movement when fingerspelling.

 (5) Natural mouth movement and mouth morphemes when fingerspelling.

 (6) Number system with the correct context: money, age, time, ordinal, cardinal.

 b. Expressive Skill development:

 (1) Fingerspelling shortcuts common in the Deaf community.

 (2) Narratives which include rapid, careful, and lexicalized types of fingerspelling.

 (3) Number systems (money, age, ordinal, cardinal, time, phone numbers, height) into narratives.

 (4) Compound signs, abbreviations and acronyms to narratives.

 c. Receptive Skill Development:

 (1) Techniques to recognize fingerspelled words of native signers.

 (2) Configuration, context, and closure strategies to identify fingerspelled words embedded in sentences and/or narratives.

 (3) Number systems embedded in narratives/stories.

1. Lexicalized signs produced by native signers in conversations.

 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).

 9. Methods of Evaluating Student Performance

 a. Participation of in-class assignments.

 b. Written reports.

 c. Fingerspelling expressive and receptive skill production.

 d. Quizzes and exams.

 e. Final exam: Expressive and Receptive skills evaluation.

10. Outside Class Assignments

 a. Reaction papers re: guest speakers.

 b. Participation in community learning experience.

 c. Conversing with and interviewing native signers.

 d. Viewing of videotapes, DVDs, and other social media in the LRC.

 e. Hands-on exercises for skill development.

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11. Texts

 Required Text(s):

 (1) Zinza, Jason, E. *Master ASL! Fingerspelling, Numbers, and Glossing.* Burtonsville, MD: Sign Media, 2006.

 (2) Keast, Missy. *ASLInside*. (online fingerspelling program). Scottsdale, AZ: ASL Inside.Level II. 2014.

 Addendum: Student Learning Outcomes

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

1. Recognize words, lexicalized signs, and number systems when fingerspelled at near native fluency rate.
2. Produce fingerspelled words, lexicalized signs, and number systems with near native fluency style.

Date approved by the Governing Board: May 16, 2017