GROSSMONT COLLEGE

Official Course Outline

AMERICAN SIGN LANGUAGE 220 – AMERICAN SIGN LANGUAGE III

 1. Course Number Course Title Semester Units Semester Hours

 ASL 220 American Sign 4 4 hours lecture: 64-70 hours

 Language III 128-144 outside-of-class hours

 192-216 total hours

 2. Prerequisites

A “C” grade or higher or “Pass” in in ASL 121 or equivalent.

Corequisite

 None.

 Recommended Preparation

 None.

 3. Catalog Description

This course continues the study of American Sign Language. Students will continue their development of sign language vocabulary, grammar structures, and conversational skills. This course will provide an opportunity for students to greatly improve their ability to communicate in American Sign Language by studying the nuances and intricacies of the language. Students will continue to enhance their studies and awareness by focusing on the Deaf community as a culture and issues that arise between the hearing and Deaf cultures.

 4. Course Objectives

 The student will:

 a. Expand, practice, and demonstrate the new vocabulary using the foundations acquired in ASL II.

 b. Distinguish between various signed number systems.

 c. Compose grammatically correct ASL structures to convey time periods (past, present, future).

 d. Compare and contrast specific historical controversies between Hearing and Deaf cultures.

 e. Evaluate the life struggles of Deaf people in a hearing dominated society.

 f. Analyze the differences between growing up Deaf with hearing parents and Deaf parents.

 g. Analyze the creative expressions of deaf actors using ASL in cheers, songs, storytelling, and legends.

 i. Produce signed stories and narratives demonstrating specific features of ASL, i.e. role shifting and classifiers.

 5. Instructional Facilities

 Standard classroom.

 6. Special Materials Required of Student

 Electronic storage media.

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7. Course Content

a. Instruction on the Deaf perspective in the following topics:

 (1) Deaf perspectives on cochlear implants.

 (2) Preservation of the Deaf culture and sign language through storytelling.

 (3) Influence of Deaf lobbying and politics on the hearing community.

 (4) ASL poetry, ABC stories, and poetry.

 (5) Deaf experiences growing up with Deaf and/or hearing parents.

b. Instruction in ASL grammar structures:

 (1) Signed number systems such counting, telling time, money, use of 3-digit numbers.

 (2) Recurring and continuous “time” signs used to convey past, present, future tense.

 (3) Aspects of verbs.

 (4) Quantifiers – most, some, few.

 (5) Ethnicity.

 (6) Classifier types.

 (7) Apply Role Shifting to appropriate situations: 1 person, 2 person, 3 person narratives.

c. Instruction in vocabulary development:

 (1) Number systems – Clock numbers.

 (2) Making suggestions, requests, and complaining.

 (3) Describing and identifying objects.

 (4) Weekend activities.

 (5) Holidays.

 (6) Materials – metals, paint, stucco, etc.

 (7) Translating English meanings to ASL signs.

d. Skill development production:

 (1) Accurate production of grammar structures.

 (2) Accurate sign production of vocabulary.

(3) Implementation of grammatical structures.

 (4) Incorporating fingerspelling: double letters

 (5) Number systems: dates, addresses, counting by hundreds.

 8. Method of Instruction

 a. Lecture.

 b. Demonstration.

 c. Expression and dialogue interaction.

 d. Hands-on experience.

 e.Videotape instruction.

 f. Role plays.

 g. Guest speakers.

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

 9. Methods of Evaluating Student Performance

 a. In-class participation such as dialogues, worksheets, group discussion.

 b. Homework assignments such as completion of workbook activities.

 c. Quizzes and exams, including finals.

 d. Expressive, receptive, and written final exams.

 e. Signed presentations signed narratives, and/or signed dialogues.

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

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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 (video chats, chats with Deaf tutors) for skill development

 f. Tour of resources within the Deaf community,

11. Texts

 a. Required Text(s):

 (1) Lentz, Ella Mae, Ken Mikos and Cheri Smith. *Signing Naturally Level 2, Student Workbook and DVD.*  San Diego, CA: DawnSign Press, 2001.

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

 (3) Bragg, Lois. *Deaf World: A Historical Reader and Primary Sourcebook*. New York, New York: New York University Press, 2001

 b. Supplementary texts and workbooks:

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

 (2) Marbury, Dr. Nathie L., Bryant, Ritchie, Gelineau, Lisa, Shannon, Tracy, and Harris, Raychelle. *True+Way ASL, Unit 13-15.* Austin, TX: Purple Moontower LLC. , 2011-2020

 (3) ASL dictionary.

Addendum: Student Learning Outcomes

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

1. Sign stories using role shifting, semantic classifiers, and eye gaze by demonstrating their expressive skills.
2. Use temporal aspect inflections using repetition and continuous verbs by demonstrating their expressive skills ability and changing English sentences into grammatically correct ASL sentences graded by the instructor.
3. Use classifiers, SASS, NMS, and locatives when signing by applying these skills when presented with a situation and successfully describing objects presented in ASL.
4. Apply the grammar structures of relative clauses and complex sentences to their expressive signing ability by matching English sentences and identifying the appropriate ASL sentences signed by the instructor.

Approved by the Governing Board: December 15, 2020