

**LAST REVIEW: 2010-2011**

*(i.e. 2006-2007)*

**NEXT REVIEW: 2015-2016**

*(i.e. 2011-2012)*

**STATUS: A**

*(A, I, D)*

**COURSE TITLE: American Sign Language II**

**COMMON COURSE NUMBER: ASL1150**

**CREDIT HOURS: 4.0**

**CONTACT HOUR BREAKDOWN**

*(Per 16 week term)*

**CLOCK HOURS:**

*(Voc. Course ONLY)*

Lecture: **64.00**

Lab: **(available; optional)**

Clinic:

Other:

**PREREQUISITE(S): A grade of C or better in ASL1140 or equivalent and/or instructor's approval.**

**COREQUISITE(S): None**

**PRE/COREQUISITE(S):**

**COURSE DESCRIPTION** *(750 characters, maximum)*: Students will acquire intermediate linguistic principles of American Sign Language and vocabulary totaling approximately 500 new concepts, both expressively and receptively. Cultural literacy will be enhanced related to deafness and Deaf culture through reading, writing, and the social environment of the Deaf Community. A variety of classroom literacy activities and exercises, supplemented by laboratory and/or multi-media presentations, will be utilized to develop communicative competence and an appreciation for cultural diversity. (This course is designed for students who have completed ASL1140 as content builds upon the foundation laid in ASL I. Students should check individual university program requirements for transferability.)

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area

General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area

## **UNIT TITLES**

1. Cultural Literacy: Deafness; Deaf Culture; Deaf Community
2. Facial Expressions/Non-Manual Markers; Conceptual Accuracy; Syntax/Grammatical Structure
3. Fingerspelling: Signs Derived from Fingerspelling/Lexical Borrowing
4. Numbers; Incorporation of Numbers; Plurality; Classifiers as Quantifiers
5. Expression of Verb Tenses and Use of ASL Timeline; Use of “Finish” to Show Sequence of Events; Conjunctions
6. Directional Verbs (Showing Location, Indicating Subject and Object); Classifiers Showing Movement
7. Conditional Sentences
8. Rhetorical Questions

9. Spatial Mapping and Directions
10. Noun/Verb Pairs; Verb Pairs; Directional Verbs (Showing Location, Indicating Subject and Object)

\*\*\* Complete the following only if course is seeking general education status \*\*\*

**GENERAL EDUCATION Competencies and Skills \*:**

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

<b>Course must include <u>all</u> of the following:</b>	
<b>1. Read with critical comprehension**</b>	1.1-1.7, 2.1-2.6, 3.1-3.4, 4.1-4.4, 5.1-5.4, 6.1-6.3, 7.1-7.4, 8.1-8.4, 9.1-9.4, 10.1-10.8
<b>2. Write clearly and coherently**</b>	1.1-1.7, 2.1-2.6, 3.1-3.4, 4.1-4.4, 5.1-5.4, 6.1-6.3, 7.1-7.4, 8.1-8.4, 9.1-9.4, 10.1-10.8
<b>3. Demonstrate literacy as appropriate within a given discipline**</b>	Information Literacy: 1.1-1.7, 2.1-2.6, 3.1-3.4, 4.1-4.4, 5.1-5.4, 6.1-6.3, 7.1-7.4, 8.1-8.4, 9.1-9.4, 10.1-10.8 Technology Literacy: 1.6-1.7 Cultural Literacy: 1.1-1.3, 1.5-1.7, 2.1, 3.4, 5.3, 8.2
<b>4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**</b>	1.1-1.7, 2.1-2.6, 3.1-3.4, 4.1-4.4, 5.1-5.4, 6.1-6.3, 7.1-7.4, 8.1-8.4, 9.1-9.4, 10.1-10.8
<b>Course must include at least <u>one</u> of the following:</b>	
<b>5. Differentiate between ethical and unethical behavior</b>	1.1-1.7
<b>6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.</b>	1.1-1.7
<b>7. Demonstrate an understanding of and appreciation for human diversities and commonalities.</b>	1.1-1.7
<b>8. Speak and listen effectively (including receptive and expressive communication in American Sign Language).</b>	1.1-1.7, 2.1-2.6, 3.1-3.4, 4.1-4.4, 5.1-5.4, 6.1-6.3, 7.1-7.4, 8.1-8.4, 9.1-9.4, 10.1-10.8

*\*General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

**\*\*Required Competencies**

**1) Read with critical comprehension.**

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

**2) Write clearly and coherently.**

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

**3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).**

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one's own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.

f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

g) **Environmental literacy** is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one's professional and personal lives.

**4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.**

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

**EVALUATION:**

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	N/A
2. Short essays	N/A
3. Research Papers	N/A
4. Group projects and/or activities	2.1-2.5, 3.1-3.4, 4.1-4.4, 5.1-5.4, 6.1-6.3, 7.1-7.4, 8.1-8.4, 9.1-9.4, 10.1-10.8
5. Discussions (In class and online)	1.1-1.7, 2.1-2.6, 3.3, 3.4, 4.1-4.4, 5.1-5.4, 6.1-6.3, 7.1-7.4, 8.1-8.4, 9.1-9.4, 10.1-10.8
6. Multiple Choice tests	N/A
7. Presentations	N/A
8. Service Learning Projects	N/A
9. Quizzes (pop, announced, etc.)	2.1-2.6, 3.2, 3.3, 4.1-4.4, 5.1-5.4, 6.1-6.3, 7.1, 7.3, 8.1, 8.3, 9.1, 9.3, 10.1, 10.3, 10.5, 10.7
10. Take-home tests	N/A
11. Summaries, critiques, and analyses	1.1-1.7
12. Reaction papers	1.1-1.7
13. Surveys	N/A
14. Performance	2.1, 2.2, 2.5, 3.1-3.4, 4.1-4.4, 5.1-5.4, 6.1-6.3, 7.2, 7.4, 8.2, 8.4, 9.2, 9.4, 10.2, 10.4, 10.6, 10.8
15. Short answer tests	1.1-1.7, 2.1, 2.2, 2.5, 3.3, 4.2, 4.4, 5.2-5.4, 6.1-6.3, 7.1-7.4, 8.1-8.4, 9.1-9.4, 10.1-10.8
16. Classroom debates and colloquia	1.7
17. Blogs, wikis, web pages	N/A
18. Glossing/Written Translations	2.3, 2.6

**UNITS****Unit 1** Cultural Literacy: Deafness; Deaf Culture; Deaf Community**General Outcome:**

- 1.0** The students shall demonstrate an enhanced understanding of and appreciation for human diversity within the social environments of the Deaf/deaf/Hard-of-Hearing/hearing communities. The students shall demonstrate through the effective use of expressive and receptive American Sign Language as well as a variety of activities involving reading, writing, and cultural literacy.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 1.1** Explain and implement culturally appropriate attention-getting techniques used within the Deaf Community
- 1.2** Demonstrate an understanding of techniques for effective communication within the culturally diverse Deaf Community
- 1.3** Explain and apply culturally appropriate manners and understand the value system within the Deaf Community
- 1.4** Demonstrate an understanding of terminology and acronyms specific to deafness
- 1.5** Reflect upon their exposure to the culture of the local Deaf Community, through discussion and writing activities, after participating in activities and socializing with Deaf and Hard of Hearing individuals/groups/clubs/etc.
- 1.6** Research and discuss arts, traditions, customs, culture, and social activities common within the Deaf Community (utilizing deaf-related videos, websites, blogs, vlogs, etc.)
- 1.7** Describe technological advances that impact the culture of the Deaf Community (cochlear implants, videophones, text-messaging, etc.)

**Common Course Number: ASL1150**

**Unit 2** Facial Expressions/Non-Manual Markers; Conceptual Accuracy; Syntax/Grammatical Structure

**General Outcome:**

- 2.0** The students shall receptively and expressively demonstrate an advanced understanding of non-manual markers, conceptual accuracy, and syntax/grammatical structure within the use of American Sign Language.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 2.1** Demonstrate culturally and grammatically appropriate expressive and receptive proficiency in the use of facial expressions/non-manual markers within ASL discourse
- 2.2** Explain and implement conceptual accuracy in signed messages
- 2.3** Provide effective gloss/written representation of ASL syntax
- 2.4** Demonstrate a receptive understanding of advanced ASL grammatical structures
- 2.5** Exhibit advanced use of ASL grammatical structures within signed discourse
- 2.6** Provide written English translations of advanced American Sign Language presentations

**Common Course Number: ASL1150**

**Unit 3** Fingerspelling: Signs Derived from Fingerspelling/Lexical Borrowing

**General Outcome:**

**3.0** The students shall demonstrate an advanced understanding of the strategies for the production and reception of fingerspelled words within ASL discourse.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

**3.1** Demonstrate advanced proficiency in speed and fluency of fingerspelled words, acronyms, titles, phrases, etc.

**3.2** Demonstrate advanced proficiency with reception and voicing of fingerspelled words, acronyms, titles, phrases, etc.

**3.3** Demonstrate an understanding of strategies for producing and receiving fingerspelled words within ASL discourse

**3.4** Explain cultural importance of and use of fingerspelled “loan signs” within signed discourse

**Common Course Number: ASL1150**

**Unit 4** Numbers; Incorporation of Numbers; Plurality; Classifiers as Quantifiers

**General Outcome:**

- 4.0** The students shall expressively and receptively demonstrate an enhanced understanding of plurality, number incorporation, and quantifying classifiers in American Sign Language.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 4.1** Demonstrate advanced proficiency, expressively and receptively, with number usage in ASL
- 4.2** Implement additional rules, expressively and receptively, of number incorporation in ASL
- 4.3** Apply additional rules, expressively and receptively, of plurality in ASL
- 4.4** Demonstrate proficiency, expressively and receptively, with classifiers to show quantity in ASL

**Common Course Number: ASL1150**

**Unit 5** Expression of Verb Tenses and Use of ASL Timeline; Use of “Finish” to Show Sequence of Events; Conjunctions

**General Outcome:**

**5.0** The students shall expressively and receptively demonstrate an enhanced understanding of verb tense and the ASL Timeline, as well as an understanding of sequencing techniques and conjunctions in American Sign Language.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 5.1** Demonstrate an enhanced understanding, expressively and receptively, of the expression of verb tenses in ASL
- 5.2** Demonstrate proficient understanding, expressively and receptively, of the ASL timeline
- 5.3** Understand and apply the appropriate cultural and grammatical use of “Finish” when sequencing events
- 5.4** Demonstrate proficient understanding, expressively and receptively, of the use of conjunctions to connect ASL concepts (i.e. wrong, happen, hit, etc.)

**Common Course Number: ASL1150**

**Unit 6** Directional Verbs (Showing Location, Indicating Subject and Object); Classifiers Showing Movement

**General Outcome:**

**6.0** The students shall expressively and receptively demonstrate enhanced proficiency with the use of directional verbs and classifiers in ASL discourse.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

**6.1** Demonstrate advanced understanding, expressively and receptively, of directionality with verbs that incorporate locations

**6.2** Demonstrate advanced understanding, expressively and receptively, of directionality with verbs that incorporate subjects and objects

**6.3** Demonstrate advanced use, expressively and receptively, of classifiers to show movement of objects in ASL

Common Course Number: ASL1150

**Unit 7** Conditional Sentences

**General Outcome:**

**7.0** The students shall expressively and receptively demonstrate an understanding of the use of conditional sentences in American Sign Language.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 7.1 Demonstrate a receptive understanding of conditional sentences within ASL discourse
- 7.2 Demonstrate various ways of expressing conditional sentences within ASL discourse
- 7.3 Demonstrate receptive proficiency of non-manual markers when conditional sentences are signed
- 7.4 Demonstrate expressive proficiency using non-manual markers when signing conditional sentences

Common Course Number: ASL1150

**Unit 8** Rhetorical Questions

**General Outcome:**

**8.0** The students shall expressively and receptively demonstrate an understanding of the uses of rhetorical questions in American Sign Language.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 8.1 Demonstrate a receptive understanding of the uses of rhetorical questions in ASL discourse
- 8.2 Expressively apply the appropriate cultural and grammatical uses of rhetorical questions in ASL discourse
- 8.3 Demonstrate receptive proficiency of non-manual markers when rhetorical questions are signed
- 8.4 Demonstrate expressive proficiency using non-manual markers when signing rhetorical questions

**Common Course Number: ASL1150**

**Unit 9** Spatial Mapping and Directions

**General Outcome:**

**9.0** The students shall expressively and receptively demonstrate an understanding of the use of spatial mapping and directions in American Sign Language.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

**9.1** Demonstrate receptive proficiency with the use of spatial mapping in ASL

**9.2** Demonstrate expressive proficiency with the use of spatial mapping in ASL, including indexing and bodyshifting

**9.3** Demonstrate a receptive understanding of detailed and specific directions from one location to another in ASL discourse

**9.4** Give detailed and specific directions from one location to another in ASL discourse

**Common Course Number: ASL1150**

**Unit 10 Verb/Adjective Inflection**

**General Outcome:**

**10.0 The students shall** expressively and receptively demonstrate an understanding of modifications made to verbs and adjectives in American Sign Language.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

**10.1** Demonstrate a receptive understanding of the changes made to certain verbs in ASL to show inflection (i.e. drive/drive-carelessly)

**10.2** Expressively apply appropriate changes to certain verbs in ASL to show inflection (i.e. drive/drive-carelessly)

**10.3** Demonstrate a receptive understanding of the changes made to certain verbs in ASL to show duration (i.e. play/play-continually)

**10.4** Expressively apply changes to certain verbs in ASL to show duration (i.e. play/play continually)

**10.5** Demonstrate a receptive understanding of the repetition of certain verbs in ASL (i.e. go there/go-there-repeatedly)

**10.6** Show the repetition of certain verbs in ASL by making appropriate changes to the sign (i.e. go there/go-there-repeatedly)

**10.7** Demonstrate an understanding of the changes made to certain adjectives in ASL to show inflection (i.e. slow/very-slow)

**10.8** Expressively apply appropriate changes to certain adjectives in ASL to show inflection (i.e. slow/very-slow)