

**PALOMAR COLLEGE**  
**COURSE OUTLINE OF RECORD FOR**  
**DEGREE CREDIT COURSE**

  X   Transfer course     X   A.A. degree applicable course  
(check all that apply)

**COURSE NUMBER AND TITLE:** ASL 101 American Sign Language II

**UNIT VALUE:** 4

**MINIMUM NUMBER OF SEMESTER HOURS:** 64

**BASIC SKILLS REQUIREMENTS:** Appropriate language skills

**ENTRANCE REQUIREMENTS**

**PREREQUISITE:** ASL 100 with a "C" or better

**COREQUISITE:** None

**RECOMMENDED PREPARATION:**

**SCOPE OF COURSE:**

Continued development in American Sign Language.

**SPECIFIC COURSE OBJECTIVES:**

A student who successfully completes this course will be able to do the following in ASL:

1. Give directions to specified locations and describe locational relationships using classifiers.
2. Express uncertainty and ask for clarification.
3. Describe the physical appearance of others.
4. Explain need and make requests.
5. Talk about family and occupations.
6. Describe the basic activities in which they are involved.

## **CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:**

### **I. Language**

#### Satisfaction and Dissatisfaction

- a. Ways to express satisfaction

#### Agreement and Disagreement

- a. Conditional sentences

#### Concern and Feelings

- a. Expressing concern for someone
- b. Understanding the use of GONE and DIE
- c. Structures to express emotional or physical states

Classifiers as quantifiers: CL:44, CL:55

FINISH, WRONG, HAPPEN, FIND, FRUSTRATED, HIT as conjunctions

Number incorporation in LAST-YEAR, NEXT-YEAR, ETC.

Structures for asking what happened: WHAT'S-UP? Etc.

#### Structures for explaining future plans

- a. The use of NOTHING-TO-IT

Structures for indicating an obligation: APPOINTMENT, PROMISE, DUTY

Commonly used fingerspelled abbreviations: D-S and P-O

Use of body to show change in direction

#### Descriptions of places

- a. The use of apostrophe-S
- b. The use of LOCALE

#### Giving instructions

- a. The use of CL:CC\*\*

#### Giving suggestions and advice

- a. Use of BORED
- b. Forms of EVERY-MONTH, EVERY-YEAR

#### Time and place

- a. Confirming head nods and head shakes
- b. Use of approximately with time, age and money
- c. Structures for giving advice preceded by SHOULD, BETTER, ADVISE, WARN, SUGGEST, MAYBE

#### Expressing attitudes and opinions

- a. Verbs that change movement to indicate TWO, EACH and ALL

#### Ways to express opposing values

- a. Quantifiers with count and non-count nouns

Expressing concepts of repeatedly and continually in relation to verbs  
Understanding the use of CHAT, SIGN-TALK and SIGN-FLUENTLY

Expressing concepts of repeatedly and continually inflections in relation to adjectives

Discussing places students have visited

Expressing the VERY inflection of adjectives

Discussing various occupations and professions

- a. Use of agent suffix for some professions
- b. Rhetorical questions
- c. The use of UNDERSTAND to precede a qualification, condition, or stipulation

Discussing work history.

- a. Understanding the use of GET-REGULARLY

Discussing the body, health and emergencies

- a. Physical conditioning
- b. Health and health problems
- c. The use of PAIN
- d. The use of NEVER and NOTHING as denials

Expressing current events

- a. Reduplication in different locations
- b. Clause as topic
- c. Use of WORSE

Discussing how things are done

- a. Classifier predicates showing the manner of flow
- b. Expressing length, width and height
- c. Describing the distance from one point to another using CL:1-to-CL:1

Expressing measurements and weight

- a. Questions about measurement

## **II. Culture**

Captioned videos, TV and films

Deaf clubs and organizations and bowling leagues

Deaf people's communicative strategies with non-signers

**REQUIRED READING:** Humphries, T. and Padden, C. Learning American Sign Language Englewood Cliffs: Prentice Hall, 1992. (units 13-24). C. Smith, E. Lentz, K. Mikos (1988) Signing Naturally Student Workbook and Video: Level 1.

**SUGGESTED READING:**

Cassel, J. (1995) American Sign Language CD ROM Series. Sign Enhancers. [www.signenhancers.com](http://www.signenhancers.com)

Linden Groode, J. Fingerspelling Expressive and Receptive Skills. Sign Enhancers

MacDougall, C. Number Signs for Everyone: Numbering in American Sign Language. San Diego, CA: Dawn Sign Press.

Baker, C. and Battison, R. Eds. (1980). Sign Language and the Deaf Community. Silver Spring MD. National Association of the Deaf. [www.nad.org](http://www.nad.org)

Cassell, J. (1998). SignLink. Sign Enhancers. [www.signenhancers.com](http://www.signenhancers.com)

**REQUIRED WRITING:**

Students will be required to write two papers, they will be typed and double-spaced and at least two pages each. One will be regarding their experiences and observations of a deaf community activity or event and the other will be a feedback paper regarding an article the teacher has chosen for the class to read.

**OUTSIDE ASSIGNMENTS:**

Outside required assignments may include but are not limited to:

Engaging in conversations with users of American Sign Language.

Visiting social and cultural events to encounter users of American Sign Language

Using videotapes and other multi-media in the ASL lab or the library to develop expressive and receptive ASL skills using signed conversation, narratives and skill practice media.

Creating and practicing ASL narratives will be worked on outside of class for presentation during class time.

**Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short-term classes.**

**INSTRUCTIONAL METHODOLOGY:**

**Check all that apply:**

lecture

laboratory

lecture-laboratory combination

\_\_\_\_\_ directed study

**This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.**

Yes X No \_\_\_\_\_

**If yes, check all that apply.**

- X Television Course (Video one-way, e.g. ITV, video cassette, etc.)
- \_\_\_\_\_ Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)
- X Two-Way Video Conferencing (Two-way interactive video and audio)
- \_\_\_\_\_ One-Way Video Conferencing (One-way interactive video and two-way interactive audio)
- \_\_\_\_\_ Computer Assisted Instruction (A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a computer terminal, but not under immediate supervision of a qualified instructor.)

**GRADING POLICY AND STANDARDS** (include methods of determining whether the stated objectives have been met by students):

A quiz will be given after every three lessons in the text at most. There will be one expressive mid-term and one expressive final exam. The student's participation will also be evaluated.

Four quizzes	400 points
Participation	100 points
Mid-term- expressive skills test	100 points
Final exam- expressive skills test	100 points
Written assignments	<u>100 points</u>
	800 points TOTAL

**IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?**

Yes \_\_\_ No X Number of times course may be taken for credit: 1

If yes, identify specific provision of Title 5 Division 2 section(s), 55761-55763 and 58161 which qualifies course as repeatable:

**CONTACT PERSON:** Kevin McLellan

**SIGNATURES:**

**By signing this form, I certify that this course outline of record meets all the minimum requirements for associate degree credit courses as specified in Title 5 Section 55002.**

**SIGNATURES:**

\*I certify that this course meets all the minimum requirements for A.A. degree applicable courses.

Course outlines of record should be reviewed regularly and revised as necessary.

NOTE: Some revisions to course outlines of record require Curriculum Committee approval, others may not. Please consult your dean or the Instruction Office if you need assistance.