

**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 205 American Sign Language III

**UNIT VALUE:** 4

**MINIMUM NUMBER OF SEMESTER HOURS:** 64

**BASIC SKILLS REQUIREMENTS:**

Appropriate language skills

**ENTRANCE REQUIREMENTS**

**PREREQUISITE:** ASL 101 with a "C" or better

**COREQUISITE:** None

**RECOMMENDED PREPARATION:** None

**SCOPE OF COURSE:**

Intermediate language, phrasing, and communication skills in American Sign Language.

**SPECIFIC COURSE OBJECTIVES:** A student who successfully completes this course will be able to:

1. Use appropriate vocabulary and apply grammar competencies to carry out particular language functions such as describing, expressing agreement/disagreement, complaining and making suggestions/requests.
2. Exchange personal information about life events.
3. Describe and identify objects.
4. Talk about activities and events.
5. Receive and express fingerspelling with greater accuracy and fluency
6. Develop familiarity with and analyze ASL literature.

Throughout the course, students will demonstrate an ability to synthesize the elements learned in an unrehearsed demonstration of communicative competency in ASL as measured by

- a. Language fluency to communicate easily and smoothly; without long unnatural pauses and hesitations.
- b. An ability to use the language free of inaccurate articulation that impedes understanding.
- c. An ability to understand comfortably without repetition and rephrasing demonstrated by appropriate responses to a stimulus ASL message.

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

Outline of topics to be addressed in the course:

1. Making suggestions, requesting, complaining
  - a. Describing a problem/complaint and a potential resolution
    - i. Inflections for temporal aspect Spatial agreement
  - b. Analyzing a problem to make alternate suggestion
  - c. Responding to requests and asking for clarification
2. Exchanging personal information: life events
  - a. Narrating about life events (including introduction, main body, and conclusion) with appropriate transitions.
    - i. Pauses
    - ii. Time indicator clauses (after graduation, in 1962, etc.)
    - iii. Signs indicating passage of time
  - b. Explaining family heritage, nationalities, country and continent signs
    - i. Describe familial relationships using possessive pronouns and contrastive Structure
    - ii. Discuss family background, performing additional culturally specific Social/language responses necessary for sending and receiving effective messages in ASL
3. Describing and identifying objects in the environment
  - a. Classifiers
    - i. Descriptive
    - ii. Instrument
    - iii. Element
    - iv. Locative
  - b. Non-manual signals (e.g. mm, cha, puffed cheeks)
4. Narrating
  - a. Daily activities/events
    - i. Transitions (time signs, NMS, etc.)
    - ii. Continuity (durative time signs, inflected verbs)
  - b. Holidays and seasons
  - c. Travel plans
  - d. Disrupted plans
5. Numbers and fingerspelling
  - a. 100-1,000,000
  - b. Clock numbers

- c. Money numbers
  - d. Counting numbers
  - e. Fingerspelled lexicalized signs
  - f. Fingerspelling as it is used within ASL (development of expressive and receptive fluency)
6. Development familiarity with and analyze language use in ASL literary genres
- a. ASL storytelling
    - i. Summarize
    - ii. Answer questions about components of a story
    - iii. Re-tell a story incorporating details, adjectives, adverbs, classifiers, and non-manual signals
  - b. Poetry
  - c. Handshape stories
  - d. Folklore
  - e. Legends

**REQUIRED READING:**

Cokely, Dennis and Baker, Charlotte. American Sign Language: A Student Text. Units 10-18. Silver Spring, MD: TJ Publishers, 1981.

or

C. Smith, E. Lentz, K. Mikos. 1992. Signing Naturally Student Workbook and Video: Level 2. Chapters 14-17. Berkeley, CA: DawnSign Press.

**SUGGESTED READING:**

Bahan, Ben and Supalla, Sam. ASL Literacy Series. San Diego, CA: DawnSign Press.

**REQUIRED WRITING:**

Students write an English script of an event, including its consequences and implications, create and practice an ASL narration of the same event and present the narrative to the class.

Students may be required to attend an event in the deaf community and write reaction papers about their experiences, discuss cultural differences they may have noticed and include any questions or insights they might have.

**OUTSIDE ASSIGNMENTS:**

1. Students are to engage in conversations with users of American Sign Language
2. Visit social and cultural events to encounter users of American Sign Language
3. Using videotapes and other multi-media in the ASL lab and library to develop expressive and receptive ASL skills using signed conversation, narratives, and skill practice media
4. Creating and practicing ASL narratives 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  No

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

- Television Course (Video one-way, e.g. ITV, video cassette, etc.)
- Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)
- 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):

Methods of Evaluation:

Receptive and expressive signing tests can include but are not limited to the following types:

- Multiple-choice
- Completion
- Summarize and respond to questions about signed narratives
- Language rating interviews

Expressive and receptive skills will be evaluated according to their comprehension and ability to express the following criteria:

1. Accurate sign production and comprehension
2. Conceptual accuracy
3. Appropriate use of classifiers and comprehension of them
4. Appropriate sign speed and being able to comprehend signing at least at a moderate conversational rate.
5. Accurate fingerspelling production at a moderate conversational pace and receptive comprehension of such fingerspelling.
6. Appropriate use of sign space and receptive comprehension of the use of three dimensionality and movement morphemes in visual language structure.
7. Appropriate vocabulary register for an intermediate signer.
8. Application of role shifting when appropriate
9. Appropriate grammar (manual and non-manual features, sentence structure, etc.)

Students will execute and comprehend targeted ASL language usage with at least 80% accuracy. There will be at least four receptive tests, homework and participation, a mid-term expressive and a final exam expressive and at least two written assignments.

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

Yes  No  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:**

SIGNATURES ON FILE
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