ASL R102: AMERICAN SIGN LANGUAGE 2

Originator
ezwaal

College
Oxnard College

Discipline (CB01A)
ASL - American Sign Language

Course Number (CB01B)
R102

Course Title (CB02)
American Sign Language 2

Banner/Short Title
American Sign Language 2

Credit Type
Credit

Start Term
Fall 2021

Catalog Course Description
This second-semester level course in ASL builds on the language skills previously acquired with a focus on ASL grammar structures, non-manual features, time concepts, numbers, classifiers, narrative skills and more in-depth conversational functions. Additional instruction on Deaf culture, community and behavioral norms will be presented.

Taxonomy of Programs (TOP) Code (CB03)
0850.00 - Sign Language

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
May be required

Faculty notes on field trips; include possible destinations or other pertinent information
Field trips to social and cultural events in the local Deaf community may be required.

Grading method
Letter Graded

Alternate grading methods
Credit by exam, license, etc.
Student Option- Letter/Pass
Pass/No Pass Grading

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
70
Maximum Contact/In-Class Lecture Hours
70

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
70
Total Maximum Contact/In-Class Hours
70

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
140
Maximum Outside-of-Class Hours
140

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
210
Total Maximum Student Learning Hours
210

Minimum Units (CB07)
4
Maximum Units (CB06)
4

Prerequisites
ASL R101

Entrance Skills
Entrance Skills

Be able to carry on a conversation in ASL in which basic personal information is exchanged. This includes formal greetings and introductions as well as common topics of discussion such as family, one's living situation, leisurely activities, likes/dislikes, errands/chores, daily plans and one's livelihood.

Prerequisite Course Objectives

ASL R101-Compose simple sentences using selected vocabulary and various linguistic features of ASL.
ASL R101-Comprehend simple sentences as signed by the instructor.
ASL R101-Construct appropriate answers to instructor-generated "yes/no" and "wh" questions.
ASL R101-Compare various features of American Deaf culture to American hearing culture.
ASL R101-Describe basic information regarding deafness, which is commonly known by Deaf people and those who associate with them.

Requisite Justification
Requisite Type
Prerequisite

Requisite
ASL R101

Requisite Description
Course in a sequence

Level of Scrutiny/Justification
Content review

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

1	Students will define and contrast the three main views of deafness: medical, social and cultural-linguistic.
2	Students will translate statements involving agreement verbs from ASL to English.
3	Students will retell an ASL story that demonstrates proper grammar and elements of effective ASL storytelling.
4	Students will define the five parameters of a sign.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1	Formulate ASL sentences that express degrees of certainty/uncertainty, describe other people, describe spaces, give directions, offer assistance, ask for clarification and offer contradicting opinions.
2	Differentiate between hearing and Deaf expressions of cultural etiquette.
3	Comprehend and correctly produce number forms for years/months, phone numbers, time and money.
4	Retell an ASL story that incorporates grammatical features of ASL including one and two-person role shifting and appropriate non-manual markers.

Course Content

Lecture/Course Content

1. 5 parameters of a sign
   a. location, movement, hand shape, orientation and non-manual markers
2. Number forms
   a. telling time
      i. on the hour
         1. rules for 1:00 - 9:00 versus 10:00 - 12:00
      ii. rules for signing hour and minute combinations
   b. years/months
   c. telling price
      i. sign formation for cents or dollars
      ii. sign formation for dollar and cent combinations
      iii. variations for $0.25 and $0.50
   d. phone numbers
   e. expressing a range
3. Agreement verbs
   a. modifying verb movement and palm orientation to agree with subject and object
4. Describing people and things in detail
   a. people: height, eyes, hair style/color, body position, body type, facial hair
   b. accessories: pattern, size, shape, material and color
   c. clothing: type, pattern, size, shape, material and color
5. Translating sentences with "have"
   a. correct sign choice (HAVE, MUST, FINISH, NONE, NOT-YET)
   b. proper syntax
6. Translating sentences with "drive to," "take" and "pick up"
   a. spatial agreement
   b. conceptual sign choices
   c. proper syntax
7. Conversational functions
   a. asking for clarification
   b. asking for and giving advice
   c. making requests
   d. declining and agreeing to requests
   e. setting conditions
   f. asking and sharing information about others

      g. suggesting places to eat
      h. asking and giving directions
  8. Negating sentences
      a. correct sign choice (NOT, NONE, "wave no," NOT-YET, SHOULD+NOT, NOT-KNOW, REFUSE, FORBID, NOT-WANT)
  9. Fingerspelling
      a. materials and clothing-related words
      b. months of the year
      c. names of people
      d. fingerspelling with 's
      e. names of places
10. Discussing neighborhoods
      a. vocabulary for types of residences, general area, age of home, years in home, nearby places, activity level, safety level, cost of living, demographic and opinions
      b. narrative structure for describing one's neighborhood
      c. explaining what is directly across from, behind and next to one's home
11. Giving directions
      a. using signer perspective to explain a corner location, what something is next to, across from or behind
      b. using horizontal map orientation to give directions
      c. non-manual markers for establishing a reference point and indicating proximity
      d. weak hand as reference point and when telling where to turn
      e. "when" clauses for identifying landmarks, intersections, corners or places when telling where to turn
      f. perspective shift to complete directions
12. Yes/No Questions
      a. syntax for asking yes/no questions
      b. correct non-manual markers
13. Describing a space
      a. Descriptive and Locative Classifiers for describing tables, counters, seating arrangements, wall decor and fixtures
      b. Element Classifiers to describe lighting
14. Describing a restaurant
      a. types of cuisine/restaurants
      b. vocabulary for food/drink
      c. opinions about food taste/quality, price
      d. explaining unique features and activities
      e. stating drawbacks
15. Tendencies/personal characteristics
      a. using temporal aspect to describe a person's tendencies
      b. vocabulary to describe one's tendencies or personal characteristics
16. Culture
      a. greetings and leave-takings
      b. minimizing interruptions
      c. etiquette for arriving late/leaving early
      d. explaining absences or tardies
         i. getting attention
         ii. getting permission
      e. name signs
         i. arbitrary versus descriptive name signs
         ii. principles of handshape, location, contact point and movement
         iii. how name signs are given
         iv. reasons one's name sign may change
         v. when to use and not to use name signs
      f. Deaflympics and Deaf athletes
      g. the Black Deaf community
         i. National Black Deaf Advocates
         ii. history and linguistic variation of Black ASL
         iii. important current and historical figures
      h. Deaf artists
         i. De'VIA movement
         ii. ASL poetry
         iii. influential Deaf artists

17. Storytelling
    a. using context to decipher meaning and process larger chunks of information
    b. retelling an ASL story:
        i. using one and two-person role shifting
        ii. establishing story cohesion
        iii. character development
        iv. transitions and pausing
        v. maintaining spatial agreement
        vi. eye gaze and facial expression
        vii. classifiers [instrument (ICL), descriptive (DCL), body-part (BPCL), element (ECL), body (BCL), semantic (SCL) and locative (LCL)]
        viii. Weak hand
            1. As a reference point
            2. Functioning as a dominant hand

Laboratory or Activity Content

There is no laboratory component to this course.

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Skills demonstrations
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Essays
Film/video productions
Group projects
Individual projects
Monologues
Objective exams
Oral presentations
Performances
Projects
Quizzes
Recitations
Reports/papers
Research papers
Skills demonstrations
Skill tests
Simulations

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Distance Education
Demonstrations
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Internet research
Lecture
Role-playing
Small group activities

Describe specific examples of the methods the instructor will use:
1. Possible video logs for self-assessment, peer and instructor feedback
2. In-class and online quizzes using the college LMS
3. In-class or online examinations and performance assessment
4. Analysis and retelling of ASL stories
5. Class and online discussions using the college LMS
6. Self-assessment rubrics
7. In-class small and large-group exercises
8. Online peer groups (for online courses)
9. Viewing and discussion of documentaries, films, TedTalks and other visual sources
10. In-class or synchronized online lectures
11. In-class monologues
12. Role-play simulations

Representative Course Assignments

Writing Assignments
1. Written essay analyzing the student's experience attending a Deaf community event
2. Book review on selected topics in Deaf heritage and history
3. Discussion board posts, responses to various prompts and peer response

Critical Thinking Assignments
1. Reflections on readings, documentaries and other source materials about Deaf culture and ASL via written papers, whole-class and small-group discussions in class, and discussion boards in the course LMS

Reading Assignments
1. Language and cultural notes from the required text *Signing Naturally, Units 7-12 Student Workbook*
2. Selected chapters from texts such as *Journey Into the Deaf World* and *Open Your Eyes: Deaf Studies Talking.*
3. Selected articles from journals and periodicals pertaining to the American Deaf community

Skills Demonstrations
1. Retell an ASL story that incorporates grammatical features of ASL including   one and two-person role shifting and appropriate non-manual markers.
2. Simulate a real-world scenario with a small group
3. Carry a beginning intermediate-level conversation in ASL
4. Comprehension quizzes and examinations

Other assignments (if applicable)
1. Preparation of a signed demonstration
2. Comprehending an ASL narrative on video and preparing a summary in ASL
3. Viewing films pertaining to deafness, ASL and Deaf culture
4. Attendance at a Deaf community social event

Outside Assignments

Representative Outside Assignments
1. Viewing videos that accompany the required *Signing Naturally Units 1 - 6 Student Workbook* and completing the corresponding workbook exercises
2. Preparing monologues for class
3. Completing story quizzes and other assignments in the course LMS
4. Posting to discussion boards after reading/viewing assigned content
5. Conducting signed recordings based on assigned prompts and analyzing one's work

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
California State University, Northridge	DEAF 161	American Sign Language II	4

Comparable Courses within the VCCCD

SL V10B - American Sign Language: Intermediate

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Pierce College	ASL 2	American Sign Language 2	4

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

C2. Humanities
Proposed

Date Proposed:
07/01/2020

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable
Yes

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

C2 Humanities: Literature, Philosophy, Languages Other than English
Approved

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Area 6: Languages Other than English (LOTE)
Approved

Textbooks and Lab Manuals
Resource Type
Textbook

Description
Mikos, Lentz Smith, (2014). *Signing Naturally, Units 7-12, Workbook and Video/DVD*. Dawn Sign Press .

Resource Type
Other Resource Type

Description
Films: How To Talk to a Person Who Can't Hear (CJ Sign language, 1996); Beyond Silence (Miramax Films 1998); Children of a Lesser God (Paramount Pictures 1986); Love is Never Silent (NBC-TV 1985); Sound Fury (Artistic License 2001); various selections from Book-A-Day in ASL (Houghton Mifflin 1998) ..

Resource Type
Other Resource Type

Description
Lane, Bahan Hoffmeister. A Journey into the Deaf World, Dawn Sign Press, 1996.

Resource Type
Other Resource Type

Description
Moore & Levitan. For Hearing People Only, 3rd ed. Deaf Life Press, 2003.

Resource Type
Other Instructional Materials

Description
The Silent Child. Dir. Chris Overton. Slick Films, 2017. Film.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%−99% online)
Hybrid (1%−50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%−50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion board posts and responses to various prompts (videos, TedTalks, readings, documentaries, etc.) Flipgrid Q&A trains
Other DE (e.g., recorded lectures)	Recorded lectures and Google slide lessons that guide students through units and link them to other video/reading sources for learning content
Other DE (e.g., recorded lectures)	Student-recorded video logs and completion of self-assessment rubrics
Other DE (e.g., recorded lectures)	Comprehension and performance assessments in the DE format are possible

Hybrid (51%−99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion board posts and responses to various prompts (videos, TedTalks, readings, documentaries, etc.) Flipgrid Q&A trains
Face to Face (by student request; cannot be required)	Recorded lectures and Google slide lessons that guide students through units and link them to other video/reading sources for learning content
Other DE (e.g., recorded lectures)	Student-recorded video logs and completion of self-assessment rubrics
Other DE (e.g., recorded lectures)	Comprehension and performance assessments in the DE format are possible

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Other DE (e.g., recorded lectures)	Recorded lectures and Google slide lessons that guide students through units and link them to other video/reading sources for learning content
Asynchronous Dialog (e.g., discussion board)	Discussion board posts and responses to various prompts (videos, TedTalks, readings, documentaries, etc.) Flipgrid Q&A trains

Other DE (e.g., recorded lectures)	Student-recorded video logs and completion of self-assessment rubrics
Synchronous Dialog (e.g., online chat)	Assigned peer groups for conversational practice, small-group projects and study sessions
Synchronous Dialog (e.g., online chat)	Weekly virtual class sessions in Zoom to apply newly learned skills as a class and using the small-group "breakout rooms" feature.
Other DE (e.g., recorded lectures)	Regular comprehension and performance assessments
Video Conferencing	Teacher-student meetings in ConferZoom during scheduled office hours

Examinations

Hybrid (1%–50% online) Modality
Online
On campus

Hybrid (51%–99% online) Modality
Online
On campus

Primary Minimum Qualification
SIGN LANGUAGE-AMERICAN/DSP&S

Review and Approval Dates

Department Chair
07/01/2020

Dean
07/01/2020

Technical Review
8/26/2020

Curriculum Committee
8/26/2020

DTRW-I
MM/DD/YYYY

Curriculum Committee
11/25/2020

Board
MM/DD/YYYY

CCCCO
MM/DD/YYYY

Control Number
CCC000562053

DOE/accreditation approval date
MM/DD/YYYY