

ASL R103: AMERICAN SIGN LANGUAGE 3

Originator

ezwaal

College

Oxnard College

Discipline (CB01A)

ASL - American Sign Language

Course Number (CB01B)

R103

Course Title (CB02)

American Sign Language 3

Banner/Short Title

American Sign Language 3

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course will continue the study of American Sign Language with expanded instruction in ASL grammar, vocabulary development, conversational skills, storytelling, and other ASL literary forms. Deafness, Deaf culture, and audism, as well as significant contributions of historical and modern-day figures within the Deaf community, will be further explored.

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

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 R102

Entrance Skills**Entrance Skills**

Be able to carry on an intermediate-level conversation in ASL that includes detail and exhibits awareness of Deaf cultural norms.

Prerequisite Course Objectives

ASL R102-Retell an ASL story using 1 and 2-person role-shifting.

ASL R102-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.

ASL R102-Differentiate between hearing and Deaf expressions of cultural etiquette.

ASL R102-Comprehend and correctly produce number forms for years/months, phone numbers, time and money.

ASL R102-Retell an ASL story that incorporates grammatical features of ASL including one and two-person role shifting and appropriate non-manual markers.

Requisite Justification**Requisite Type**

Prerequisite

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Required communication/computation skill

Student Learning Outcomes (CSLOs)

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

- | | |
|---|---|
| 1 | Students will use Signer's Perspective and their knowledge of descriptive and locative classifiers to identify the location of furniture and items in a room. |
| 2 | Students will describe their family heritage using contrastive structure, non-manual transitional markers and relevant vocabulary. |
| 3 | Students will identify the significant contributions of historical and modern-day figures within the Deaf community and their impact on Deaf culture and ASL. |

Course Objectives

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

- | | |
|---|---|
| 1 | Use appropriate descriptive and locative classifiers to explain the layout of a living space. |
| 2 | Compose ASL sentences using inflected verb forms in an ASL narrative. |
| 3 | Relay a personal story in ASL that utilizes simple conditional sentences. |
| 4 | Identify and incorporate the correct number forms when discussing money, time, dates and addresses. |
| 5 | Comprehend narratives and poetry from ASL literature. |
| 6 | Identify the significant contributions of certain historical and modern-day figures who have impacted Deaf culture and ASL. |

Course Content**Lecture/Course Content**

1. Personal qualities
 - a. vocabulary for personal qualities
 - b. role shifting to describe situations
 - c. temporal aspect to indicate qualities attributed to someone's personality
 - d. conditional clauses
2. Locating things around the house
 - a. Vocabulary
 - i. Descriptive and locative classifiers
 - ii. Rooms and spaces in and around the house
 - iii. Items and furniture around the home and office
 - b. Grammar Structures:
 - i. Giving reasons, expressing need
 - ii. Making requests
 - iii. Asking where
 - iv. Identifying specific locations using weak-hand reference and LCLs/DCLs
 - v. Correcting and confirming information
 - vi. Topic-comment structure
 - vii. spatial agreement
3. Numbers
 - a. Ordinal and cardinal numbers 101-109
 - b. Multiples of 100-1000
 - c. Clock signs
 - d. Money signs
 - e. Addresses
 - f. Dates
4. Making complaints
 - a. Recurring time signs
 - b. Continuous time signs
5. Describing family heritage, life events and future plans
 - a. Vocabulary:
 - i. State and country signs
 - ii. Possessive 'S versus flat 'B' to show possession/relationships
 - iii. Transition signs

- iv. Signs for important life changes and events
- v. Signs for personal goals (education and lifelong learning, family, travel, adventure, service)
- b. Grammar structures:
 - i. Spatial referencing and contrastive structure
 - ii. Transitioning between events
 - iii. Non-manual grammatical markers
- c. Narrative structure
 - i. Sequencing of events
 - ii. Opening and closing a narrative
- 6. Discussing knowledge and abilities
 - a. vocabulary for majors and career fields, skills and abilities
- 7. Making and canceling plans
 - a. Coordinating plans with others
 - b. Accepting and declining plans
 - c. Relative clauses
 - d. Calendar signs
- 8. First and last time doing something
 - a. "when" clause
 - b. vocabulary for specific and non-specific time
- 9. Fingerspelling
 - a. Production of short, commonly fingerspelled words
 - b. Modification of fingerspelled words to match various locations outside of signing space
 - c. States
 - d. Items in a category
 - e. Proper nouns and titles
- 10. Storytelling
 - a. Narrative structure
 - b. Opening and closing a narrative
 - c. Pace, pausing and timing
 - d. Story cohesion
 - e. Eye contact as narrator versus role shifting
 - f. Dramatic expression
 - g. Verb modification and continuity
 - h. Role shifting and classifiers
- 11. Deaf culture
 - a. ASL Literature
 - b. Audism, phonocentrism
 - c. Audist systems of oppression
 - d. Cultural etiquette in various situations
 - e. Important figures in Deaf history
 - f. Deaf-Blind communication & tactile signing
 - g. Certified Deaf Interpreters
 - h. Deaf Art: Mixed media, Film, Poetry, Drama, Music & Handshape stories

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

Journals
Monologues
Oral analysis/critiques
Objective exams
Oral presentations
Other (specify)
Performances
Projects
Quizzes
Recitations
Reports/papers
Research papers
Skills demonstrations
Skill tests
Simulations

Other

Projects
Signed creation (poems, handshape stories, stories)

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, handshape stories and/or poems
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/article/film review on Deaf heritage and history
3. Discussion board posts, responses to various prompts and peer responses

Critical Thinking Assignments

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 sections of workbook *Signing Naturally, Units 7 - 12*
2. Selected articles and chapters from texts pertaining to the American Deaf community such as *Open Your Eyes: Deaf Studies Talking and Deaf Culture: Exploring Deaf Communities in the United States*

Skills Demonstrations

1. Retell an ASL story, poem or handshape story
2. Simulate a real-world scenario with a small group
3. Carry a conversation in ASL that includes detail and demonstrates awareness of Deaf cultural norms.
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, Deaf culture and intersectionality such as *Audism Unveiled* and *The Lives of Deaf Mexicans*
4. Attendance at a Deaf community social event
5. Research and presentation on historical Deaf figures

Outside Assignments

Representative Outside Assignments

1. Viewing videos that accompany the required *Signing Naturally Units 7 - 12 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 280	American Sign Language III	4

Comparable Courses within the VCCCD

SL V10C - American Sign Language: Advanced

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Pierce College	ASL 3	American Sign Language 3	4

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

C2. Humanities

Proposed

Date Proposed:

07/02/2020

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

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

Lentz, Ella Mae, et al. *Signing Naturally Units 7-12, Student Workbook and DVD*. Dawn Sign Press, 2014. (This is the latest edition and the preeminent textbook used in ASL instruction nationwide.)

Resource Type

Textbook

Description

Lane, Harlan, et al. *A Journey into the Deaf World*. Dawn Sign Press, 1996.

Resource Type

Other Resource Type

Description

Films: *Through Deaf Eyes* (PBS, 2007); *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)

Resource Type

Other Resource Type

Description

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

Resource Type

Other Resource Type

Description

(Note: American Sign Language and Deaf culture occupy a very small niche in the publishing industry; therefore quality texts are few. *Signing Naturally* (2014) with its periodic updates, and *Journey into the Deaf World* continue to be the academic standard in the field of ASL instruction.)

Resource Type

Other Instructional Materials

Description

GoREACT online video-recording software. Required subscription for the course.

Resource Type

Textbook

Classic Textbook

No

Description

Bauman, Dirkesen. *Open Your Eyes: Deaf Studies Talking*. University of Minnesota Press, 2008.

Resource Type

Other Resource Type

Description

The Lives of Deaf Mexicans: Struggle and Success. Mucino Adams, Margarita. Dawn Pictures, 2006.

Resource Type

Other Resource Type

Description

Audism Unveiled. Bahan, Bauman & Montenegro. Dawn Sign Press, 2008.

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 discussions/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 discussions/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

100% 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 discussions/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)	Regular comprehension and performance assessments

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.

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

09/01/2020

Dean

09/01/2020

Technical Review

9/23/2020

Curriculum Committee

9/23/2020

Curriculum Committee

11/25/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000591799

DOE/accreditation approval date

MM/DD/YYYY