

ASL R104: AMERICAN SIGN LANGUAGE 4

Originator

ezwaal

College

Oxnard College

Discipline (CB01A)

ASL - American Sign Language

Course Number (CB01B)

R104

Course Title (CB02)

American Sign Language 4

Banner/Short Title

American Sign Language 4

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course will build on previously acquired ASL communication skills and include study of more complex ASL grammatical features, vocabulary building in context, classifiers, narrative comprehension and development, and analysis and recitation of ASL literature. Class discussions will center on issues of current and historical significance to the Deaf community. Students will also apply the practical skills they've acquired throughout the program to act in support to the Deaf community in the form of a group capstone project.

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. Capstone project may require visits to agreed upon destinations in the college service area.

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 R103

Entrance Skills**Entrance Skills**

Be able to carry on a more nuanced, intermediate-level conversation in ASL in which thoughts and ideas are articulated in greater detail. Conversational skills should demonstrate expanded vocabulary knowledge, sophisticated sentence constructions, and a natural application of Deaf behavioral norms.

Prerequisite Course Objectives

ASL R103-Use appropriate descriptive and locative classifiers to explain the layout of a living space.

ASL R103- Compose ASL sentences using inflected verb forms in an ASL narrative.

ASL R103-Relay a personal story in ASL that utilizes simple conditional sentences.

ASL R103-Identify and incorporate the correct number forms when discussing money, time, dates and addresses.

ASL R103-Comprehend narratives and poetry from ASL literature.

ASL R103-Identify the significant contributions of certain historical and modern-day figures who have impacted Deaf culture and ASL.

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 retell a story in ASL that incorporates directional verbs, role shifting, dramatic expression and effective transitions. |
| 2 | Students will distinguish between the following classifiers: descriptive (DCL), instrument (ICL), locative (LCL), semantic (SCL), element (ECL), body part (BPCL) and body (BCL). |
| 3 | Students will identify pivotal moments in Deaf history, with particular focus on actions that have defined Deaf education from the early 1800's to date. |

Course Objectives

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

- | | |
|---|---|
| 1 | Use advanced descriptive, locative, instrument, element, semantic, body and body-part classifiers to describe events that transpire in detail. |
| 2 | Distinguish between the forms for cardinal numbers 0 -1000, ordinal numbers, dates, addresses, money, time, years, phone numbers, fractions and ratios. |
| 3 | Relay facts in terms of percentages, fractions and ratios using contrastive structure and rhetorical statements. |
| 4 | Identify important events in Deaf history and Deaf education from the 1800s to present day. |
| 5 | Identify more complex fingerspelled words, names and titles in context, including those in which hand location or direction is modified and pace and production follows a natural speed and flow. |
| 6 | Plan and execute a community-based project that raises awareness of an issue effecting the Deaf community or seeks to resolve it. |

Course Content**Lecture/Course Content**

1. Number Systems
 - a. Cardinal numbers 0 - 1,000
 - b. Percentages, fractions and ratios
 - c. Dates and addresses
 - d. Ordinal numbers
 - e. Years and months
 - f. Phone numbers and addresses
 - g. Time signs
 - h. Money signs
2. Explaining Facts and Giving Instructions
 - a. Listing without rank
 - b. Ranking
 - c. Selecting from options
 - d. Topicalization
 - e. Rhetorical questioning
 - f. Contrastive structure
 - g. Percentages, fractions and ratios
3. Describing Unforgettable Moments
 - a. Grammar and syntax
 - i. Role-shifting
 - ii. Signer vs. receiver views
 - iii. "When" clauses
 - iv. Non-manual markers and dramatic expression
 - v. Conditionals to tell about unexpected events
 - b. Classifiers
 - i. Descriptive (DCL) and locative (LCL)
 - ii. Element (ECL)
 - iii. Instrument (ICL)

- iv. Semantic (SCL)
 - v. Body (BCL)
 - vi. Body part (BPCL)
4. Fingerspelling
 - a. Comprehension of advanced fingerspelling in context (i.e. proper nouns, titles)
 - b. Fluency in production of more complex fingerspelled terms
 5. ASL Literature
 - a. View a variety of ASL stories, handshape stories and poetry
 - i. Employ strategies for comprehending overall storyline/message and details
 - ii. Use contextual information to decipher meaning of new vocabulary
 - b. Retell variety of ASL literature focusing on:
 - i. Narrative/poetic structure or handshape story rules
 - ii. Pace, pausing and timing
 - iii. Story cohesion
 - iv. Eye contact as narrator versus role shifting
 - v. Dramatic expression
 - vi. Verb modification and continuity
 - vii. Role shifting and classifiers
 6. Deaf Culture and History
 - a. Cultural etiquette in various situations
 - b. Issues of importance to the Deaf community such as the cochlear implant debate
 - c. History of ASL, the American Deaf community, and deaf education in the U.S. from 1800s to present
 - d. Possible career paths working with the Deaf
 7. Capstone project
 - a. Conduct research on a social problem effecting the deaf community
 - b. Apply critical theory to analyze the problem and devise an approach to address it
 - c. Plan and execute a community-based project that raises awareness of the issue or seeks to resolve it

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):

Problem solving exercises
 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
 Performances
 Projects
 Portfolios
 Quizzes
 Recitations
 Role playing
 Reports/papers
 Research papers
 Skills demonstrations
 Skill tests
 Simulations

Instructional Methodology

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

Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Distance Education
Demonstrations
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Other (specify)
Role-playing
Small group activities

Specify other method of instruction

Capstone project

Describe specific examples of the methods the instructor will use:

1. 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
13. Community outreach project

Representative Course Assignments

Writing Assignments

1. Written essays analyzing the student's experience attending a Deaf community event
2. Book/article/film review on selected topics in Deaf culture and history
3. Written translations of ASL source material (stories, poems, etc.)
4. 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.

Capstone project that investigates a social issue effecting the deaf community and devises a solution to address the problem.

Reading Assignments

1. Language and cultural notes from *Signing Naturally, Level 3* workbook
2. Selected articles from journals and periodicals pertaining to the American Deaf community and other dialects of ASL.
3. Selections from books pertaining to Deaf culture, history, or literature

Skills Demonstrations

1. Retell ASL stories, poems or handshape stories
2. Simulate real-world scenarios with a small group
3. Carry a conversation in ASL

4. Comprehension quizzes and examinations
5. Execution of a community-outreach capstone project to address a social issue, act in support of the Deaf community and raise awareness

Other assignments (if applicable)

1. Preparation of detailed signed narrative or demonstration
2. Preparation of a signed ASL story, poem or handshape story
3. Comprehending an ASL story/poem on video and preparing a summary in ASL
4. Viewing films pertaining to deafness, Deaf education through history, linguistic varieties of ASL, such as Black ASL, and others.
5. Attendance at a Deaf community social event where students are expected to mingle with Deaf people
6. Research and presentation on an historical event in Deaf history in the U.S.

Outside Assignments

Representative Outside Assignments

1. Viewing videos that accompany the required *Signing Naturally Level 3 Student Workbook* and completing the corresponding workbook exercises
2. Preparing skits, story/poetry recitations and demonstrations 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
6. Reviewing and critiquing the video work of peers
7. Reaching out to community members and other resources to conduct research and organize a community-based outreach project

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
California State University, Northridge	DEAF 281	American Sign Language IV	4

Equivalent Courses at other CCCs

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

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

C1. Fine/Performing Arts

Approved

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

Mikos, Ken, et al. *Signing Naturally, Level 3*. San Diego, Dawn Sign Press, 2008. (This title is the most current edition and the standard in ASL instruction)

Resource Type

Other Resource Type

Description

(Note: Despite its publishing date, *Signing Naturally* continues to be the academic standard in the field of ASL/Deaf culture instruction.)

Resource Type

Other Instructional Materials

Description

GoREACT online video recording software..

Resource Type

Textbook

Classic Textbook

No

Description

McCaskill, Caroline et al. *The Hidden Treasures of Black ASL: Its History and Structure*. Gallaudet University Press, 2011.

Library Resources**Sufficient Library Resources exist**

Yes

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.) in the LMS and Flipgrid.
Other DE (e.g., recorded lectures)	Recorded lectures and Google slide lessons that guide students through content and link them to other video/reading sources
Other DE (e.g., recorded lectures)	Student-recorded video logs and completion of self-assessment rubrics and self-critique
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.) in the LMS and Flipgrid.
Other DE (e.g., recorded lectures)	Recorded lectures and Google slide lessons that guide students through content and link them to other video/reading sources
Other DE (e.g., recorded lectures)	Student-recorded video logs and completion of self-assessment rubrics and self-critique

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.) in the LMS and Flipgrid.
Other DE (e.g., recorded lectures)	Recorded lectures and Google slide lessons that guide students through content and link them to other video/reading sources
Other DE (e.g., recorded lectures)	Student-recorded video logs and completion of self-assessment rubrics and self-critique
Other DE (e.g., recorded lectures)	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 use 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/ENGLISH INTERPRE

Additional Minimum Qualifications

Minimum Qualifications
Sign Language, American

Review and Approval Dates

Department Chair

09/01/2020

Dean

09/01/2020

Technical Review

09/23/2020

Curriculum Committee

09/23/2020

Curriculum Committee

11/25/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000591853

DOE/accreditation approval date

MM/DD/YYYY