ASL 121 - Second Semester American Sign Language Course Outline
Approval Date: 10/26/2012
Effective Date: 08/11/2013

SECTION A

Unique ID Number CCC000258841
Discipline(s) Sign Language, American
Division Language and Developmental Studies
Subject Area American Sign Language
Subject Code ASL
Course Number 121
Course Title Second Semester American Sign Language
TOP Code/SAM Code 1199.00 - Foreign Languages, Literatures, and Linguistics, Other /
Rationale for adding this course to the curriculum This will update the course to sequentially follow modifications for ASL 120.
Units 5
This Course Is N/A
Cross List N/A
Typical Course Weeks 18

Total Instructional Hours

Contact Hours
Lecture 90.00
Lab 0.00
Activity 0.00
Work Experience 0.00

Total Contact Hours 90

Hours per semester in outside of class assignments 180.00
Open Entry/Open Exit No
Maximum Enrollment 40
Grading Option Letter Grade or P/NP
Distance Education Mode of Instruction On-Campus
Hybrid
SECTION B

General Education Information:
NVC General Education:
   Area C - Humanities
CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages:
   C2 - Humanities
IGETC Area 3: Arts and Humanities:
   B: Humanities
IGETC Area 6: Language other than English (101 Level only):
   A: Languages other than English (UC Requirement Only)

SECTION C

Course Description
Repeatability  May be repeated 0 times
Catalog  This course continues the study of American Sign Language through
Description  expressive and receptive signing, translation, composition, and grammatical
   analysis and application. Expressive and receptive conversational skills
   balanced with writing skills are also taught. The study of culture and history of
   the deaf is continued.

Schedule

SECTION D

Condition on Enrollment
1a. Prerequisite(s)
   • ASL 120
1b. Corequisite(s):  None
1c. Recommended:  None
1d. Limitation on Enrollment:  None

SECTION E

Course Outline Information
1. Student Learning Outcomes:
   A. Engage in intermediate-level one-on-one dialogues in ASL using receptive/expressive
      skills.
   B. Engage in intermediate-level dialogues using appropriate grammatical structures on
      everyday topics in a culturally appropriate manner while using high-frequency ASL
      vocabulary.
   C. Continue to expand knowledge of American Deaf culture, community, and history.
2. Course Objectives:  Upon completion of this course, the student will be able to:
   A. Identify, describe, and compare the qualities of people/objects using constrastive
      structure and classifiers with confirmations.
   B. Synthesize receptive and expressive ASL skills and participate in a variety of dialogues
      involving basic, everyday topics.
   C. Compose in English translation from signing ASL and vice versa.
   D. Demonstrate increased control of ASL and understanding of topics related to lecture and
      readings by using a variety of tense indicators;
   E. Demonstrate increased comprehension of lectures, online video assessments, and
      discussions in American Sign Language.
   F. Demonstrate fingerspelling fluently on both receptive and expressive skills.
G.

3. Course Content

A. Describing the predominant physical features of a person (personal qualities and attributes)
B. Naming, identifying, describing itemized clothes including colors, patterns, sizes, and classifiers.
C. Describing families, including relative ages, educational background, living/dead status, marital status, ethnical, comparative sentences, and how-long questions.
D. Using contrastive structures comparing, confirming, or refuting qualities and opinions.
E. Describing the neighborhood area and restaurants using classifiers, topic comments, quantifiers, and spatial agreement.
F. Describing the kind of restaurant, naming food from menu, giving opinions on restaurant and the prices including rhetorical questions and fingerspelling.
G. Explaining the situation, requesting for assistance, and responding in willingness or refusal including conditional sentences
H. Using facial expressions as grammatical structures and non-manual markers such as asking questions, making statements, affect, conveying relative distance).
I. Using size and shape classifiers and classifiers as verbs asking and telling where, giving perspective, above/below, in front/back of, and controversial strategies.

Cultural topics:

A. Famous Deaf persons
B. Technology changes: videophone, skype, and facetime
C. Storytelling
D. History of Sign Language: Post of Milan Congress 1800, Strokoe, and ADA
E. Taboo Exposed in classroom
F. Cultural differences between Deaf and hearing

4. Methods of Instruction:
   Activity
   Discussion
   Lecture

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques
Exams/Tests -- written dialogues/monologues - pairs/group dialogues
Quizzes -- written dialogues/monologues
Oral Presentation -- Signed Presentation-short presentations in the class
Class Performance -- Pair dialogues or group dialogues
Final Class Performance -- Pairs/group dialogues
Final Exam -- written dialogues/monologues - receptive skills, reading
Mid Term -- written dialogues/monologues - ASL Dialogues

Additional assessment information:
- online video assessment
- Fingerspelling receptive skills
- professional articles

Letter Grade or P/NP

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments
- 4-8 pages bi-weekly on articles, textbooks, and other hand out from instructors

B. Writing Assignments
- A minimum of 5 hours per week of daily grammatical exercises from assigned video text and workbook
- A minimum of 5 hours per week of weekly exercises from assigned literature, video text and workbook
- Preparation for signed discussions from assigned at-home video texts and workbooks
- A minimum of 2-4 written dialogues/monologues for weekly English translations

C. Other Assignments
- Technology-related: GOREACT, online video assessment
- Short narration in the classroom using ASL sentence structures including grammatical structures
- Skill Demonstration: role playing, role-shift, monologues
- Expressive and receptive skill demonstration through dialogues, monologues, fingerspelling, role playing, and role-shift as expressed through grammatical structures, sentence structures, and cultural knowledge.

7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:
Author: Lentz, Mikos, and Smith
Title: Signing Naturally Units 7-12
Publisher: DawnSign Press
Date of Publication: 2014
Edition: 1st

B. Other required materials/supplies.
- Online Video Assignment (GOREACT)
- Instructor’s prepared materials