



ASL-101: AMERICAN SIGN LANGUAGE II

Effective Term

Fall 2023

BOT Approval Date

12/15/2022

Discipline

ASL - ASL Interpretation & Translation

Course Number

101

Course Title

American Sign Language II

Short Title

American Sign Language II

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

4.00

Total Units

4.00

Hours**Lecture Contact Hours**

64-72

Out of Class Hours Lecture

128-144

Total Contact Hours

64 - 72

Total Out of Class Hours

128 - 144

Total Student Learning Hours

192 - 216

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course covers intermediate skill in structure, vocabulary, and conversational strategies of American Sign Language as it is used within the Deaf culture. The course builds on topics previously studied, including directions, monetary exchanges, family relations, personal qualities, occupations, and making requests.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

ASL-100 (with a grade of C or better) or two years of high school American Sign Language.

Codes

TOP Code (CB 03)

0850.00 - Sign Language

CIP Code

16.1601 - American Sign Language (ASL).

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS C - Humanities

Cal-GETC Areas

Approved Cal-GETC Area

AREA-3B

Learning Objectives

Learning Objectives

Learning Objective

1. Examine topics including recreational activities and routines, giving directions (walking and driving), describing the appearances of others, making requests/commands, and topics of storytelling.
2. Demonstrate receptive and/or expressive dialogues and short sentence narratives and/or stories utilizing ASL grammatical features.
3. Demonstrate the ability to initiate, conduct and close context-specific conversations with Deaf users or ASL other than the professor.
4. Construct conceptual accuracy in their use of ASL.
5. Produce accurate ASL grammatical features in all conversational exchange and class exercises and avoid thinking in an English language structure.
6. Evaluate controversial elements with respect to diverse Deaf and hearing cultural conflicts.
7. Compare the cultural norms of diverse communities within American Deaf Culture to develop an appreciation for power and privilege as it relates to intersectionality and systematic barriers of oppression.
8. Examine sign production of children and the elderly in order to adapt language skills to meet those of differing age groups.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. The student will demonstrate comprehensive mastery of intermediate terms and concepts in simple dialogues and narratives.
2. The students will demonstrate the ability to recognize and produce complex ASL sentence structures (syntax).
3. The student will demonstrate comprehension and production of conversations and short narratives
4. The student will discover valuable cultural information in the Deaf community.
5. The student will discover valuable historical information in the Deaf community.

Program Learning Outcomes

Learning Outcome

- Acquire information and recognize distinctive viewpoints that are only available through American Sign Language and Deaf culture.
- Demonstrate expressive and receptive competence and interpersonal communication using visual language between individuals.
- Demonstrate expressive and receptive competence of ASL grammatical features when communicating with the Deaf/Hard of Hearing people.
- Engage in one-to-one conversations using ASL with the Deaf community to access information about Deaf culture that will lead to lifelong learning experiences.
- Examine expected social behaviors when interacting with mixed groups of Deaf/Hard of Hearing and hearing individuals at Deaf events (e.g., handwaving to show enjoyment of entertainment).

Institutional Learning Outcomes

- Aesthetic Awareness:** The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.
- Communication:** The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.
- Critical Thinking:** The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.
- Cultural Awareness and Humility:** The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.
- Information and Technology Literacy:** The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

Note: these topics are to be integrated through the course design.

Increased level of expressive and receptive skills in ASL linguistic features (lexicon, phonemes, morphology, fingerspelling, numbering system, classifiers and structure), conceptual accuracy, spatial relationships, and lexical and grammatical aspects within each of the following interactive contexts:

1. Giving directions (driving)
 - a. Residential streets
 - b. Highways
 - c. Roadways
 - d. Exits/on-ramps
 - e. Street signs
 - f. Traffic signals
 - g. Street names and types
2. Describing others
 - a. Physical appearance
 - i. Aging qualities
 - ii. Height differences
 - iii. Weight distinctions
 - iv. Eye shapes
 - v. Facial shapes
 - vi. Clothing patterns
3. Making requests
 - a. Asking politely
 - b. Asking casually
 - c. Asking firmly
 - d. Ordering/commanding
4. Talking about extended family and occupations/occupational goals
 - a. Second and third family members
 - b. Multiple generations past/future
 - c. Temporary occupations
 - d. Multiple occupations
 - e. Future career goals
 - f. Attributing qualities to others
 - i. Personality traits
 - Habitual traits
5. Talking about routines and scheduling
 - a. Hourly
 - b. Daily
 - c. Weekly
 - d. Monthly
 - e. Yearly
 - f. Multiples of above listed
6. Deaf Culture: Cultural behaviors
 - a. Comparing Deaf and hearing drivers
 - b. Comparing Deaf and hearing etiquette in regards to descriptive word choice and potential conflicts in cultural boundaries between Deaf and hearing people
 - c. Comparing Deaf and hearing approaches (direct vs. indirect) and niceties and the differences in "politeness" across cultures
 - d. Comparing lineage priorities between Deaf and hearing
 - e. Comparing Deaf and hearing narrative norms (extensive vs. surface)

- f. Discuss complexities of intersectionality within the Deaf community and the political ramifications of multiple identities
- g. Consider differences in language use based on age (comparing children, adults, and senior citizens' language)
- 7. Conversation strategies
 - a. Turn-taking skills
 - b. Keeping the attention of your audience
 - c. Time transitions
 - d. Signaling a new topic
 - e. Negotiating signing environment
 - f. Maneuvering in crowds
 - g. Getting the attention of individuals
 - h. Getting the attention of groups
 - i. Interrupting conversations
 - ii. Abrupt interruptions
 - iii. Casual interruptions
 - iv. Interrupting for emergency purposes
 - v. Interrupting briefly
 - vi. Interrupting and taking control of dialogue
 - vii. Accidental interruptions
 - i. Backchannel feedback Active listening skills
 - i. Appropriate feedback options
 - ii. Recognizing turn-giving and accepting

Methods of Instruction

Method

Discussion

Integration

Discussions will take place under instructor supervision in the classroom; students will discuss cultural aspects as they apply to American and Canadian Deaf cultures. Students will begin to assess oppression within the Deaf community in the form of "Audism", a form of oppression against Deaf people.

DE Adaptations for MOI

Discussion prompts and supplemental materials will be provided in an accessible format through the CMS. Students will engage in discussion with one another through the Discussions feature of the CMS and will be guided through the discussion by the instructor.

Method

Homework

Integration

Homework assigned will integrate information from the classroom with information from textbooks and supplemental materials (which may include but are not limited to websites, research, journals and current popular books), as well as attendance of Deaf cultural events. Homework assignments will be reviewed in each class period to encourage discussion amongst students and ensure understanding of variations of signed languages and differences between Deaf identities.

DE Adaptations for MOI

Homework assigned will integrate information from the online class with information from textbooks and accessible supplemental materials (which may include but are not limited to websites, research, journals and current popular literature). Homework assignments will be reviewed weekly via an accessible online video conferencing software to encourage discussion amongst students and ensure understanding.

Method

Lab Activities

Integration

Lab activities are specifically designed to provide additional exposure to Deaf culture and ASL and provide students with the opportunity to engage in signed dialogue with their peers in a monitored environment. Specific activities include the study and analysis of Deaf Literature/Art (storytelling, poetry, sculpture, painting etc.). Students will attend the lab for at least one hour each week outside of classroom time. Lab content is implemented and revisited during class lectures.

DE Adaptations for MOI

Lab activities will be available in an accessible online format housed in the CMS and will include accessible video-recorded narratives from Deaf community members and interactive skill-development activities; students will complete assigned activities through the Assignments tab of the CMS. The lab activities are also available under the Modules tab.

Method

Lecture

Integration

Lecture and discussion of course material will expand on ASL principles already established to explore more complex targeted language skills exploring further topics of diversity within the American Deaf community.

DE Adaptations for MOI

Online lectures will be provided to students in both synchronous and asynchronous forms using accessible video conferencing software or posted directly to the CMS under each weekly module. Lectures will be sequenced and scaffolded to ensure understanding and effective language acquisition.

Method

Role Playing/Simulation

Integration

Role-playing and simulation will ensure students' successful application of linguistic skills in appropriate scenarios. Students will learn to role shift between multiple parties and perspectives in their narratives to develop a deeper understanding of linguistic diversity within American Deaf culture.

DE Adaptations for MOI

Role-playing will be conducted by students via accessible video-conferencing software available through the CMS to allow students to interact with one another while exploring the content assigned (dialogues, terminology, etc.)

Methods of Evaluation**Method**

Papers

Integration

Deaf event reports are used to evaluate whether students participate in the Deaf community in a culturally appropriate manner. Students' reports are a reflection of their comprehension of cultural and linguistic understanding, especially with respect to children and elderly signers. Papers are graded using a standard rubric which awards points based on content, accuracy in following the given prompt, and spelling and grammar. Papers will be graded using a standardized rubric and grades and feedback will be provided within one week of submission.

DE Adaptations for MOE

Students will engage in a research project investigating Deaf Culture in America by examining topics such as sociocultural practices, evolution of American Sign Language, and special interest groups within the Deaf Community, including children and elderly signers. Students will be provided with access to accessible online databases through the CMS. Papers are assessed using a standardized rubric provided to students in advance. Grades and feedback will be provided via the CMS within one week of submission.

Method

Class Participation

Integration

In-class discussions will be used to evaluate students' knowledge-base surrounding Deaf Culture and linguistic parameters of American Sign Language. Discussions will be guided by the instructor, who will provide topics and themes to open with such as controversial cultural conflicts between Deaf and hearing communities. Students will be evaluated on the content of their contribution rather than their signed skills. Discussions will be graded using a standardized rubric and grades and feedback will be provided within one week of submission.

DE Adaptations for MOE

Discussion board threads will evaluate students' abilities to compare and contrast abstract ideas and will measure their ability to apply course material to real-world discussions including controversial cultural conflicts between Deaf and hearing communities. Students are awarded full points for providing an original response as well as a response to a peer. Students will receive half credit for providing only one response. All discussions will be accessible through the Discussion tab of the CMS. Discussions will be graded using a standardized rubric and grades and feedback will be provided within one week of submission.

Method

Homework

Integration

Homework assignments will be evaluated on a daily basis. Homework assignments are given to evaluate the understanding of new grammar and vocabulary as well as for the purpose of exploring culturally diverse communities within Deaf culture. Homework is corrected in class for clarification. Homework dialogues mirror those assigned in class with slight variations. Evaluation of accuracy in both receptive and expressive dialogue occurs. Students are graded on accuracy of answers given as well as reactions provided for each assignment completed to ensure comprehension. Homework grades and feedback will be provided within one week of submission.

DE Adaptations for MOE

Homework assignments will be submitted through the Assignments tab of the CMS and all assignments are available in the required textbook. Students' expressive and receptive skills will be evaluated through various interactive activities and signed ASL narratives submitted via the CMS. Homework grades and feedback will be provided within one week of submission.

Method

Exams/Tests

Integration

Instructor will provide students with unit-based exams where students will answer questions to assess their knowledge and retention of recent vocabulary, culture and grammar concepts. Exams are standardized throughout the department and share the same answer key. Answers will be provided immediately after completing the exam and feedback will be provided via the CMS within one week of taking the exam.

DE Adaptations for MOE

Exams will be conducted live via an accessible video conferencing software through the CMS and exams will be completed via the Quizzes tab of the CMS. Exams mirror those given in live face-to-face sections. Answers will be provided immediately after completing the exam and feedback will be provided via the CMS within one week of taking the exam.

Method

Final Performance

Integration

Students will be evaluated on receptive comprehension of ASL and expression in ASL through a comprehensive final narrative, completed at the completion of the term. The narrative will include all content discussed throughout the course and will incorporate understanding and appreciation of cultural competencies and diversity. Feedback and scoring will be provided to students within two days of submitting their final performance recording. Scores will be marked using a standardized rubric used throughout the department, available to students one week prior to submitting their final performance.

DE Adaptations for MOE

Students will complete their final expressive narrative via an accessible online video recording software available through the CMS. The narrative will include all content discussed throughout the course and will incorporate understanding and appreciation of cultural competencies and diversity. Feedback and scoring will be provided to students within two days of submitting their final performance recording. Scores will be marked using a standardized rubric used throughout the department, available to students one week prior to submitting their final performance.

Assignments**Assignment Type**

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Participate in in-class discussions regarding differences in language based on factors such as age, race and ethnicity, gender, and sexual orientation. Also, discussions will center on the impact of historical events within the Deaf community and how they affected the power and privilege of Deaf people. Active engagement in the discussion is required and participation will be graded using a rubric. Scores will be posted to the CMS every two weeks.

How assignment will be adapted in online format

Discussions will take place weekly and will be guided by the instructor through content-specific prompts and questions that will focus on factors such as age, race and ethnicity, gender, and sexual orientation. Also, discussions will center on the impact of historical events within the Deaf community and how they affected the power and privilege of Deaf people. Discussions will be completed under the Discussions tab of the CMS. Discussions will be graded within one week of submission and feedback will be provided via the CMS.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Read excerpts from the textbook that discuss impactful Deaf community members and submit written reflections on each individual that explains the nature of their impact, their significance as a member of the Deaf community, and how their impact reaches outside the community. Feedback and scores will be provided via the CMS within one week of completing each assignment using a standardized rubric used by the department.

How assignment will be adapted in online format

Read excerpts from the textbook that discuss impactful Deaf community members and submit written reflections on each individual that explains the nature of their impact, their significance as a member of the Deaf community, and how their impact reaches outside the community. Reflections will be submitted through the Assignments tab of the CMS. Feedback and scores will be provided via the CMS within one week of completing each assignment using a standardized rubric used by the department.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Complete interactive activities with your peers, directed by the instructor, and engage with one another to practice your signed expressive and receptive skills. You will then complete a free-write assignment reflecting on your interaction and areas that you feel are in need of improvement. Feedback and scores will be provided via the CMS within one week of completing each assignment using a standardized rubric used by the department.

How assignment will be adapted in online format

Complete interactive activities with your peers via an accessible online videoconferencing software, directed by the instructor, and engage with one another to practice your signed expressive and receptive skills. You will then complete a free-write assignment reflecting on your interaction and areas that you feel are in need of improvement. Assignments will be submitted via the Assignments tab of the CMS. Feedback and scores will be provided via the CMS within one week of completing each assignment using a standardized rubric used by the department.

Course Materials**Textbooks**

Cheri Smith/ Ella Mae Lentz/ Ken Mikos (2008). Signing Naturally: Units 7-12 Student Set (Most recent /e). Dawn Sign Press. ISBN: 978-1-58121-215-0

Peters, Megan Michelle (2014). It's A Sign: The American Sign Language Alphabet CreateSpace Independent Publishing Platform. ISBN: 978-1499127928

Other Resources

National Technical Institute for the Deaf, CD: American Sign Language Vocabulary, RIT 2004 or most recent version

Class Size Information**Class Size**

30

Class Size Category

F - Individualized, skills#based instruction/field practice 30

Diversity and Inclusion**Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

In this course we discuss linguistic parameters related to cultural and personal identities and how these identities influence the expression of self through ASL. Parameters such as age, gender, sexual orientation, race, ethnicity, and regional location will be explored throughout this course as students learn to appreciate language as a spectrum. Students will explore variations in signed expression from various signing communities to differentiate between stylistic differences and community-based differences in production.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Assignments are varied both in design and modality, allowing students to work independently, with peers, in small groups, and one on one with the instructor. Students will also have the opportunity to engage in the course content through various mediums, such as readings, videos, interactive discussions, personal reflections, and assigned textbook work. Students will also have the opportunity at this level to decide whether to complete their assigned work in written English or signed ASL, whichever is most effective for them (in our department we serve many native signers who prefer to express themselves in ASL rather than written English). Allowing students to explore the language of ASL through various modalities will provide them with the rich opportunity to gain exposure to more diverse language styles and cultural diversity within the Deaf community.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will work with one another in pairs and in small groups to explore variations in fingerspelling, numbers, and classifiers in ASL. Students will practice dialogues, create original narratives, develop original stories to share with the class, and work together outside of class through various accessible interactive softwares (Zoom, Canvas, Glide, etc.). Online students will have the opportunity to engage with one another using the accessible interactive software options mentioned.

Explain how the course will incorporate instructor-to-student interaction.

Students will interact regularly in class with the instructor who will provide them feedback on their signed ASL interactions (discussing topics such as where one lives and works, how to get to certain locations, and how to discuss other people). In addition, students' signing skills will be assessed by the instructor on an individual basis throughout the semester to allow for more individualized instruction. Online students may also interact with the instructor virtually using accessible video conferencing software options.

Explain how the course will incorporate student-to-content interaction.

The students will interact with the content by watching signed videos provided by the instructor (or selected by the student themselves) that focus on ASL language in action and participating in discussions with their peers about the content being studied. Videos may be watched in class and/or online as they will be made available on the CMS under the "Resources" page. Additionally, students will apply the content to their own signed discourse to refine their expressive and receptive skills. Students will also have the opportunity to use the content in organic signed conversations both with their peers and with the instructor to discuss topics of oppression, power, and privilege within the American Deaf community. Online students may engage in the content via the CMS and through using accessible video conferencing software.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students will regularly reflect on their learning experiences in the class and practice self-assessment of their signing abilities and understanding of Deaf Culture and its diversity (especially in regards to intersectionality), to develop a better understanding of their own learning styles and preferences and also to develop goals for further growth and improvement. Students will assess their own identities and what that means for their linguistic production as they learn to become visitors in this community. Self-assessments may be completed in class for face-to-face students or online via the CMS for online students.

Key: 280