



ASL-201: AMERICAN SIGN LANGUAGE III

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

ASL - ASL Interpretation & Translation

Course Number

201

Course Title

American Sign Language III

Short Title

American Sign Language III

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

No

Catalog Description

This course studies the structure, vocabulary, and conversational strategies of American Sign Language as it is used within the Deaf community. This course furthers students' conceptual understanding of American Sign Language and Deaf Culture by introducing more complex vocabulary and idioms, as well as expressions of Deaf art. Students will also be exposed to more diversity within the community through the introduction of various subcultures of Deaf Americans, and through the exploration of Deaf people internationally.



Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

ASL-101 (with a grade of C or better).

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

Minimum Qualifications

Minimum Qualifications	And/Or
Sign Language, American	Or
Sign Language/English Interpreting	End

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. Compose narratives which demonstrate a mastery of targeted lexicon, classifiers and structure in ASL.
2. Translate from printed English to expressive ASL utilizing targeted syntactical principles and targeted facial/body morphology.
3. Formulate and evaluate ASL stories and conversations, including both traditional and original pieces.
4. Examine and differentiate ASL principles in order to translate idiomatic usages of English into conceptually accurate ASL.
5. Assess the use of appropriate cultural behaviors as applied to ASL and the Deaf community in various settings (professional, academic, social, etc.).
6. Demonstrate the appropriate use of real-world orientation as it applies to room layouts and design.
7. Develop a short procedural narrative in ASL to explain to others how to complete simple tasks.
8. Exhibit mastery of international sign recognition and the ability to identify cultural norms of regions studied.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will master communicate effectively in ASL in context-specific dialogues with peers.
2. Students will initiate and conclude context-appropriate ASL conversations with others respectfully and clearly.
3. Students will produce ASL narratives using content-specific vocabulary.
4. Students will analyze historical information pertaining to the roots of ASL.
5. Students will compare American Deaf and American hearing cultural norms and behaviors.

Content

Course Lecture Content

1. Discussing Plans and Goals

- a. Areas of study

- i. Majors and minors

- ii. Specializations

- iii. Degrees/certificates

2. Discussing one's knowledge and abilities

- a. Acquired skills

- i. Explaining how a skill was acquired

- ii. Describing one's skill to others

- iii. Gauging one's level of skill

- iv. Describing unusual skills and abilities

- v. Comparing someone's knowledge of a subject matter to your own

- b. Discussing ineptness

- c. Desirable and undesirable personal qualities

- i. Evaluating qualities of yourself and others

- ii. Comparing your qualities to people you know

- iii. Identifying preferred personal qualities for peers of various dynamics

1. Travel companions, roommates, employees/coworkers, romantic partners, etc.

- iv. Giving opinions about others

3. Hypotheticals

- a. Posing hypothetical questions and responding appropriately

- i. Identifying conditional clauses

- ii. Markers of conditional statements

- b. Reacting to hypothetical situations

- i. Sentiment, fear, joy, doubt, disappointment, etc.

4. States and Canadian Provinces

- a. Identifying states and provinces geographically on a map

- b. Identifying states and provinces by designated sign name

- c. States and provinces in relation to one another

- i. Real-world orientation

- ii. Compass points

- iii. Indicators of varying distances

1. Non-manual markers for determining distance

- d. Making plans for travel

- e. State trivia and interesting facts

5. Calendar terminology

- a. Review of days, weeks, and months of the year

- b. Times of day

- c. Making plans on specific days

- i. Extending an invitation

- ii. Inviting oneself

- iii. Accepting and declining invitations
 - iv. Canceling plans
 - d. Talking about the past
 - i. Talking about the first time you did something
 - ii. Recalling the last time you did something
 - iii. Making plans for doing something you haven't done in a long time
- 6. Making a bucket list
 - a. Establishing a goal
 - b. Making a plan for achieving a goal
 - c. Establishing a timeline for achieving goals
- 7. Numerical values in application
 - a. Forms of numbers in discussing plans for the future
 - i. Cardinal
 - ii. Age
 - iii. Monetary
 - 1. Whole dollar amounts
 - 2. Dollar and cent combinations
 - iv. Time
 - 1. Past, present, and future tenses
 - a. Application to minutes, hours, days, months, and years
- 8. Describing Physical Locations
 - a. Exterior of residence
 - b. Navigating floor plans of residences
 - c. Internal descriptions of residences
 - i. Visual depictions of different rooms in a home
 - 1. Living room
 - 2. Bedroom
 - 3. Bathroom
 - 4. Family room
 - 5. Kitchen
 - d. Classifiers
 - i. Eight (8) types of classifiers
 - 1. Descriptive
 - 2. Locative
 - 3. Semantic
 - 4. Body
 - 5. Instrumental
 - 6. Body Part
 - 7. Plural
 - 8. Elemental
 - ii. Commonly used classifiers in room descriptions
 - 1. Locative (LCL)
 - a. IX-One, B, BB, C, CC, A, Bent-LL, Claw-5
 - 2. Descriptive (DCL)
 - a. C, CC, F
 - 3. Semantic (SCL)
 - a. Bent-Cl
 - 4. Instrumental (ICL)
 - a. Claw-5, A (pinch), S
- 9. Complaining, Making Suggestions, and Requests
 - a. Complaints
 - i. Regarding health
 - 1. Identifying ailments
 - a. Experiencing pain
 - i. Locative indicators of pain
 - ii. Levels of pain

- b. Symptoms of illnesses
 - i. Short-term vs. long-term symptoms
 - 2. Making suggestions about health
 - a. Offering advice
 - b. Suggesting treatments
 - c. Recalling one's own experience with an illness or injury
 - d. Offering sympathy
 - 3. Complaining about one's health
 - a. Inflected verbs
 - i. Recurring symptoms
 - ii. Continuous symptoms
 - ii. Regarding others
 - 1. Identifying issues with those around you
 - a. Pets
 - b. Children
 - c. Neighbors
 - d. Roommates
 - e. Significant others
 - 2. Discussing annoying tendencies of others
 - a. Level of irritation
 - b. Frequency of irritation
 - c. Offering solutions to someone's complaints
 - b. Requests
 - i. Reasons for requests
 - 1. Asking for help
 - 2. Negotiating favors
 - 3. Declining requests and offering alternative solutions
 - ii. Asking permission
 - 1. Agreeing with conditions
 - 2. Agreeing with shortcomings
 - 3. Declining with explanation
 - 4. Declining with alternative solutions
 - 5. Hedging
10. Exchanging Personal Information: Life Events
 - a. Discussing one's personal history
 - i. Sequencing events using time markers
 - 1. Referring to age
 - 2. Referring to other events
 - 3. Referring to year
 - 4. Sequencing events
 - 5. Referring to unexpected changes
 - ii. Discussing your heritage
 - 1. Countries
 - a. Established signs for countries around the world
 - i. Discussing differences between variations in established vs. preferred sign names
 - 2. Introducing fractions to discuss one's nationality
 - b. Talking about family history
 - i. Identifying countries of origin
 - ii. Discussing reasons for immigration
 - iii. Structuring an immigration narrative
 - iv. Structuring a family tree
 - 1. Applying indicative and possessive pronouns in family trees
11. Deaf Culture
 - a. De'VIA (Deaf View Image Art) Movement
 - i. Development of De'VIA
 - ii. History and impact of Chuck Baird
 - b. Handshape stories

- i. ABC stories
 - ii. Number stories
- c. Communicating through gesturing
 - i. Gesturing that you have a problem and need help
 - ii. Gesturing how you can help someone with their problem

Methods of Instruction

Method

Discussion

Integration

Discussions will take place under instructor supervision; students will discuss various cultural conflicts within Deaf and hearing spaces and how these conflicts have evolved over time.

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 revisited during each class meeting to compare work with peers and discuss linguistic differences in production of signed discourse.

Method

Online Activity/Discussion

Integration

Activities completed online 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 regional dialects and explorations of social factors that impact language production. Additionally, online discussions, prompted by students, will provide the opportunity to develop their critical thinking skills in an effort to strengthen their understanding of the Deaf community and formulate abstract ideas in regards to culture and best practices in cultural conflict resolution. Students will complete at least one hour of online activities per week outside of scheduled class time and assignments will be completed via the institution's CMS.

Method

Lecture

Integration

Lecture and discussion of course material will explore opportunities for students to develop their language skills to work toward producing more complex targeted language skills that will allow the to further express themselves and engage with others with more critical thinking skills.

Methods of Evaluation

Method

Papers

Integration

Deaf event reports are used to evaluate students' cultural awareness while interacting with the Deaf community. One report will describe students' observations as an attendee while the second report will describe students' observations as a participant/volunteer. Students' reports are a reflection of their deeper understanding of the Deaf community and its subcultures. Students will submit one report in written English and one report in recorded ASL. Both reports are graded using a standard rubric which awards

points for correct spelling, grammar, and MLA format as well as substantial content and evidence of critical thinking. In addition to Deaf event reports, writing prompts will be assigned by the instructor, at their discretion, which focus on students' personal narratives and are designed to connect students with the course content on a more individualized basis. The focus of these reports will be conditional and reflexive clauses and students will be assessed on their ability to employ conditional statements to their narratives to further expand upon original thoughts and ideas.

Method

Other

Integration

Discussion board threads will evaluate students' abilities to engage in critical thinking and demonstrate their social awareness in regard to discourse analysis and shared identity spaces. Students will create 50% of prompts for the semester, while the instructor will provide an additional 50% of topics for discussion. In addition, 50% of responses will be in written English and 50% of responses will be in video-recorded ASL. Students will be graded on accuracy of both English and ASL language usage for responses, as well as their ability to demonstrate critical thinking skills in both languages.

Method

Exams/Tests

Integration

Students will be evaluated on receptive comprehension of ASL and expression in ASL through one-to-one receptive, expressive, conversational, knowledge quizzes/tests with the instructor. Topics will include main concepts and themes, such as exploring and describing 3D spaces and details, reinforcement of structuring requests and asking for advice, as well as geographic and cultural information from countries across the globe. Quizzes/tests are based on textbook material, PowerPoint lectures and assigned articles.

Method

Homework

Integration

Homework assignments evaluate students' understanding of new grammatical concepts that are covered in class and reinforced in the assigned video-recorded stimuli presented by the textbook and instructor. Homework is discussed as a group in class for clarification. Stories and personal narratives will allow students to reflect on their own signed abilities and allow for the opportunity to complete a self-analysis for goal-setting purposes.

Method

Class Performance

Integration

Students' expressive skills in ASL will be evaluated through a video-recorded original narrative that incorporates topics learned over the course of the semester. These topics include students' personal narratives about their living situations, the history of their family, what their future goals are, and how they plan to achieve these goals. In addition, students also discuss their own understanding of Deaf Culture and how this understanding has evolved over the course of their ASL studies. Exams will be graded using standard rubrics. Receptive comprehension will be graded using a standard rubric, as the final exam is a pre-recorded standardized exam. Expressively, points are awarded based on students' incorporation of their understanding of Deaf culture and retention of historical information. Additionally, students will be graded on accuracy of sign production and conceptual accuracy as a stricter enforcement of syntax is implemented at this level.

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 generational differences in signed languages. This level of ASL coursework focuses more on the student as an individual and creating more original monologues that allow students the chance to express themselves more fully. Discussions will center on the impact of current events within the Deaf community and how the community is responding to the current climate of power and privilege. 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.

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. At this level, students will explore historical literature samples, such as "Revielle", a cultural piece that examines the evolution of technology in a Deaf world. Additionally, students will read into famous Deaf folklore and develop an appreciation for generational influence on storytelling, community values and beliefs, and the evolution of technology and its impact on Deaf sociocultural norms. 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

Using the free-writing prompt provided, students will evaluate themselves, as well as their classmates, after completing directed interactive activities with partners and small groups. These activities are structured as: group survey prompts, interview questions, or build-along narratives that are original to each student. The free-write assignment will reflect on your interaction and areas that you feel need 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.

Course Materials**Textbooks**

Smith, Cheri/ Lentz, Ella Mae / Mikos, Ken (1992). Signing Naturally: Student Workbook Level 2 (Most recent /e). Dawn Sign Press.

ISBN: ISBN: 978-1-58121-131-3

Patrie, Carol J. (2012). Translating from ASL Dawn Sign Press. ISBN: 978-1-58121-118-4

Class Size Information

Class Size

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

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. Students will explore variations in signed expression from various regions in the country 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 to explore and analyze evolutionary linguistics as it applies to blended and compounded signed concepts and incorporated linguistic markers such as directed questions and implied topicalization. Students will also have the opportunity to engage in the course content via various mediums, such as readings, videos, interactive discussions, personal reflections, and assigned textbook work. At this level, students have the choice 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 that are presented by the textbook before developing original narratives based on these template structures to share with the class. These presentations will be one-to-all, wherein students present either to a small group or the entire class. Students will 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 via one-on-one dialogues with visual aids to guide them through the terminology, while the students who are watching provide them feedback on their signed ASL interactions (discussing topics such as where one was born and where their parents were born, why they are in college, and what their future goals are). 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.

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. These videos capture use of signed language by Deaf Americans across generations and from different cultural groups within the Deaf community that expose students to rich diversity in language and Deaf customs. 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) by reviewing their own work alongside the signed work of their instructor and peers to measure their developmental growth throughout the semester. This allows students to develop a better understanding of their own linguistic styles and preferences and also to develop goals for furthering fluidity while working toward fluency. 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: 287