



ASL-202: AMERICAN SIGN LANGUAGE IV

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

ASL - ASL Interpretation & Translation

Course Number

202

Course Title

American Sign Language IV

Short Title

American Sign Language IV

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 provides students with unique and innovative opportunities to apply their cumulative knowledge of the language and Deaf Culture. Having well-developed linguistic and cultural competencies allows students to explore interactions in various settings, including intimate familial discussions, and applications to daily lived experiences. This course refines the foundational skill sets acquired in previous coursework leading up to this point in the language acquisition journey.



Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

ASL-201 (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. Assess and rephrase factual information as it applies to cross-cultural examinations of various demographics in the Deaf community.
2. Demonstrate comprehensive mastery of target, content-specific commands, questions, and statements in ASL.
3. Demonstrate mastery of classifiers in order to show complex location relationships, complex movement, and changes in perspective.
4. Evaluate ASL stories competently and demonstrate masterful comprehension of pieces that reflect the diverse lived experiences of Deaf Americans.
5. Assess regional variations in lexicon within the United States and Canada.
6. Demonstrate understanding of the influence of sociocultural influences on language and communication.
7. Compare historical and cultural data and facts illustrating Deaf community norms and apply these concepts to daily lived experiences.
8. Demonstrate mastery of conveying body part movement through complex classifier systems.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will communicate effectively in ASL using appropriate vocabulary and expressions.
2. Students will interpret content-specific commands, questions, and statements in ASL.
3. Students will produce coherent ASL discourse in unscripted or structured contexts.
4. Students will analyze the history and culture of Deaf Americans and communicate insights in ASL.

Content

Course Lecture Content

1. Increased level of expressive and receptive skills in ASL linguistic features
 - a. Role shifts,
 - i. Emotional expression when conversing
 - ii. Narrating
 - iii. Rephrasing
 - iv. Telling stories
2. Explaining complex processes or situations in each of the following interactive contexts:
 - a. Describing and identifying things
 - i. 3-D geometric shapes
 - ii. Complex patterns
 - iii. Classifiers
 1. Descriptive
 2. Instrumental
 3. Body
 4. Semantic
 5. Body part
 - iv. Non-manual signals
 - v. Sequencing descriptive markers
 1. "Fixed" vs. "not fixed"
 2. Materials
 3. Colors/patterns
 4. Shape/size
 5. Reference points
 6. Uses
 - vi. Multiple perspectives
 - vii. Talking about the weekend
 1. Special occasions
 - a. Holidays in different cultures
 - b. Seasons
 - i. Weather
 1. Elemental classifiers
 - ii. Geographic changes
 1. Seasons across the globe
 - iii. Chores by season
 - iv. Sports
 2. Short vacations
 - a. Modes of transportation
 - b. Itineraries
 - c. Landmarks
 - d. Historical sites
 - e. Travel customs of various demographics by region
 3. Time transitions

- a. Markers
 - b. Non-manual signals
 - c. Concepts of time as they are interpreted by various cultures
- 4. Continuity
- 5. Beginning and end pairs
- 6. Unexpected changes to plans
- viii. Narrating unforgettable moments
 - 1. Accidents
 - a. Hit or miss
 - i. Objects
 - ii. Action sequences and outcomes
 - iii. Timing reactions (coinciding with narratives)
 - b. Unexpected occurrences
 - i. Liquids
 - ii. Solids
 - c. Trip/fall
 - i. Reactions
 - 1. Before
 - 2. During
 - 3. After
 - ii. Barriers
 - iii. Surfaces
 - iv. Body part classifiers
 - 2. Role-shifting
 - a. Initiator's perspective
 - b. Receiver's perspective
 - c. Spatial and verb agreements between characters' actions
 - d. Variations
 - i. Corresponding gestures
 - ii. Receiver's response
 - iii. Receiver's change in position
 - iv. Initiator actions without role-shift
- ix. Sharing interesting facts
 - 1. Whole/part
 - a. Statistics
 - i. Ratios
 - ii. Fractions
 - iii. Percentages
 - b. Commenting on statistics
 - 2. Listing
 - a. Ranking
 - i. Establishing topics through rhetorical questions
 - b. Top (five, ten, etc.), most in number, or oldest
 - 3. Comparisons
 - a. Contrastive structure
 - b. Rhetorical questions to establish topic of discussion
 - c. Analyzing facts
 - i. Explaining truth of facts using conditional statements and relative clauses
 - ii. Comparing and contrastive statistics across diverse demographics across the globe
 - iii. Offering suggestions for improving statistics
 - d. Illustrating a fact
 - i. Descriptive classifiers
 - ii. Body classifiers
 - iii. Semantic classifiers
 - iv. Body part classifiers
 - v. Instrumental classifiers

- x. Explaining rules
 - 1. Driving
 - a. Conditional clauses to establish situation
 - b. Providing a rule or law
 - i. Rules and laws here and abroad
 - 2. Traffic signs and symbols
 - a. Speed limits
 - b. Right-of-way
 - c. Personal safety obligations
 - 3. Everyday rules
 - a. Authoritative direction vs. diplomatic
 - b. Situations requiring immediate responses
 - i. Matching non-manual signals to audience backchanneling
 - 4. Cultural rules
 - a. Customs
 - b. Etiquette
 - 5. Rules in the workplace
 - 6. Games
 - a. Card games
 - b. Board games
 - c. Group games

3. Deaf culture:

- a. History
 - i. TTYs
 - 1. In the home
 - 2. At school
 - 3. Relay operators
 - ii. Technological advancements over time
 - 1. Pagers
 - 2. Sidekicks
 - 3. Videophone technology
 - 4. Video Relay Service (VRS) calls
 - 5. Video Remote Interpreting (VRI)
 - iii. Deaf spies of the Civil War
 - iv. Literature
 - 1. Storytelling
 - a. "Reveille" by Ethan Bernstein
 - b. "The Ball" by Ben Bahan
 - c. "Uncoding the Ethics" by Freda Norman
 - v. Socio-cultural understanding
 - 1. Residential schools for the Deaf
 - a. Pros and cons
 - b. Traditions
 - c. Language acquisition and cultural identity
 - d. Developing a second "family"
 - 2. Relaying information
 - a. Sharing news
 - b. Perceptions of personal boundaries
 - c. Explaining absences and tardiness
 - 3. "Living in the Hearing World" by Sandra Rasmus
 - 4. Accessibility issues
 - a. Personal experiences shared by Deaf performers
 - i. Transportation
 - ii. Public venues
 - iii. Educational institutions
 - iv. Familial relations

Methods of Instruction

Method

Discussion

Integration

Discussions will take place under instructor supervision; students will discuss appropriate cultural behaviors as they apply to Deaf cultures and make comparisons among various nations.

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

Online activities, completed via the institution's CMS, 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 complete online activities for a minimum of one hour per week outside of normal class time.

Method

Lecture

Integration

Lecture and discussion of course material will examine and differentiate ASL principles in order to translate more complex targeted language skills.

Method

Role Playing/Simulation

Integration

Role playing and simulation will ensure students' successful application of linguistic skills in appropriate scenarios under instructor supervision.

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,

writing prompts will be assigned by the instructor, at their discretion, focusing on current events and abstract ideas. All written/recorded assignments will be collected and graded by the instructor to evaluate the students' language proficiencies. The focus of these reports will be complex sentences and soliciting opinions from others.

Method

Class Participation

Integration

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. 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 (posted to YouTube). 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

Homework

Integration

Homework assignments will be evaluated on a daily basis. Homework assignments are given to evaluate the understanding of new grammatical concepts. Homework is discussed as a group in class for clarification. Assignments include video recorded dialogues and presentation, stories and personal narratives. Students will complete a self-analysis of their own works for full credit.

Method

Quizzes

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. Quizzes/tests are based on textbook material, PowerPoint lectures and assigned articles.

Method

Final Performance

Integration

Students' expressive and receptive skills in ASL will be evaluated through a peer-to-peer live debate, covering topics that incorporate concepts and themes learned over the course of the semester. The will be graded using a standard rubric that measures both students' ability to employ appropriate language skills in conversations, as well as their ability to employ critical thinking and successful turn-taking skills.

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 the lived experiences of diverse sub cultures within the Deaf community. Discussions will center on the impact of current events within the Deaf community and globally, and how they affect 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.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Read the excerpt from the textbook that discussing the evolution of signed names in Deaf communities, and evaluate the linguistic and cultural rules that determine the validity and acceptance of one's name sign. Submit a written reflection of this reading and how it applies to other readings focused on significant civil rights victories for Deaf Americans and Deaf community members abroad. 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 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**

Emmorey, K., Reilly, J. (2013). Language, Gesture and Space Psychology Press. ISBN: 978-0805813784

Cheri Smith/ Ella Mae Lentz/ Ken Mikos (2001). Signing Naturally: Student Workbook Level 3 (Most recent /e). Dawn Sign Press. ISBN: 978-1-58121-238-9

Carol Patrie (2007). ASL Skills Development Dawn Sign Press. ISBN: 978-1-58121-108-5

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

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 the significant correlation between language and personal identities and how these identities influence community and societal behaviors and beliefs. 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 diversity in fingerspelling, numbers, and classifiers in ASL by analyzing source materials from several regions across the country. 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 personal narrative topics such as embarrassing moments, favorite holidays and traditions, family rules and customs, and interesting facts about cultures around the world). 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 explore social and political challenges for disabled individuals in the United States and internationally, 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 lived experiences. These introspective opportunities will guide students toward defining their own style and preferences for language expression, 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: 288