

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	Jeremy Rogers	Date:	10/10/2019
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Department	Subject	Course Number	Title
American Sign Language	American Sign Language ASL	505	American Sign Language Linguistics (formerly ASL-150)

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units

3.00

Total Units

3.00

Lecture Contact Hours

48.00 - 54.00

Total Contact Hours

48.00 - 54.00

Lecture Homework Hours

96.00 - 108.00

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

-none-

General Education Justification:

Maximum Enrollment:

Maximum Enrollment Justification:

15

Course requires significant individualized instruction or assessment “ check all that apply:

- * Course requires graded class discussion and graded class participation.
- * Course requires 3 or more oral presentations by each student per semester.
- * Course relies on small group dynamics as a means of instruction or assessment.
- * Course requires that each student be evaluated

individually on a set of skills more than twice per semester.

Justification: This course requires intensive individualized instruction and assessment of students' linguistic skills and understanding.

Grading Method:

Letter Grade or P/NP

TOP code:

0850.00

Can be Taken

1

time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU

- Intercollegiate athletics course

- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).

This course provides an introduction to the linguistic structures of ASL: including phonology, morphology, syntax, and semantics. The course is required for completion of an articulated transfer program to include complex ASL grammatical features, advanced vocabulary, role shifting, space referencing, narratives, presentations and integration of etiquette into Deaf Culture.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).

This course is designed for learning about the ASL linguistics: phonology, morphology, syntax and semantics.

Need for the course:

Specific goals of the course include improving observational skills in analyzing ASL; improving understanding of the phonological, morphological, syntactic, and semantic structures of ASL, and introducing a few sociolinguistic rules concerning ASL in the deaf community.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details. (For further clarification, contact the Prerequisite Subcommittee)

- ASL 203 with a Grade of C or better. and

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

- ANTH 145

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Differentiate and apply the phonological process in their ASL work, including: handshape, movement, location, palm orientation, non-manual signals, holds deletion, metathesis and assimilation.

2. Analyze and utilize problem-solving skills related to ASL linguistic features.

3. Identify symbols in Stokoe’s and SignWriting’s systems used to describe signs.

4. Diagram ASL Discourse structure and appraise how this is related to presentations, narratives and the discussion of hypothetical issues.

5. Assess an advanced range of classifiers to show movement and action.

6. Differentiate and apply the morphological process in their ASL work, including; lexicalized fingerspelling and loan signs, numeral incorporation, compound words, derived from verbs, subject-object agreement, pronoun and determiners, role of time and concept of temporal aspects.

7. Differentiate and apply the syntax process in their ASL work, including: plain verbs work in ASL, basic structure of simple sentence with agreement verbs and basic sentence types of ASL.

8. Differentiate and apply the semantic process in their ASL work, including: determining meaning, Relationship between lexical items, hyponymy, synonymy, antonym, and metaphor.

9. Discuss the different ways meaning is shown in sentences including word order and semantic roles, function words or morphemes, and context.

10. Analyze a basic understanding of sociolinguistic variation in ASL and ASL discourse.

Course Content:

(please number the outline of main topics and subtopics)

1. Phonology

1. Signs Have Parts

a. Parameters

2. The Stokoe System

a. Research

b. Discovery of language

c. Evolution of system

3. The Concept of Sequentiality in the Description of Signs

a. Visual rhythm

4. The Liddell and Johnson Movement – Hold Model

5. Phonological Process

a. Visual phonology

b. Auditory phonology

2. Morphology

1. Phonology vs. Morphology

2. Deriving Nouns from Verbs in ASL

a. Recognizing noun/verb pairs

3. Compounds

a. Evolution of signs over time

4. Lexicalized Fingerspelling and Loan Signs

5. Numerical Incorporation

a. Classifiers

b. Time signs

c. Monetary signs

d. Measurements

- 6. The Function of Space in ASL
 - a. Spatial orientation
 - b. Time references
- 7. Verbs in ASL
- 8. Classifier Predicates
- 9. Temporal Aspect
 - a. Uninflected
 - b. Inflected
- 3. **Syntax**
 - 1. Simple Sentences in ASL
 - a. Recognizing prosodic markers
 - b. Utterance boundaries
 - 2. Syntax
 - 3. Basic Sentence Types
 - a. Questions
 - b. Declarative statements
 - c. Conditional statements
 - d. Narrative structures
 - 4. Time in ASL
- 4. **Semantics**
 - 1. Sign Choice
 - a. Contextual factors
 - b. Conceptual meaning vs. lexical meaning
 - 2. The Meaning of Individual Signs
 - 3. The Meaning of Sentences
- 5. **Language in Use**
 - 1. Variation and Historical Change
 - a. Evolution of sign formations
 - b. Regional dialects
 - c. Historical roots of signs
 - d. Relation to classical French sign language
 - 2. ASL Discourse
 - a. Discourse patterns in ASL and English
 - 3. Bilingualism and Language Contact
 - 4. Language as Art
 - a. Literature
 - b. Creative ASL

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
Integration: Lecture and discussion of the course material through the use of visual aids will help to expand and clarify concepts of ASL linguistics including but not limited to the processes of phonology, the processes of morphology, the processes of syntax and the processes of semantics. Students must sit in a semi-circle with adequate line of sight to the instructor and each other for effective communication.
- **Method:** Group Projects
Integration: Collaborative methods including partnered and small group work focusing on ASL linguistics, including the different ways meaning is shown in utterances including word order and semantic roles, function words or morphemes, and context and a basic understanding of sociolinguistic aspects in ASL Discourse.
- **Method:** Film/video Viewing and Discussion
Integration: Multimedia will be used to integrate information about phonological, morphological, syntax and semantic processes from the classroom (including, but not limited to instructional websites, Canvas and GoReact discussion boards, research-based films, and DVDS to demonstrate and enhance advanced conversational

skills).

- **Method:** Homework
Integration: Out of class assignments to integrate information from the classroom with information from textbooks and supplemental materials (which may include but are not limited to websites, research articles, journals, and webinars).
- **Method:** Visiting Lecturers
Integration: Visiting lecturers will serve to provide exposure to different dialects of American Sign Language, based on regional factors, age, gender, race, sexual orientation, and status.
- **Method:** In-class Exercises
Integration: Exercises to include assessment of utterances in English, American Sign Language, and international signed languages; exercises will be based on the linguistic parameters of ASL, which will serve as a basis for comparison when discussing other languages and linguistic features.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Homework
Integration: Homework assignments and projects will measure students’ accuracy, understanding and application of ASL linguistics including phonological, morphological, syntactical and semantic processes.
- **Method:** Oral Presentation
Integration: Presentations must include visual aids and will focus on the features of ASL linguistics including phonological, morphological, syntactical and semantic processes. Evaluation forms will provide an analysis and evaluation of each speaker. Peer evaluations will provide additional feedback for the speaker. Evaluations of each speech or presentation will include such areas as organization, delivery, evidence, arguments, and linguistic competencies.
- **Method:** Other
Integration: Students will be evaluated on their participation and accuracy of arguments in the discussion boards, as well as their ability to understand and think critically about the various issues raised with regard to ASL linguistics including phonological, morphological, syntactical and semantic processes.
- **Method:** Exams/Tests
Integration: Exams will evaluate understanding and applications of English and ASL linguistics, including phonological, morphological, syntactical and semantic processes. Exams will also examine critical thinking skills as they apply to pattern inference and discourse analysis.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Participate in a weekly discussion via video-recording app (i.e. GoReact, MarcoPolo, Glide, etc.)
 1. Topics to include:
 1. Parameters of language
 2. Comparative analysis of linguistic structures
 3. Cultural influences on linguistics
 2. Examples of assignments:
 1. Students will participate in video-recorded discussions in ASL, posting original responses to the assigned prompts and responding to at least one peer (also in video-recorded ASL).
2. Oral presentation on an assigned linguistic feature, including a visual aid. Topics to include:
 1. Handshape
 2. Movement
 3. Location
 4. Palm orientation

5. Non-manual signals

3. In-class assignments/homework from the textbook and supplemental resources, including vocabulary building, lessons in Deaf Culture, and assigned recordings modeling language and grammar structure exercises.

1. Examples of topics:

1. Applying the Stokoe system

2. Signed writing

3. Notating the Movement Hold Model (MHM)

4. Discovering the classical roots of modern signs

2. Examples of assignments:

1. Students will read assigned chapters from the textbook and complete chapter activities at home; students will bring their work to class to discuss their findings as a group in a peer-led discussion.

2. Students will work in small groups in class to successfully apply Stokoe's system to an assigned sign; for homework, students will be individually assigned more complex signs and compound signs to analyze and apply Stokoe's notation system. Students will return to class and share their work with their peers.

3. Students will analyze signs in American Sign Language and in Japanese Sign Language and apply the Movement Hold Model (MHM) to each, taking note of similarities and differences in production and patterns.

4. Students will research an international signed language (assigned by the instructor) and apply pattern inference skills learned in ASL to the international signed language; students will develop a presentation to share with their peers regarding their findings.

4. Examinations will be given throughout the semester to gauge students' mastery of topics discussed both in class and in homework assignments.

1. Receptive examinations will assess comprehension of both content and terminology

2. Expressive examinations will assess critical thinking skills and the ability to produce linguistically accurate discourse in ASL.

Textbooks:

• Clayton Valli, Ceil Lucas, Kristin J. Mulrooney, and Miako Villanueva (2011). *Linguistics of American Sign Language: An Introduction, 5th* Gallaudet University Press. ISBN: 978-1-56368-507-1

• Sinha, S. (2018). *Indian Sign Language: An Analysis of Its Grammar* Gallaudet University Press. ISBN: 978-1-944838-08-9

Other Resources:

Minimum Qualification

- Sign Language, American **and/or**

• Sign Language/ English& Interpreting