

**College of San Mateo
Official Course Outline**

1. **COURSE ID:** ASL 110 **TITLE:** American Sign Language II
Units: 5.0 units **Hours/Semester:** 80.0-90.0 Lecture hours; and 160.0-180.0 Homework hours
Method of Grading: Grade Option (Letter Grade or Pass/No Pass)
Prerequisite: ASL 100

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
 CSM - GENERAL EDUCATION REQUIREMENTS: E5c. Humanities
CSU GE:
 CSU GE Area C: ARTS AND HUMANITIES: C2 - Humanities (Literature, Philosophy, Languages Other than English)
IGETC:
 IGETC Area 3: ARTS AND HUMANITIES: B: Humanities
 IGETC Area 6: LANGUAGES OTHER THAN ENGLISH (UC requirement only): A: Languages other than English

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 A continuation of ASL 100, designed to enhance proficiency in ASL usage. The course further develops conversational skills with an increased emphasis on visual receptive and expressive skills required for learning advanced vocabulary, grammar, non-manual behaviors, and fingerspelling. Creates awareness of Deaf culture through the study of the history of ASL, the cultural dynamics of the Deaf community, and the cultural customs of communication.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 1. Express intermediate linguistic principles of ASL
 2. Explain elements of deaf culture and the deaf community
 3. Apply correct etiquette to be used in deaf culture situations
 4. Maintain a basic conversation in ASL, appropriate to level II

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 1. Expressively use vocabulary
 2. Understand receptively vocabulary
 3. Understand intermediate level fingerspelling receptively
 4. Demonstrate correct facial expressions in a given situations
 5. Fingerspell clearly vocabulary of the course
 6. Understand and apply grammar skills as required
 7. Function comfortably in a wide variety of situations in the deaf community
 8. Demonstrate appropriate behaviors, showing awareness of and respect for the deaf culture
 9. Establish and maintain social relationships in American Sign Language
 10. Develop an appreciation of the cultural contributions and influences of the deaf culture

6. **COURSE CONTENT:**
Lecture Content:
 1. Cumulative review
 - A. fingerspelling
 - B. locatives
 - C. facial expressions
 - D. non-manual signals
 - E. directional verbs
 - F. temporal aspects
 - G. distributional aspects

2. Complaining and making suggestions
 - A. making requests
 - B. inflections for temporal aspects
 - C. spatial agreement
 - D. clock number
3. Talking about the weekend
 - A. narrating about weekend activities
 - B. numbers: 101-109 and counting by hundreds
 - C. handshape-vocabulary expansion
4. Exchanging personal information
 - A. life events
 - B. narrating about life events
 - C. numbers 110-119
5. Describing and identifying things
 - A. describing things around us
 - B. money number signs
 - C. storytelling
6. Locating things around the house
 - A. telling locations of things in a room
 - B. classifiers
 - C. space
 - D. stories
7. Aspects of Deaf Culture
 - A. benefits of signing for hearing and non-hearing people
 - B. situations in which American Sign Language creates bonding amongst people
 - C. discussion of ASL's role in the cognitive development of hearing and deaf children
 - D. examples of situations in which ASL is a self-esteem booster
 - E. perspectives on deaf people as context for ASL practice in class
 - F. the "Pathological View": the outsider's view of deaf culture and the cultural view of the deaf community
 - G. respectful attitude towards the deaf community (silence while signing)
 - H. attitudes about ASL and deaf culture and community as a determinant of people's perspectives about deaf people
 - I. American Sign Language as an instrument of improvement for mainly expressive and receptive communication

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Critique
- D. Discussion
- E. Observation and Demonstration

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

- A. response papers on Deaf in America: Voices from a Culture
- B. self-evaluation reports
- C. ASL sentences, using glossing
- D. complete work in Signing Naturally
- E. Research any website that is related to ASL dictionary: Such as:
 - www.lifeprint.com
 - www.signingsavvy.com
 - www.handspeak.com

Reading Assignments:

- A. Deaf in America: Voices from a Culture
- B. Signing Naturally

C. selected reading assignments in supplemental materials

Lab work are required at Learning Center, Check as below:

- 1) "Bravo Family" or
- 2) Holcomb, T., Mindess, A. (2007) *A Sign of Respect*. First Edition. Treehouse Video LLC.
ISBN: 1-932501-52-5

Other Outside Assignments:

- A. comprehension and production components to be addressed in dialogues, stories, small-group activities, signed presentations, and supplemental online activities

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance
- C. Class Work
- D. Exams/Tests
- E. Final Class Performance
- F. Group Projects
- G. Homework
- H. Oral Presentation
- I. Papers
- J. Projects
- K. Quizzes
- L. Simulation
- M. Written examination

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Lenz, E., K. Mikos, C. Smith. *Signing Naturally (level II)*, ed. San Diego: Dawn Sign Press, 2008
- B. Kelley, Walter Paul. *Deaf Culture: A to Z*, ed. Austin: Buto Ltd., 2003
- C. Lucas, C., Mulrooney, K., Valli, C., Villanueva M. *Linguistics of American Sign Language*, 5th ed. Gallaudet University Press, 2011
- D. Cohen, Leah Hager. *Train Go Sorry: Inside a deaf world*, ed. New York: Vintage, 1995
- E. Holcomb, T. *Introduction to American Deaf Culture (Professional Perspectives on Deafness: Evidence and Applications)*, ed. Oxford UP, 2012
- F. Moore, Matthew S. and L. Levitan. *For Hearing People Only*, 3rd ed. M S M Productions, Ltd., 2003

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Course Originator: Michael Cheung