

ASL 112 - Elementary ASL II

COURSE DESCRIPTION:

Prerequisites: DRE-097 or ENG-002 and ASL 111 with minimum grade of C; or satisfactory score on placement test

Co-requisites: ASL 182

This course is a continuation of ASL 111 focusing on the fundamental elements of American Sign Language in a cultural context. Emphasis is placed on the progressive development of expressive and receptive skills. Upon completion, the students should be able to comprehend and respond with increasing accuracy to expressive American Sign Language and demonstrate cultural awareness. This course must be taken with the accompanying lab. *This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.*

Course Hours Per Week: Class, 3. Semester Hours Credit, 3.

LEARNING OUTCOMES:

Upon completion of this course, successful students will be able to do the following with sufficient accuracy to be understood by someone accustomed to working with language learners:

1. Use the language to engage in interpersonal communication on well-practiced, familiar topics using limited language, sometimes creating language beyond simple sentences and sentence fragments. May rely on repetition and extralinguistic clues to negotiate meaning.
 - a. Ask and answer questions about a variety of familiar situations and topics of interest
 - b. Discuss everyday life and daily routines in the present, past and future, using simple sentences and familiar vocabulary
 - c. Discuss likes and dislikes and justify opinions
 - d. Interact with others in unrehearsed situations (e.g., role-play and spontaneous conversation)
2. Understand words and concepts presented in the language in texts which use familiar topics and grammar structures. May rely on repetition, one's own background knowledge and extralinguistic cues to interpret meaning.
 - a. Understand simple conversations about a variety of familiar topics, with repetition when needed
 - b. Identify main ideas and key details in short texts dealing with a familiar topic, relying on repetition and extralinguistic support when needed
 - c. Extract basic information from texts on unfamiliar topics
3. Use the language to present information to an audience on well-practiced, familiar topics, sometimes creating language beyond simple sentences and sentence fragments.
 - a. Offer descriptions of self, other people, familiar places and objects in short discourse using simple sentences and a variety of vocabulary
 - b. Provide basic information about familiar situations, activities and topics of interest with many details
 - c. Express likes and dislikes on familiar and everyday topics and explain why
4. Demonstrate an awareness of the relationship between the products, practices and perspectives of the cultures in Deaf communities.
 - a. Identify and describe distinguishing features of Deaf culture
 - b. Identify product and practices related to familiar topics
 - c. Give examples of the cultural and linguistic diversity in Deaf communities
 - d. Compare and contrast patterns of behavior in Deaf culture and the student's own culture

OUTLINE OF INSTRUCTION:

- I. Approaches to learning ASL
 - a. Five parameters of ASL
 - b. Introduction to GLOSSING
 - c. Review of basic grammar and syntax
 - d. The Sign Language continuum
 - e. Captioning
 - f. Discuss deafness and Deaf culture
- II. Discuss academic life
 - a. Signs for school locations, personnel, activities, and subjects
 - b. Agent marker
 - c. Classifiers
 - d. Telling time
- III. Discuss sports and leisure activities
 - a. Signs for sports and activities
 - b. "During" sign
 - c. Signing "have you..." with experience and finish
 - d. Classifiers
 - e. ASL tenses and tense markers for past and future
 - f. The Rule of 9
- IV. Discuss schedules and routines
 - a. Signs for personal hygiene and household activities
 - b. Spatial organization
 - c. Signs for clothing
 - d. Noun-verb pairs
- V. Describe people
 - a. Signs for physical and personality descriptions
 - b. Signs for the body
 - c. Describing order
 - d. Discuss health

REQUIRED TEXTBOOKS:

The textbook and other instructional material will be determined by the instructor.