

ASL 211 - Elementary ASL II

COURSE DESCRIPTION:

Prerequisites: DRE-097 or ENG-002 and ASL 112 with minimum grade of C; or satisfactory score on placement test

Co-requisites: None

This course provides a review and expansion of the essential skills of American Sign Language. Emphasis is placed on the progressive development of expressive and receptive skills, study of authentic and representative literacy and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively using American Sign Language about the past, present, and future. *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 should 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 a variety of familiar and some unfamiliar topics by creating sentences and series of sentences. May rely on repetition and extralinguistic clues (e.g., gestures and tone of voice) to negotiate meaning in unfamiliar situations.
 - a. Ask and answer a variety of questions about situations and topics of interest
 - b. Discuss everyday life, daily routines and topics of interest in the present, past and future with many details
 - c. Discuss preferences, justify opinions and provide basic advice
 - d. Interact with others in unrehearsed situations (e.g., role-play and spontaneous conversation) in more extended dialogue in real-world scenarios
2. Understand words and concepts presented in the language in texts which use a variety of familiar and some unfamiliar topics and language structures. May rely on repetition, one's own background knowledge and extralinguistic cues (e.g., visuals or gestures) to interpret meaning in more complex texts.
 - a. Understand simple conversations about familiar and some unfamiliar topics, with repetition when needed
 - b. Identify main ideas and many details in texts dealing with a familiar topic in various time frames, relying on repetition and extralinguistic support when needed
 - c. Extract main ideas and some details from texts on unfamiliar topics
3. Use the language to present information to an audience on a variety of familiar and some unfamiliar topics by creating sentences and series of connected sentences.
 - a. Present detailed descriptions and narratives related to self and others, activities, and familiar situations and topics of interest, using connected sentences in past, present and future
 - b. Present a viewpoint on a familiar topic and give reasons to support it, using connected sentences
4. Demonstrate an awareness of the relationship between the products, practices and perspectives of the cultures in Deaf communities.
 - a. Compare and contrast distinguishing features of Deaf culture
 - b. Identify products, practices, and perspectives related to familiar and unfamiliar 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. Communicative themes
 - A. Identifying people
 - B. Describing personal items and lost items
 - C. Making requests
 - D. Agreeing with conditions
 - E. Asking for advice
 - F. Discussing neighborhoods
 - G. Describing and suggesting a restaurant
 - H. Giving opinions about tendencies and personal qualities
 - I. Comparing personal qualities
 - J. Discussing one's knowledge and abilities
 - K. Asking for opinions about someone
 - L. Making and canceling plans
 - M. Discussing personal goals
 - N. Narrating stories
- II. Structural skills
 - A. Asking for a sign
 - B. Fingerspelling
 - C. Producing numbers for year, phone, clock, money and age
 - D. Translating questions
 - E. Understanding and using agreement verbs
 - F. Giving directions
 - G. Telling location of items
 - H. Describing reactions
 - I. Minimizing interruptions and interrupting others
 - J. Glossing
- III. Cultural themes as determined by instructor to emphasize products, practices and perspectives representing the cultural and linguistic diversity of Deaf communities. Focus is given to relating themes to students' own cultures and experiences.

REQUIRED TEXTBOOKS:

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