

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: ASL 1130

COURSE TITLE: American Sign Language III

PREREQUISITE/(S): ASL 1140 and 1120 with grade "C" or better in both courses.

COREQUISITE/(S): None

CREDIT HOURS: 3

CONTACT HOURS: 3

CONTACT HOUR/(S) BREAKDOWN:

Lecture/Discussion: 3

Laboratory:

Other/(s): _____

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE ALLOCATION: 24

CATALOG COURSE DESCRIPTION:

This course is a continuation of ASL 1140 and will emphasize advanced level sign vocabulary, advanced linguistic principles of American Sign Language and the development of advanced receptive and expressive conversational skills. There will be additional costs required which will vary based on activities or projects such as attendance to the local Deaf club and experiences within in the Deaf community or at the Florida School for the Deaf and Blind in St. Augustine. Students will be expected to refine and practice their skills in the Sign Language Lab.

REQUIRED TEXT/(S)/MEDIA: Signing Naturally Level II, workbook and videotext; Mikos, Lentz and Smith

Numbering in American Sign Language; C. MacDougall

IMPLEMENTATION DATE: Winter Term, 1992 (922)

REVIEW OR MODIFICATION DATE: Fall Term, 2002 (20031)
 Fall Term, 2005 (20061) (SPA 1614)
 Fall Term, 2007 (20081)
 Fall Term, 2008 (20091) - Outline Review 2007

REPLACEMENT

*Topics may be arranged to accommodate the professor's individual preference and techniques.

COURSE TOPICSCONTACT HOURS
PER TOPIC

<p>I. Talking About the Weekend (Signing Naturally - Unit 17)</p> <p>A. Vocabulary/Language Functions</p> <ol style="list-style-type: none"> 1. Ask about the weekend 2. Describe weekend activities 3. Express opinions/feelings 4. Tell about disrupted plans <p>B. Grammar</p> <ol style="list-style-type: none"> 1. Temporal sequencing 2. Time signs with durative aspect 3. Element classifiers 4. Numbers:120 - 1,000 <p>C. Suggested Culture</p> <ol style="list-style-type: none"> 1. Registry of Interpreters for the Deaf (RID) and their role in the Deaf community 2. Legends in the Deaf community 	8
<p>II. Complaining, Making Suggestions and Requests (Signing Naturally - Unit 14)</p> <p>A. Vocabulary/Language Functions</p> <ol style="list-style-type: none"> 1. complain about others 2. make suggestions 3. make request 4. ask for permission 5. express concern 6. decline, explain why 7. agree, with condition 8. agree with shortcomings 9. ask for clarification <p>B. Grammar</p> <ol style="list-style-type: none"> 1. recurring time signs 2. continuous time signs 3. temporal aspect 4. inflecting verbs 5. role shifting 6. conditional sentences 7. clock numbers <p>C. Suggested Culture - Cheers and Songs in the Deaf community</p>	8
<p>III. Describing and Identifying Things (Signing Naturally Unit - 16)</p> <p>A. Vocabulary/Language Functions</p> <ol style="list-style-type: none"> 1. ask what a word means 2. give definition 3. describe object 	8

COURSE TOPICSCONTACT HOURS
PER TOPIC

<ul style="list-style-type: none"> B. Grammar <ul style="list-style-type: none"> 1. descriptive classifiers (shapes, patterns, textures) 2. instrument classifiers 3. weak hand as reference 4. topic-comment structure 5. non-manual markers: 'oo', "cha", "mm" 6. money numbers C. Suggested Culture - ASL Storytelling in the Deaf community 	2
<ul style="list-style-type: none"> IV. How Long (Numbering in American Sign Language - Unit 5) <ul style="list-style-type: none"> A. Seconds, minutes, hours B. Days, Weeks, months, years C. Duration 	2
<ul style="list-style-type: none"> V. How Long (Numbering in American Sign Language - Unit 6) <ul style="list-style-type: none"> A. Time frequency B. Other frequency signs 	2
<ul style="list-style-type: none"> VI. When (Numbering in American Sign Language - Unit 7) <ul style="list-style-type: none"> A. Signs for telling time B. Time Estimates C. Timeline D. Year and date signs 	2
<ul style="list-style-type: none"> VII. Where/Which (Numbering in American Sign Language - Unit 10) <ul style="list-style-type: none"> A. Location B. Places C. Rank order D. Ordinal numbers 	2
<ul style="list-style-type: none"> VIII. Practice and Projects - This time should be used for application and consolidation of language, grammar and cultural components studied in SPA 1604. It allows for expressive and receptive practice in the classroom or sign language lab. 	8
<ul style="list-style-type: none"> IX. Review and Testing - This time should be used for review of specific sign vocabulary, quizzes/exams (written, expressive or receptive). 	5

Additional Activities and Review:

Additional activities are at the discretion of the instructor. They may include class time spent in the sign language lab, readings from outside sources, class social activities with deaf/hard of hearing individuals, or guest speakers.

Additional video materials available in the sign language lab such as the ASL Poetry videos, various samples of ASL structure, mouth morphemes and/or classifier information.

PROGRAM TITLE: Sign Language Interpretation

COURSE TITLE: American Sign Language III

CIP NUMBER: 0713.100301

LIST PERFORMANCE STANDARD ADDRESSED:

NUMBER(S): TITLES(S):

01.0 DEMONSTRATE KNOWLEDGE OF THE COMPONENTS & PRINCIPLES OF AMERICAN SIGN LANGUAGE— The student will be able to:

01.01 Identify the four parameters of ASL: handshape, placement, movement, and orientation

01.02 Recognize and demonstrate the use of ASL classifiers.

01.03 Recognize and produce a minimum vocabulary of 2,000 standard signs

01.05 Discuss and demonstrate the proper use of space in ASL.

01.06 Discuss and demonstrate proper use of economy of movement (motion) in ASL.

01.07 Identify patterns of sentence structure in ASL:

a) Time indicators

b) Visual topics

c) Directional verbs

d) Promotional reference

01.08 Demonstrate the ability to sequence working vocabulary into appropriate ASL forms.

01.09 Demonstrate and explain the role of natural gestures, facial expressions, and body movement in ASL.

01.10 Demonstrate the ability to choose conceptually accurate signs for production in ASL.

02.0 DEMONSTRATE KNOWLEDGE OF THE VARIOUS SIGN SYSTEMS--The student will be able to:

02.02 Use and understand fingerspelling.



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

<i>Section 1</i>		
COURSE PREFIX AND NUMBER: ASL 1130		SEMESTER CREDIT HOURS: 3
COURSE TITLE: American Sign Language III		
<i>Section 2</i>		
TYPE OF COURSE: (Click on the box to check all that apply)		
<input checked="" type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input checked="" type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
<input type="checkbox"/> Other _____		
<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)		
<i>Section 3 (If applicable)</i>		
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:		
<input type="checkbox"/> Communication	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities	
<i>Section 4</i>		
INTELLECTUAL COMPETENCIES:		
<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis
<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry	
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy
<input type="checkbox"/> Ethical Judgment	<input checked="" type="checkbox"/> Working Collaboratively	
<i>Section 5</i>		
	LEARNING OUTCOMES	METHOD OF ASSESSMENT
•	1. DEMONSTRATE KNOWLEDGE OF THE COMPONENTS & PRINCIPLES OF AMERICAN SIGN LANGUAGE	In class observations; Sign Lab assignments; videotaped evaluations of student's ability to produce grammatically and syntactically correct ASL utterances; in class written evaluations of student's receptively ability to understand ASL and its linguistic principles.
•	2. DEMONSTRATE KNOWLEDGE OF THE VARIOUS SIGN SYSTEMS	In class observations; Sign Lab assignments; videotaped evaluations of student's ability to expressively produce grammatically and syntactically correct ASL utterances; from written or spoken stimulus; in class written evaluations of student's receptively ability to understand ASL and its linguistic principles.
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<i>Section 6</i>
Name of Person Completing This Form: <u>L Childers /L. Cimino</u>