

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: ASL 1150

COURSE TITLE: American Sign Language II

PREREQUISITE(S): ASL 1140 with a grade of "C" or better

CREDIT HOURS: 4

CONTACT HOURS/WEEK: 4

CONTACT HOUR BREAKDOWN:

Lecture/Discussion:	4
Laboratory:	
Other _____:	

FACULTY WORKLOAD POINTS: 4

STANDARDIZED CLASS SIZE ALLOCATION: 24

CATALOG COURSE DESCRIPTION:

This course is a continuation of American Sign Language I and will emphasize intermediate level sign vocabulary, increasingly complex linguistic principles of American Sign Language and the development of intermediate 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 the Blind in St. Augustine. Students will be expected to refine and practice their skills in the Sign Language Lab.

SUGGESTED TEXT(S): American Sign Language Curriculum Bravo!; J. Cassell

Signing Naturally Level I, Student Workbook and videotext; Mikos, Lentz and Smith

Numbering in American Sign Language; C. MacDougall

IMPLEMENTATION DATE: November 14, 1987

REVIEW OR MODIFICATION DATE: Fall Term, 1991 (921)
 Fall Term, 2002 (20031)
 Fall Term, 2005 (20061) (was SPA 1613)
 Fall Term, 2007 (20081) (was SPA 1603)
 Spring Term, 2008 (20092) (was ASL 1120)

REPLACEMENT

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

COURSE TOPICSCONTACT HOURS
PER TOPIC

- | | | |
|------|--|---|
| I. | CUMMULATIVE REVIEW 1-6 (Signing Naturally) | 2 |
| | A. Vocabulary/Language Functions - phrases used to ask for clarification, repetition or getting back to topic after an interruptions | |
| | B. Grammar - review of sentence types (yes/no questions, wh-questions, statements and negative sentences) | |
| | C. Suggested Culture | |
| | 1. revisiting culturally appropriate ways for introductions in the Deaf community | |
| | 2. name signs | |
| | 3. gaining attention | |
| | 4. negotiating a signing environment | |
| | 5. basic technology used in the Deaf community | |
| II. | HOW MANY (Numbering in American Sign Language - Chapter 1) | 1 |
| | A. Vocabulary/Language Functions | |
| | 1. Numbers 1-109, multiples of 100 | |
| | 2. emphasis, large numbers, mixed numbers, approximations, number representation | |
| | 3. quantifiers | |
| | B. Grammar - number representation (Classifiers for people: CL:1, CL:2, CL:3, CL:4, CL:5) | |
| | C. Suggested Culture - cross-cultural communication strategies | |
| III. | GIVING DIRECTIONS (Signing Naturally - Unit 7) | 6 |
| | A. Vocabulary/Language Functions | |
| | 1. asking/telling where in a building or on campus | |
| | 2. explaining needs | |
| | 3. confirming: RIGHT | |
| | 4. expressing uncertainty | |
| | B. Grammar | |
| | 1. ordinal numbers | |
| | 2. rank numbers (1 st , 2 nd , 3 rd place) | |
| | 3. topic/comment structure | |
| | 4. spatial reference | |
| | C. Suggested Culture - cross-cultural communication strategies | |
| IV. | DESCRIBING OTHERS (Signing Naturally - Unit 8) | 6 |
| | A. Vocabulary/Language Functions | |
| | 1. describing others who are present- SEE or not present KNOW | |
| | 2. confirming who you are discussing: THAT-ONE, correcting "wave-no" | |
| | 3. Suggested Classifiers (Descriptive Classifiers - CL:2, CL:4, CL:44, CL:6, CL:claw, CL:I, CL:C, etc.) | |
| | B. Grammar | |
| | 1. wh-questions: WHO | |
| | 2. descriptive classifiers: body parts and clothing | |
| | 3. contrastive structure | |

COURSE TOPICSCONTACT HOURS
PER TOPIC

4. numbers: multiples of 5, 10, 11	
C. Suggested Culture	
1. typical order in which people are described	
2. use of specific details when describing	
3. making connections in the Deaf community through visual descriptions	
V. MAKING REQUESTS (Signing Naturally - Unit 9)	6
A. Vocabulary/Language Functions	
1. giving locations of objects in a room	
2. asking for assistance	
3. accepting/declining offers	
4. Suggested Classifiers (CL:B, CL:A, CL-bent V)	
5. DO-MIND, PLEASE FOR-ME, CAN for use in making requests	
B. Grammar	
1. verb types (plain, inflecting, spatial)	
2. role shifting	
3. money numbers	
4. numbers 51-75	
5. Suggested Supplemental Grammar - directional, simultaneous directional, locative verbs	
C. Suggested Culture - Deaf community's unique description of where they live in Florida	
VI. TALKING ABOUT YOUR FAMILY AND OCCUPATIONS (Signing Naturally - Unit 10)	6
A. Vocabulary/Language Functions	
1. explanations of relationships in a family	
2. asking/telling how old or how long	
B. Grammar	
1. possessive pronouns used in indicating family relationships	
2. wh-questions: HOW-OLD, HOW-LONG	
3. listing principle of ASL (rank order)	
4. dual personal pronouns	
5. age numbers (contractions)	
6. numbers 67-98 (twisters)	
C. Suggested Culture	
1. Exploring careers in deafness	
2. Technology's effect on job opportunities for deaf/hard of hearing people	
VII. AGE (Numbering in American Sign Language - Chapter 8)	1
A. AGE+# (contractions)	
B. Age approximations	
VIII. ATTRIBUTING QUALITIES TO OTHERS (Signing Naturally - Unit 11)	3
A. Vocabulary/Language Functions - contradicting opinions: BUT	
B. Grammar - one character role shifting	
C. Suggested Culture - ASL Storytelling	

COURSE TOPICSCONTACT HOURS
PER TOPIC

IX.	TALKING ABOUT ROUTINES (Signing Naturally - Unit 12)	5
	A. Vocabulary/Language Functions	
	1. solving conflicts	
	2. telling what time	
	B. Grammar	
	1. temporal sequencing	
	2. time signs: frequency (EVERY _____)	
	3. clock numbers	
	4. wh-questions: WHEN	
	C. Suggested Culture - History of Deaf America	
X.	CUMMULATIVE REVIEW 7-12 (Signing Naturally)	1
	A. Vocabulary/Language Functions	
	1. getting attention	
	2. handling interruptions	
	3. giving listener feedback	
	4. opening and closing conversations	
	5. negotiating a signing environment	
	B. Grammar	
	1. number forms	
	2. role shifting	
	C. Suggested Culture - maintaining continuity in relationships	
XI.	A SCHOOL DAZE (Bravo - Lesson 8)	2
	A. Vocabulary/Language Functions - vocabulary for school, math and verbs related to school	
	B. Grammar - conceptually accuracy	
	C. Suggested Culture - schools for the Deaf (advantages vs. disadvantages) and the view the Deaf community has for them	
XII.	DOLLAR SIGNS (Bravo - Lesson 9)	2
	A. Vocabulary/Language Functions - vocabulary related to finance and personal information	
	B. Grammar - money numbers (\$1 - \$10)	
	C. Suggested Culture	
	1. communication strategies to use with Deaf people	
	2. employment options	
XIII.	MONEY/PERSONAL NUMBERS (Numbering in American Sign Language - Chapters 2 & 11)	1
	A. cents, dollars, mixed amounts	
	B. approximations	
	C. phrases regarding money	
	D. phone number and address	
XIV.	PLAYING IN THE PARK (Bravo - Lesson 11)	2
	A. Vocabulary/Language Functions - vocabulary related to nature and sports	
	B. Grammar - use of space	
	C. Suggested Culture - unique needs of Deaf people in medical situations	

COURSE TOPICSCONTACT HOURS
PER TOPIC

XV.	THE DOCTOR IS IN! (Bravo - Lesson 12)	2
	A. Vocabulary/Language Functions - vocabulary related to illness or injury	
	B. Grammar - using facial expression to enhance meaning	
	C. Suggested Culture - unique needs of Deaf patients	
XVI.	BUSINESS AS USUAL (Bravo - Lesson 13)	2
	A. Vocabulary/Language Functions - vocabulary related to jobs and job titles	
	B. Grammar	
	1. number incorporation	
	2. number expansion	
	C. Suggested Culture - Deaf people's use of the telephone (TTY, VP, relay services)	
XVII.	LET'S GO SHOPPING (Bravo - Lesson 14)	2
	A. Vocabulary/Language Functions	
	1. vocabulary related to clothing and how they fit	
	2. classifiers (CL:1, CL:2, CL:3, CL:4, CL:V)	
	B. Grammar - defining various types of classifiers	
	C. Suggested Culture - needs of children who are born deaf	
XVIII.	PRACTICE AND PROJECTS - This time should be used for application and consolidation of language, grammar and cultural components studied in SPA 1603. It allows for expressive and receptive practice in the classroom or sign language lab.	5
XIX.	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 Bravo videos are provided as a companion to the workbook and are to be completed by students during their own time. (Bravo Lessons, including the review lessons 10 & 15 can be completed in the sign language lab at the discretion of the professor.)

PROGRAM TITLE: Sign Language Interpretation

COURSE TITLE: American Sign Language II

CIP NUMBER: 0713.10031

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.

01.04 Recognize and produce a minimum of 50 American Sign Language idioms.

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.

Section 1 COURSE PREFIX AND NUMBER: <u>ASL 1150</u>	SEMESTER CREDIT HOURS: 3
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COURSE TITLE: American Sign Language II

Section 2
 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)		

Section 3 (If applicable)
 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	

Section 4
 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

	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 expressively 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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Section 6
 Name of Person Completing This Form: L Childers /L. Cimino