



# El Camino College

## COURSE OUTLINE OF RECORD - Official

### I. GENERAL COURSE INFORMATION

**Subject and Number:** Sign Language/Interpreter Training 114  
**Descriptive Title:** American Sign Language IV

**Course Disciplines:** Sign Language, American

**Division:** Health Sciences and Athletics

**Catalog Description:** This course, taught within the context of deaf culture, is a continuation of the study of American Sign Language (ASL) III. Further study of conversational and narrative techniques for advanced practice will help students develop language fluency at the advanced level. This course provides an expanded review of ASL vocabulary, syntactical structures, grammatical patterns and current linguistic research.

**Conditions of Enrollment: Prerequisite**

Sign Language/Interpreter Training 113  
with a minimum grade of C

**Course Length:** ☒ Full Term ☐ Other (Specify number of weeks):  
**Hours Lecture:** 4.00 hours per week ☐ TBA  
**Hours Laboratory:** 0 hours per week ☐ TBA  
**Course Units:** 4.00

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:** ☒ Effective Date: Prior to July 1992  
**Transfer UC:** ☒ Effective Date: Fall 1999

**General Education:**  
**El Camino College:**

3 – Humanities

Term:

Other:

**CSU GE:**

C2 - Humanities

Term: Fall 2014

Other:

**IGETC:**

3B - Humanities

Term: Fall 2014

Other:

## II. OUTCOMES AND OBJECTIVES

### **A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)**

1. Given a signed text, students will demonstrate understanding by providing accurate signed or written responses.
2. Given a topic, students will prepare a 2 - 5 minute signed ASL presentation using appropriate phonology, facial grammar, sign vocabulary, and fingerspelling.  
Given a set of two signed stories (e.g. 5-10 minute signed narrative or biography), demonstrate comprehension of signed text and ability to translate into written
3. English with 70% accuracy by providing a short summary including salient points for one story and providing specific answers to a set of given questions for the second story.
4. Students will attend a deaf event, interact with a minimum of two deaf individuals, and evaluate success in interacting linguistically and culturally.  
Upon successful completion of these courses, students should be able to
5. demonstrate comprehension and communicative competence in ASL (American Sign Language) related to oneself, family, academic, and real-world surroundings.  
Given an assigned topic and discourse function (e.g. a 5-10 minute signed narrative about a personal accident), demonstrate appropriate and competent use of ASL, including ASL phonology, lexicon, manual alphabet, non-manual signals, syntax, spatial mapping, and prosody.
- 6.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

### **B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)**

1. Comprehend medium-length narratives and formal communication in American Sign Language that involve complex characters, actions, and time sequencing.  
Quizzes
2. Formulate American Sign Language discourse, conversational and formal, to express topics for abstract and academic reasoning.  
Presentation
3. Compare and contrast American Sign Language features with that of English, using a working knowledge of ASL phonology and morphology.  
Term or other papers
4. Discuss cultural and cross cultural conflicts and issues.  
Written homework
5. Describe and analyze, with sensitivity and appreciation the relationship between language, culture, and world views of deaf people.  
Presentation
6. Expand ASL vocabulary, fingerspelling, and grammatical structures to convey ideas about sharing facts, explaining rules, telling about accidents, and discussing special topics assigned by instructor.  
Class Performance

7. Improvise discourse and responses to complex scenarios and unpredictable outcomes in the target language.

Class Performance

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	20	I	Advanced signs and skill development A. Specialized vocabulary, such as medical, drug, religious, finances, etc. B. Numbers and number incorporation C. Fingerspelling and lexicalized signs D. Classifiers E. Regional/Cultural Variations F. Advanced story telling G. Role shifting H. Presenting facts, data, and rules I. Current events and the human condition
Lecture	20	II	Continued study of grammar and linguistics A. Detailed study of ASL phonology B. Detailed study of ASL morphology to include topics such as deriving nouns from verbs, compounds, lexicalized fingerspelling, numeral incorporation, the function of space, classifier predicates, locative verbs, subject-object agreement, pronoun determiners, and temporal aspect. C. Translation/comparison of ASL and English syntax D. Prosodic features such as head nod, eye gaze, use of pausing, sign emphasis, etc.
Lecture	20	III	Continued improvement in expressive and receptive skills A. Narrative ASL Techniques for informal to formal presentations. B. Comprehending and performing advanced discourse functions on topics such as giving personal narratives, explaining rules and sharing facts, telling about accidents. and talking about current events. C. Rehearsed or spontaneous interactive exercises, dialogues, signed presentations, debates, etc.
Lecture	10	IV	Continued study of Deaf Culture rules, behaviors, and customs A. Conflicting values of American Deaf and hearing cultures B. Folklore and storytelling C. Literature and poetry D. Current issues in the Deaf community E. Technology

Lecture	2	V	Evaluation of Signing Skills A. Self evaluation of expressive skills B. Peer evaluation C. Criteria/Rubric
<b>Total Lecture Hours</b>	72		
<b>Total Laboratory Hours</b>	0		
<b>Total Hours</b>	72		

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Skills demonstrations

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Sign a 5-7 minute presentation on a topic related to current events or a life activity. The activity can be video-taped or presented live to the teacher and class for evaluation.

##### C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Watch and comprehend a signed presentation using noun/verb pairs, pronouns, and non-manual markers for a written interpretation to be handed in at the end of the class meeting.
2. Construct a time frame of research advancements within the deaf culture including dates and times, and then sign/record it on DVD or video tape using appropriate numeric concepts and appropriate grammatical structure. The project will be turned into the teacher for evaluation.

##### D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Performance exams

Other exams

Quizzes

Written homework

Class Performance

Homework Problems

Term or other papers

Multiple Choice

Matching Items

## V. INSTRUCTIONAL METHODS

Demonstration  
Discussion  
Field trips  
Group Activities  
Guest Speakers  
Lecture  
Multimedia presentations

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

## VI. WORK OUTSIDE OF CLASS

Study  
Skill practice  
Required reading  
Written work  
Observation of or participation in an activity related to course content

**Estimated Independent Study Hours per Week: 8**

## VII. TEXTS AND MATERIALS

### A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Lentz. Signing Naturally: Level III, Student workbook and DVD. Dawn Sign Press, 2002.

Qualifier Text: This is the most recent edition and discipline standard.,

Valli, Clayton and Ceil Lucas. Linguistics of American Sign Language. 5th ed.

Gallaudet University Press, 2004.

Qualifier Text: This is the most recent edition and discipline standard.,

### B. ALTERNATIVE TEXTBOOKS

### C. REQUIRED SUPPLEMENTARY READINGS

### D. OTHER REQUIRED MATERIALS

## VIII. CONDITIONS OF ENROLLMENT

### A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
Course Prerequisite Sign Language/Interpreter Training-113	Sequential

### B. Requisite Skills

Requisite Skills
a. Formulate and generate American Sign Language during interactive activities, dialogues, and narratives beyond the intermediate level. SLAN 113 -

Sign and comprehend American Sign Language during interactive activities, dialogues, monologue, and narratives beyond the intermediate level, using appropriate linguistic features.
<b>b. Prepare and comprehend American Sign Language in monologues and dialogues. SLAN 113 -</b> Sign and comprehend American Sign Language during interactive activities, dialogues, monologue, and narratives beyond the intermediate level, using appropriate linguistic features.
<b>c. Evaluate participation in cultural activities and opportunities outside of the classroom. SLAN 113 -</b> Evaluate one's own participation in cultural activities and opportunities outside the classroom.
<b>d. Discuss in grammatically correct ASL abstract ideas, life experiences, and environments outside the classroom.. SLAN 113 -</b> Sign and comprehend American Sign Language during interactive activities, dialogues, monologue, and narratives beyond the intermediate level, using appropriate linguistic features. <b>SLAN 113 -</b> Discuss in grammatically correct ASL abstract ideas, life experiences, and environments outside of the classroom.
<b>e. Identify and demonstrate in short paragraphs the grammatical differences between English and American Sign Language. SLAN 113 -</b> Identify and demonstrate in short paragraphs the grammatical differences between English and American Sign Language.
<b>f. Analyze the modern developments in American deaf culture and their impact on language. SLAN 113 -</b> Analyze modern developments in American Deaf culture, such as invented sign systems, video relay, and the internet, and discuss the impact on American Sign Language and the deaf community.

### **C. Recommended Preparations (Course and Non-Course)**

<b>Recommended Preparation</b>	<b>Category and Justification</b>
--------------------------------	-----------------------------------

### **D. Recommended Skills**

<b>Recommended Skills</b>
---------------------------

### **E. Enrollment Limitations**

<b>Enrollment Limitations and Category</b>	<b>Enrollment Limitations Impact</b>
--	--------------------------------------

**Course created by Sandy Bartiromo on 10/01/1982.**

**BOARD APPROVAL DATE:**

**LAST BOARD APPROVAL DATE:**

**Last Reviewed and/or Revised by Susan Marron on 02/25/2013**