



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Sign Language/Interpreter Training 115
Descriptive Title: American Sign Language V

Course Disciplines: Sign Language, American

Division: Health Sciences and Athletics

Catalog Description: This course builds on the cultural competence and language skills developed in American Sign Language (ASL) IV and are designed for students to strengthen both conversational and formal ASL skills. In addition, advanced work is presented in ASL linguistics, Deaf culture, specialized vocabulary and fingerspelling.

Conditions of Enrollment: Prerequisite

Sign Language/Interpreter Training 114
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: 12/16/2013
Transfer UC: ☒ Effective Date: Proposed

General Education:
El Camino College:

3 – Humanities

Term: Fall 2014

Other:

CSU GE:

C2 - Humanities

Term: Fall 2014

Other:

IGETC:

3B - Humanities

Term: Fall 2014

Other:

6A - Languages other than English (UC Requirement Only)

Term:

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)

- Students will demonstrate ASL comprehension language skills to participate fully in a wide variety of spontaneous signed discussions and debates.
1. and debates.
 2. Students will demonstrate ASL language expressive skills to fully participate in a wide variety of spontaneous signed discussions and debates.
 3. Students will be able to identify and explain major linguistic features of ASL.

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. Sign both conversational and formal ASL (spontaneous and rehearsed) on unfamiliar topics, demonstrating advanced knowledge of ASL language features such as spatial referencing, sequencing classifiers, multiple character role-shifting, and facial grammar.

Performance exams

2. Demonstrate comprehension of signed discourse, even with unfamiliar topics, signed and fingerspelled at advanced speed.

Class Performance

3. Demonstrate understanding of ASL morphology, syntax, and semantics, and apply a working knowledge to compare and contrast ASL and English.

Written homework

4. Expand ASL vocabulary to discuss topics such as finances, health conditions, major life decisions, and specialized areas of instructor's choice.

Class Performance

5. Expand further understanding of norms, values, and beliefs of Deaf culture, as well as cross-cultural differences between Deaf culture and hearing majority culture.

Term or other papers

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. Advanced study of Fingerspelling and number incorporation at more native-like speed B. Classifiers for more complex storytelling

			<p>C. Vocabulary and grammar related to accidents, making major decisions, health conditions, current topics in deafness, and current events</p> <p>D. Specialized vocabulary to be determined by instructor (e.g. drug signs, sex signs, religious signs, etc.)</p>
Lecture	20	II	<p>Development of ASL techniques for performing language functions such as:</p> <p>A. Retelling ASL short narratives</p> <p>B. Making major life decisions</p> <p>C. Discussing health conditions</p> <p>D. Discussing finances</p> <p>E. Storytelling with multiple characters</p> <p>F. Discussing cross-cultural issues</p> <p>G. Debating and Persuading</p> <p>H. Responding spontaneously to unfamiliar topics</p>
Lecture	20	III	<p>Continued study of grammar and linguistics</p> <p>A. Detailed review of morphology</p> <p>B. Major lexical categories (nouns, predicates, adjectives, adverbs)</p> <p>C. Minor lexical categories (determiners, auxiliary verbs, prepositions, conjunctions, pronouns)</p> <p>D. Detailed study of syntax/sentence types</p> <p>E. Semantics</p> <p>F. Language in Use</p> <p>G. ASL/English comparison</p>
Lecture	12	IV	<p>Continued study of Deaf culture rules, behaviors, and customs</p> <p>A. Cultural mediation for conflicts between Deaf culture and hearing majority culture</p> <p>B. Literature and poetry</p> <p>C. Current issues in the deaf community</p> <p>D. Technology</p> <p>E. Regional cultural and linguistic variations</p> <p>F. National Deaf organizations</p>
Total Lecture Hours		72	
Total Laboratory Hours		0	
Total Hours		72	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Skills demonstrations

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Watch the signed video dialogue about whether it is best to buy a new or used car. Write down the pros and cons of buying a new car versus a used car including the information given about monthly payments, interest, car insurance, and value of the car after buying. Come to class prepared to debate the pros and cons in a 5-minute signed dialogue.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Review the material in your text and on your student DVD regarding health conditions.

Prepare a 5-minute signed presentation on the health condition you have chosen. Identify the health condition, describing how the body normally functions and how it functions with the disease/condition. Use classifiers to describe organs in neutral space. Describe symptoms and treatment, using rhetorical questions to introduce each. Use listing techniques when appropriate. Make sure to include both an introduction and conclusion.

2. Watch the signed narrative about Missy's car accident on your student DVD and list six examples of temporal aspect used. Identify whether the time aspect is continually, regularly, prolonged-period, or intensely. Refer to the section on temporal aspect in your ASL linguistics text for examples of each. Turn in a list of the six examples and type of temporal aspect used, and be prepared to demonstrate signs to class.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Performance exams

Quizzes

Written homework

Class Performance

Homework Problems

Term or other papers

Presentation

V. INSTRUCTIONAL METHODS

Demonstration

Discussion

Group Activities

Guest Speakers

Internet Presentation/Resources

Lecture
Multimedia presentations
Role Play

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
Problem solving activities
Written work

Estimated Independent Study Hours per Week: 8

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Newell, William. ASL at Work. Dawn Sign Press, 2010.
Qualifier Text: 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-114	Sequential

B. Requisite Skills

Requisite Skills
Ability to understand and sign ASL discourse, both conversational and formal, and to improvise responses to complex scenarios. SLAN 114 - Improvise discourse and responses to complex scenarios and unpredictable outcomes in the target language.
Ability to compare and contrast ASL and English features, especially phonological and morphological features. SLAN 114 - Compare and contrast American Sign Language features with that of English, using a working knowledge of ASL phonology and morphology.
Knowledge of cross-cultural conflicts and issues between Deaf culture and the hearing majority cultures. SLAN 114 - Discuss cultural and cross cultural conflicts and issues.
ASL vocabulary and fluency sufficient to discuss abstract and complex issues. SLAN 114 -

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.

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
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D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Sudan Marron on 09/30/2015.

BOARD APPROVAL DATE: 12/16/2013

LAST BOARD APPROVAL DATE: 06/18/2018

Last Reviewed and/or Revised by Timothy Gough on 09/30/2015