

COURSE OUTLINE
American Sign Language 103
American Sign Language III

I. **Catalog Statement**

American Sign Language 103 expands on the first courses by developing smooth transitions in production of American Sign Language in dialogue form. Emphasis will be placed on realistic dialogue situations and discussion groups conducted in the target language.

Units – 4.0

Lecture Hours – 4.5

Prerequisite: American Sign Language 102 or equivalent

II. **Course Entry Expectations**

Skills Level Ranges: Reading: 5; Writing: 5; Speaking/Listening: 6; Math: 1

Prior to enrolling in this course, the student should be able to:

1. comprehend signed material of increased difficulty, such as imaginative literature;
2. develop their sign language vocabulary beyond the elementary level;
3. prepare to enter studies in the field of deafness;
4. evaluate video performances of sign language;
5. apply course material to live situations.

III. **Course Exit Standards**

Upon successful completion of the required coursework, the student will be able to:

1. continue their development of advanced vocabulary;
2. incorporate various registers of the language in their expressive sign production;
3. develop strong vocational potential;
4. analyze and evaluate student performance according to the demands of interpreting as a vocation or educating the deaf.

IV. **Course Content**

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| A. Locating things around the house | 5 hours |
| B. Complaining, making suggestions and requests | 3 hours |
| C. Exchanging personal information: Life Events | 5 hours |
| D. Daily situational dialogues | 5 hours |
| E. Themes, Concepts and Issues: | 30 hours |
| 1. House related | |
| 2. Objects | |

3. Quantifiers
4. Numbers
5. Ailments
6. Suggestions
7. Remedies
8. Empathize
9. Time signs: recurring & continuous
10. Complaints
11. Requests
12. Life events
13. Nationality signs
14. ASL expressions

F. ASL Grammar:

20 hours

1. Topic-comment structure
2. Weak hand as reference point
3. Descriptive and locative classifiers
4. Numbers: dates and addresses
5. Recurring & continuous time signs
6. Relative time
7. Temporal aspect
8. Inflecting verbs
9. Role shifting
10. Conditional and declarative sentences
11. When clauses
12. Phrasing/sequencing events
13. Contrastive structure
14. Possessive forms
15. Non-manual markers
16. Pronominalization
17. Subjects and objects
18. Pluralization
19. Distributional aspect

V. **Methods of Instruction**

The following instructional methodologies may be used in the course:

1. class lecture and discussion;
2. group and one-on-one learning;
3. class is conducted entirely in the target language with extensive video equipment.

VI. **Out of Class Assignments**

The following out of class assignments may be used in the course:

1. Three Deaf events reports required throughout the semester analyzing *three* different aspects of this course: Deaf Culture, ASL Grammar and Advanced Vocabulary at different Deaf community experiences that relates with ASL 103 classes.

VII. **Method of Evaluation**

The following methods of evaluation may be used in the course:

1. 4-6 written, expressive, and receptive quizzes and tests based on Deaf culture, grammar, history, and language
2. written, expressive, receptive final exam, same as above, final storytelling (children's storytelling) based on role shifting, in depth signed vocabulary, and classifiers, and one to one interview based on Units 13-17 from Signing Naturally to see the "progression" from the beginning to the end of the semester to prepare for ASL 104 (basically, in depth conversation based on themes from Units 13-17)

Textbook

Lentz, Mikos Smith, Signing Naturally: Level Two Student DVD and Workbook Set
San Diego: Dawn Sign Press, 1993. ISBN: 978-1-58121-131-3

VIII. **Student Learning Outcomes**

Upon successful completion of the required coursework, the student will be able to:

1. continue their development of advanced vocabulary;
2. incorporate various registers of the language in their expressive sign production;
3. develop strong vocational potential;
4. analyze and evaluate student performance according to the demands of interpreting as a vocation or educating the deaf.