I. Catalog Information

SIGN 2  
Elementary American Sign Language (Second Quarter)  
5 Unit(s)

(See general education pages for the requirement this course meets.)

Prerequisites: Sign Language 1 or equivalent.

Five hours lecture.

Continuation of elementary American Sign Language (ASL) skills in targeted language functions: finger spelling; vocabulary; modeling and use of grammatical structure. Focus on greater communicative competence. Study of deaf culture and the development and linguistics of American Sign Language. Taught in American Sign Language.

II. Course Objectives

A. Distinguish the basic linguistic principles that are the foundation for American Sign Language as a conventional language distinct from English.

B. Understand and apply the grammatical principles of American Sign Language structures introduced and demonstrate communicative competence in language functions through targeted social interactions.

C. Demonstrate comprehensive mastery and production skill in the use of targeted vocabulary and finger spelling.

D. Formulate and employ appropriate visual-gestural language skills.

E. Relate an understanding of Deaf culture and history to language and integrate this in interaction with members of the Deaf community.

III. Essential Student Materials

None

IV. Essential College Facilities

Videotape player and camera

V. Expanded Description: Content and Form

A. Distinguish the basic linguistic principles that are the foundation for American Sign Language as a conventional language distinct from English.

1. ASL Phonology
   a. Analysis of signed word parts (cheromes) to include hand shape, orientation, location and movement/holds
   b. Compare sequential characteristic of phonemes to simultaneous and sequential characteristics of cheromes

2. ASL Morphology as a polysynthetic language type (ASL) as compared to synthetic language type (English)

3. Definition, types, role and functions of classifiers as a unique characteristic of ASL

B. Understand and apply the grammatical principles of American Sign Language structures introduced and demonstrate communicative competence in language functions through targeted social interactions.

1. Language Functions
   a. Ask and answer basic questions soliciting information and directions.
   b. Ask for clarification, repetition.
   c. Describe simple activities of daily living at home, school, work and recreation.
   d. Identify and describe characteristics of self and others.
   e. Describe basic feelings.

2. Language Structures
   a. Tense indicators and time signs
b. Multiple numbers
c. Ordinal numbers
d. Using reference points
e. Sentence types
   1. yes/no
   2. complex question types
   3. negatives
   4. statements
f. Finger spelling

C. Demonstrate comprehensive mastery and production skill in the use of targeted vocabulary and finger spelling.
   1. Practice in reading and signing 3, 4, and 5-letter finger spelled words, signed vocabulary and targeted language functions
   2. Communication practice in dialogues and small groups
   3. Assigned videotape and workbook exercises

D. Formulate and employ appropriate visual-gestural language skills.
   1. Compare hand shape, orientation, location, movement of one handed, two-handed, symmetrical and non-symmetrical signs.
   2. Match non-manual markers with language functions, including facial expression, use of body and gestures to convey grammatical information.

E. Relate an understanding of Deaf culture and history to language and integrate this in interaction with members of the Deaf community.
   1. Development of ASL
      a. Precursors to ASL including Vineyard and French antecedents (Old French Sign)
      b. Contributions of Thomas Gallaudet and Laurent Clerc in introducing ASL to the United States
      c. Introduction, development and spread of ASL in the Deaf community, the intersection with the hearing world, including historical changes and debates about communication and education methods, and linguistic authenticity.
   2. Cultural identity model for inclusion in Deaf communities
      a. Audiological dimension
      b. Social dimension
      c. Linguistic dimension
      d. Political dimension

VI. Assignments

A. ASL as a distinct language:
   1. Assigned readings from text and handouts
   2. Written assignment analyzing American Sign Language's relationship to the language theory introduced

B. Vocabulary and language structures for communicative competence:
   1. Student video text/workbook assignments
   2. Attendance at Deaf cultural events
   3. Small group assigned communication activities
   4. Laboratory practice assignments

C. Comprehension mastery and production proficiency:
   1. Student video text/workbook assignments
   2. Classroom dialogue and small group exercises

D. Visual gestural accuracy and fluency:
   1. In-class exercises to follow live and videotape modeling
2. Student video text/workbook assignments

E. Language, history and cultural awareness:
   1. Assigned readings from text and handouts
   2. Videotape assignments
   3. Attendance at Deaf cultural events
   4. Cultural event response papers to include personal reaction and application to reading assignments and classroom exercises
   5. Written assignments to analyze readings and demonstrate comprehension and synthesis of cultural and linguistic components.

VII. Methods of Instruction

None

VIII. Methods of Evaluating Objectives

A. Quizzes
B. Midterm comprehension exam
C. Final comprehension exam
D. Evaluation of production proficiency by at least one of the following:
   1. Participation in communication activities in class
   2. Videotape production samples
   3. Presentations in class
E. Written assignments and papers

IX. Texts and Supporting References

A. Examples of Primary Texts and References

B. Examples of Supporting Texts and References
   2. "Four for You: Fables and Fairy Tales" (Volumes 1-5), Sign Media, Inc.: Burtonsville, MD. (videotape series)