I. Catalog Information

SIGN 3  Elementary American Sign Language (Third Quarter)  5 Unit(s)

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

Advisory: Sign Language 2 or equivalent.

Continuation of elementary American Sign Language (ASL) skills in targeted language functions with focus on greater structural accuracy and communicative competence. Study of deaf culture and the development and linguistics of American Sign Language. Taught in American Sign Language.

II. Course Objectives

A. Recognize the humanities as a method of inquiry into human experience and its meaning through language, literature and the arts, as expressed in American Sign Language poetry, drama, literature and humor.

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

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

D. Demonstrate comprehension mastery and production proficiency in the use of targeted vocabulary and finger spelling.

E. Formulate and employ appropriate visual gestural language skills.

F. Distinguish essential features of Deaf culture and analyze these in the context of the language and its historical development. Integrate this in interaction with members of the Deaf community.

G. Appraise ASL cultural and artistic expressions and evaluate their role in shaping Deaf cultural identity.

III. Essential Student Materials

None

IV. Essential College Facilities

None

V. Expanded Description: Content and Form

A. Recognize the humanities as a method of inquiry into human experience and its meaning through language, literature and the arts, as expressed in American Sign Language poetry, drama, literature and humor.

1. Functions of language and culture in human communication and as they shape and reflect individual and group identity

2. Creative expression of thought, feeling and social experience

3. Cultural identity in a linguistic minority

4. Historical context of the Deaf and ASL, including paternalistic patterns of cultural and language treatment

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

1. Contrastive analysis of simple English/ASL syntax
   a. Common sentence word orders such as subject/verb order and topicalized structures
   b. Verb usage--subject/object incorporation, directional verbs and classifier verbs
   c. Use of personal pronoun systems

2. Identification of non-manual signals as a distinctive feature of ASL and their use.
C. 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. Make and respond to increasingly complicated requests
   b. Describe activities of employment
   b. Describe and compare persons, places and objects
   c. Describe and compare multiple and complex personal qualities
   e. Respond to and initiate short narrations

2. Language Structures
   a. Verb types - regular, inflecting and spatial
   b. Personal and possessive pronouns
   c. Plural forms
   d. Number incorporation: money, age and clock numbers
   e. Role shifting
   f. Basic shape classifiers
   g. Loan signs

D. Demonstrate comprehension mastery and production proficiency in the use of targeted vocabulary and finger spelling.

1. Practice in reading and signing finger spelled words, signed vocabulary and targeted language functions
2. Communication practice in dialogues and small groups
3. Assigned videotape and workbook exercises

E. 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 and use of body.

F. Distinguish essential features of Deaf culture and analyze these in the context of the language and its historical development. Integrate this in interaction with members of the Deaf community.

1. Trace historical development of ASL in relationship to Deaf identity, including contemporary status of deaf activism and bilingual-bicultural philosophy.
2. Contrast essential cultural elements of Deaf and hearing worldviews and analyze these as they impact cultural strain.

G. Appraise ASL cultural and artistic expressions and evaluate their role in shaping Deaf cultural identity.

1. Value ASL artistic forms as follows:
   a. Deaf oratory in historical context
   b. Traditional "sign play" forms such as folklore, "talltales", "slurred" name signs, humor, ABC stories
   c. Contemporary performance art as expressed in ASL poetry and drama
2. Examine examples of deaf literature written in English.

VI. Assignments

A. The humanities as a method of inquiry
   1. Assigned readings from text and handouts
   2. Attendance at cultural events

B. ASL as a distinct language
   1. Assigned Rreadings from text and handouts
   2. Written paper analyzing American Sign Language in relationship to the language theory introduced

C. Vocabulary and language structures
   1. Assigned Rreadings from text and handouts
   2. Videotape assignments
3. Attendance at deaf cultural events
4. Small group assigned communication activities
5. Individual signed production presentations

D. Comprehension mastery and production proficiency
   1. Student textbook/videotape assignments
   2. Classroom dialogue and small group exercises

E. Visual gestural accuracy and fluency
   1. In-class exercises to follow live and videotape modeling
   2. Student textbook/videotape assignments

F. Issues of deaf and hearing cultural interaction and the development of Deaf pride movement
   1. Assigned reading from text and handouts
   2. Attendance at deaf cultural events
   3. Cultural event response paper to integrate personal reaction with application of reading assignments and classroom exercises.

G. Artistic expression in deaf communities
   1. Assigned reading from text and handouts
   2. Videotape assignments
   3. Attendance at deaf cultural events
   4. Written assignment evaluating a type of artistic expression. May be response paper to live or videotaped performance event, or short research paper on a traditional ASL art form.

VII. Methods of Instruction

None

VIII. Methods of Evaluating Objectives

A. Quizzes
B. Midterm comprehension exam
C. Final comprehension exam to include expressive short story presentation
D. Evaluation of production proficiency by at least one of the following:
   1. Participation in communication activities in class
   2. Videotaped production samples
   3. Expressive short story presentation
E. Written assignments and papers which demonstrate a synthesis of communication and language activities, out of class assignments, reading and personal reflection.

IX. Texts and Supporting References

A. Examples of Primary Texts and References

B. Examples of Supporting Texts and References

