



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input checked="" type="checkbox"/>	COR Revision 2/26/2009
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input checked="" type="checkbox"/>	SLOs 4/10/2008

COURSE SUBJECT & NUMBER: DFST 102

COURSE NAME: *American Sign Language II

COURSE UNITS: 4 **COURSE HOURS:** 5 hours weekly

COURSE REQUISITES: (*Follow format of similar courses found in the college catalog.*)

Prerequisite: Completion of DFST 101

COURSE DESCRIPTION: (*Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*)
As part of the American Sign Language (ASL) course sequence, ASL II is designed for students who wish to develop or enhance their proficiency in ASL usage. The course stresses development of basic conversational skills with emphasis on vocabulary and expressive skills. Deaf culture will be studied throughout the semester as it relates to the course.
(CSU, UC, AVC)

COURSE OBJECTIVES: (*Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation*)

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

- I. Demonstrate advanced basic ASL skills.
2. Recognize a series of basic commands/questions and respond appropriately.
3. Evaluate a dialogue/question in ASL and respond using appropriate ASL grammar.
4. Compose an ASL conversation with another individual using appropriate conversational techniques.
5. Create appropriate grammatical facial expressions to show ASL meaning and response.
6. Design a presentation/video taped exam using selected vocabulary from Units 7-12.
7. Discuss Deaf culture as it relates to the course.

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COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

- I. Unit 7: Giving Directions
 - a. Asking/telling where
 - b. Explaining need
 - c. Interrupting conversations
 - d. Confirming: RIGHT
 - e. Expressing uncertainty
- II. Unit 8: Describing Others
 - a. Identifying present people
 - b. Confirming/Correcting
- III. Unit 9: Making Requests
 - a. Giving locations/commands
 - b. Offering assistance
 - c. Accepting/Declining offers
 - d. Asking for clarification
- IV. Unit 10: Talking About Family and Occupations
 - a. Explaining relationships
 - b. Asking/telling how long
 - c. Asking/telling how old
- V. Unit 11: Attributing Qualities to Others
 - a. Contradicting opinions
 - b. Character role shifting
- VI. Unit 12: Talking About Routines
 - a. Solving conflicts
 - b. Telling what time
 - c. Time signs
- VII. Cumulative Review: Units 7-12
 - a. Getting attention
 - b. Handling interruptions
 - c. Giving listener feedback
 - d. Opening and closing conversations
 - e. Negotiating environment
 - f. Interrupting others
 - g. Number forms
 - h. Role shifting
 - i. Limb classifiers
 - j. Above/Below perspectives
- VIII. Added supplementary vocabulary that applies to Units 7-12.
- IX. Study of Deaf cultural issues as they relate to the course
- X. Research Paper – If a research paper is assigned instructors will work on research and writing skills

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TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a “Model Outline” in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Students will be assigned reading material from the text.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Writing assignments may include (but are not limited to): a research paper on a related topic in the field of deafness or Sign Language; assigned reaction papers to handouts given by the instructor, guest speakers, or visited Deaf Cultural events; and/or observation papers on materials viewed from video sources.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

N/A

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Viewing ASL videos in the IMC, labs or on the Internet.

Attend cultural events in the Deaf community.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class.

Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 1

Writing Assignments: 1

Computational Assignments:

Other Assignments: 5

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METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture, Videotapes, Readings, Group discussions, Instructor facilitated small and large group activities, Audio/visual aids.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Quizzes and tests that evaluate receptive and expressive skills (1 – 7)

In class and/or videotaped presentations that emphasize structure and clarity (1 – 6)

Writing assignments that demonstrate knowledge of structure and culture (3, 4, 6, 7)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Signing Naturally -Level One, Units 7-12, Dawn Sign Press; 1993. Lentz, Mikos, and Smith. (Although the book/DVD seems outdated, it is currently the only publisher that has up to 4 levels of Sign Language materials developed).