



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 102L

COURSE NAME: *American Sign Language (ASL II) Skill Building Lab

COURSE UNITS: 1 **COURSE HOURS:** 3 hours weekly

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

ADVISORY: Completion of DFST 102 or concurrent enrollment, and Eligibility for ENGL 101 and READ 099.

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#).*

This course is designed for students in intermediate sign language (DFST 102) wishing to become increasingly more proficient in using ASL and to further develop their vocabulary, ASL grammar, and fingerspelling skills. This course is taught in ASL only. (CSU, AVC) (R3)

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:

1. Apply more intermediate sign vocabulary through individual and group drill work.
2. Practice and produce fingerspelling and signed numbers so that they become clearer, quicker and more natural.
3. Prepare intermediate projects for class activities or videotaped exams.
4. Organize information in order to effectively complete assignments.
5. Compose different group projects.
6. Select appropriate intermediate signs for use in classroom activities.

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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. Fingerspelling activities
- II. Numbers activities
- III. Receptive activities
- IV. Expressive activities
- V. Nonverbal communication

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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:

As required by DFST 102.

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

As required by DFST 102.

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:

N/A

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: N/A

Writing Assignments: N/A

Computational Assignments: N/A

Other Assignments: N/A

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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.)*

Instructor facilitated small and large group activities, lecture, audiovisual materials, and practice skill building activities.

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.)*

Evaluation of homework assignments, class presentations, reaction papers, class participation, quizzes and/or videotaped exams, and small or large group projects. (1-6)

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.)

A Basic Course in American Sign Language, T.J. Publishers, 1980. Humphries, Padden & O'Rourke.

Signing Naturally - Level I, Dawn Sign Press, 1993. Smith. Lentz & Mikos.

Video materials

Material Prepared by Instructor

(Although the book/DVD seems outdated, it is currently the only publisher that has up to 4 levels of Sign Language materials developed).