



Syllabus

ASL 102 American Sign Language II

General Information

Date

April 17th, 2018

Author

Delia Darnall

Department

Humanities

Course Prefix

ASL

Course Number

102

Course Title

American Sign Language II

Course Information

Credit Hours

3

Lecture Contact Hours

3

Lab Contact Hours

0

Other Contact Hours**Catalog Description**

This course is the second in a series of courses designed to develop the skills and knowledge needed to communicate in American Sign Language. ASL 102 is an introductory level course that develops a novice range of communication skills with the ability to expand discourse based on prior knowledge. This course emphasizes the cultural behaviors and practices distinct to those that approach the world from a visual perspective. Topics include: contemporary events and issues that impact the D/deaf community; linguistic minority groups; and language features.

Key Assessment

This course does not contain a Key Assessment for any programs

Prerequisites

ASL 101 or requisite experience.

Co-requisites

None

Grading Scheme

Letter

First Year Experience/Capstone Designation

This course **DOES NOT** satisfy the outcomes applicable for status as a FYE or Capstone.

SUNY General Education

This course is designated as satisfying a requirement in the following SUNY Gen Ed category

Foreign Language

FLCC Values

Institutional Learning Outcomes Addressed by the Course

Vitality
Inquiry
Perseverance
Interconnectedness

Course Learning Outcomes

Course Learning Outcomes

1. Students will employ a novice range of communication skills: interpersonal, interpretive, and presentational with ability to expand content specific discourse based on prior knowledge
2. Students will recognize the D/deaf community as a linguistic minority group.
3. Students will examine contemporary events and/or issues that impact the D/deaf community.
4. Students will compare language modalities: spoken vs. signed.
5. Students will identify diversity within the D/deaf community.

Outline of Topics Covered

1. Communication: ASL in context-specific contexts with expansion
 - a. Simple statements (affirmative and negative); basic question types (yes/no and wh-questions); emerging topicalization and rhetorical
 - b. Non-manual markers: grammatical, emotive, size, shape, and relative distance
 - c. Basic classifiers: semantic, descriptive, and locative
 - d. Functional structures: contrastive structure, ranking/listing, spatial agreement, basic role-shifting
 - e. Novice range expressive and receptive fingerspelling
 - f. Navigate full-immersion signing environment (voice-off)
 - i. Points, gestures, signs, relies on writing only to express complex thoughts/ideas
2. Cultures
 - a. Mainstream perceptions of minority language users
 - i. Access to language and education for Deaf students
 - ii. Deafcentrism vs. disability
 - b. Visual acuity; attuned to visual cues and prompts
 - c. Culturally appropriate behaviors: waving, tapping, wait for visual contact, listener's feedback (YES, RIGHT, DON'T-KNOW, DON'T-UNDERSTAND, SORRY, AGAIN/REPEAT, OH-I-SEE)
 - d. Name signs (arbitrary and descriptive)
3. Connections
 - a. Contemporary events/issues – potential topics:
 - i. Individuals With Disabilities Act (IDEA); Least Restrictive Environment (LRE); Bi-lingual Bi-cultural education; unwritten curriculum
 - ii. Technology
4. Comparisons
 - a. Spoken language compared to sign language phonology and morphology (parameters of a sign)
5. Communities
 - a. Identify diversity within the D/deaf community (Sign Language Continuum/ type of school attended/ etc.)