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This is a resubmission for the course a-g American Sign Language II

Teacher Contact

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* **Course Title:** a-g American Sign Language II

* **Transcript Title /Abbreviation:** **Transcript Title /Abbreviation: Course Code**
a-g American Sign Language II

* **Seeking "Honors" Distinction:** No

* **Subject Area:** Language Other than English

* **Category:** LOTE Year 2

* **Language:** ASL

* **Grade Level for which this course has been designed:** 9 10 11 12

* **Unit Value:** 1.0 (one year, 2 semesters, or 3 trimesters equiv.)

* **Is this course, or any separate section of this course, taught in an online learning**

environment:

* **Is this course classified as a Career Technical Education:** No

* **Brief Course Description**

Continuation of American Sign Language I. Expands vocabulary, grammatical knowledge, and cultural awareness. Introduces increasingly complex grammatical aspects and composition.

Pre-Requisites

American Sign Language I or Instructor approval - Required

Co-Requisites

**Context for Course
(optional)**

**History of Course Development
(optional)**

Textbooks**TEXTBOOK 1**

* **Title:** Learning American Sign Language: Levels I & II--Beginning & Intermediate

* **Edition:** 2nd Edition

*
Publication Date: January 1, 2004

*
Publisher: Pearson

*
Author(s): Tom L. Humphries, Carol A. Padden

**URL
Resource:**

* **Usage:** Supplementary or Secondary Text

Excerpts, approximate number of pages: 50

TEXTBOOK 2

* **Title:** Signing Naturally - Level 2 - Workbook with Dvd

* **Edition:** (REV)93

*
Publication Date: 05/30/1992

*
Publisher: Dawn Sign Press

*
Author(s): Ella Mae Lentz

URL Resource:

* **Usage:** Primary Text

Read in entirety or near entirety

Supplemental Instructional Materials

1. Extensive use of online resource, www.lifeprint.com. This is a online resource based on courses taught at California State University, Sacramento. It utilizes a series of lessons, videos and quizzes to compliment this course.
2. Six-part video documentary series, titled Hearing or Deaf Worlds?, produced by Paro. Online resource, <http://deaftv.com/t/shows/Hearing-or-Deaf-Worlds/>
3. Four-part video documentary series, titled The World of Deaf Culture, based on Deaf expereince with discrimination and sterotyping, at Gallaudet University. Online resource, <http://deaftv.com/t/shows/the-world-of-deaf-culture/>
4. Book Reading, A Loss for Words, the Storyof Deafness in a Family, by Lou Ann Walker. ISBN 978-0-06-091425-7
5. Deaf History Timeline, shows major historical events pertaining to the Deaf communities, from Ancient Greek times to Current Events. Online resource, <http://www.deafjam.org/timeline.html>

6. Deaf Poetry - various sources - Thoughts of a Deaf Child, by Stephen J. Bellitz. You Have to be deaf to understand the Deaf, written in 1971 by Williard J. Madsen, professor at Gallaudet niversity and Ode to a Deaf Child by Phillip A. Bellefleur. Can be viewed at <http://www.zak.co.il/d/deaf-info/old/poems.html>.

* **Course Purpose**

1. Course Description:

1. Continues study of the fundamentals of American Sign Language. Focuses on the further development of basic conversational sills, emphasizing receptive abilities. Instructional emphasis on understanding that ASL is a visual-gestural language, not just making signs with one's hands, but incorporating facial grammatical markers, physical affect markers, spatial linguistic information and fingerspelling.
2. Expands on grammatical structure, the utilization of conceptual accuracy, vocabulary expansion. Addresses difficulty and challenges of translating (interpreting) English to/from ASL and common pitfalls.
3. Furthers the exploration of Deaf culture and history. Includes written works, videos, plays and poetry. Addresses prominent/contemporary cultural issues and in-depth history of ASL.
4. Introduce real-world, firsthand experience with members of the Deaf community. Includes personal introductions, exchanging personal information, describing surroundings, telling where you live, discussing family, activities and using corresponding basic vocabulary.

2. Goals and Expected Outcomes

1. Recognize, produce and utilize signs (moderately expanded vocabulary) of American Sign Language
2. Recognize, produce and utilize basic sentence structure (parts of speech) including: object + subject + verb, sentences with identifying nouns, using directional verbs, and verbs with classifiers. Understand the proper use of word-order.
3. Recognize, produce and utilize language functions and grammar of standard American Sign Language including: confirming

information, correcting information, negative markers, yes/no questions, "wh"-questions, personal pronouns, spatial referencing and numbering.

4. Successful and meaningful interactions with members of the Deaf community
5. Understand the importance of cultural traditions, diversity and ethics in the modern world -- Have effective and efficient learning skills, including the location and evaluation of information

* Course Outline

Course Outline

1. Basic & Intermediate Use of Signs

1. Basis Vocabulary Expansion – Lessons 19-36 (reference: www.lifeprint.com, approx. 500-600 new signs)
 1. Review lessons 1-18 Vocabulary
 2. Emphasis on Expressive Clarity and Receptive ability
 1. Sample Class Activity: Students will engage in contests/friendly game play in which teams students are challenged to communicate to one another a series of words and phrases, with those who are the most accurate and/or quickest "win."
 3. Variations of signs (regional and historical)
 4. Fluency and appropriate use of sign in phrases
 1. Sample Class Activity: Students will view themselves with a live video of themselves so they can see first-hand the clarity of their own signs and can contrast that with others.
2. Fingerspelling – when to use, when to avoid
 1. Spelling names, locations, etc.

2. Clarification of unique spelling, etc.

3. Cardinal Numbers
 1. Review from ASL 1 number 0-100

 2. Expressive and Receptive skills for all numbers up to million/billion

4. Use of online videos (predominately youtube.com) for enhancing receptive skills
 1. Example of Learning Exercise: Students watch and interpret specific humorous Deaf Joke videos such as *One-Handed Deaf Man*.
(<http://www.youtube.com/watch?v=X4WUzlUKcn4&feature=BFa&list=UU5eBdHi6VfIVXg2fIRNtzEA&lf=plcp>)

2. **Grammar** – Includes but is not limited to the following (reference textbooks: *Learning American Sign Language* and *Signing Naturally* along with a variety of online references.)
 1. Class Exercise – At several times during school year, Students are asked to identify at least 5 grammatical differences between English and ASL (word order, use of markers, helping verbs, and many others listed below.)

 2. Parts of speech (noun/pronouns, verb, adjective/adverbs)
 1. Non-existent parts of speech (no expressed articles such as “a”, “an” “the”)

 3. c. Word Order is examined and the impact of changing the word order, especially *Noun/Verb Pairs; Verb Pairs; Directional Verbs*
 1. Teaching Example: Student is asked to draw an illustration of “smoke coming out of the chimney of a cute little house located in the forest” vs. In the forest, there’s cute little house, and on top there’s a chimney with smoke coming out)

 4. Pluralization of subjects

 5. Formation of yes/no questions by repeating verb (Textbook: *Learning American Sign Language*, page 14)

 6. Use of Directionality in signs, especially verbs (Textbook: *Learning American Sign Language*, page 26)

 7. Importance and use of body language.

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8. Use of non-manual markers
9. Use of Signed Exact English (SEE) which is used to communicate English non-verbally (<http://lifeprint.com/asl101/topics/signedenglish02.htm>)
10. Avoiding use of Helping verbs (am, is, are)
Example: Learning Exercise - Students will sign, in Signed Exact English (SSE) "I am going to the store" and then in ASL ("I GO STORE"). Explanations of difference in efficiency, precision and the use of markers. Appropriate Use and the purpose of SEE is explained.
11. Using discrete eye game and temporal aspects of modulation.
12. Common Deaf Idioms
 1. Example Class Exercise: Students can choose from list of 30+ Idioms and present them to class, explaining the signs and the meanings. Students will be encouraged to compare to any similar English idioms.
 2. Precautions regarding using certain idioms with members of the Deaf community who are not established friends.
13. Proper Use of Classifiers in signing (resource: <http://www.jal.cc.il.us/ipp/Classifiers/>).
 1. Teaching example: Students will using the above resource, choose from a number of different classifiers and share with the class examples of their use.

3. Deaf Culture –

1. "Deaf Etiquette" – the dos and don'ts of interaction with members of the Deaf community. Common methods of courtesy and consideration.
 1. Privacy/Staring/Intrusions/Expectations/Getting Attention (www.lifeprint.com and Learning American Sign Language, pg. 50)
 2. Proper and polite signs vs. use of "slang" and idioms.
2. Current Deaf Cultural Issues
Example of class exercise: Students watch video documentary video "Deaf or Hearing World?" They will then discuss questions such as
 1. Why many Deaf couples are excited when they find out they are having a

... many, even despite the presence of deaf, and deafers, and hearing - deaf child rather than hearing child.

2. The effects/isolation of deaf children in hearing family. Dispel common myths.
3. The effects/isolation of deaf children in hearing family. Dispel common myths.
4. Impact of Cochlear Implants – how it is perceived by many, the impact on families and other cultural implications.

3. Living with Deafness

1. Educating the Deaf

1. Mainstreaming vs. residential schools
2. Challenges and impact of of dual languages

2. Impact of Technology

1. Example of class exercise: Students will read and write a short essay – on *Deaf Culture: Changes and Challenges* by Paul Bacon. Hold discussions on the current trends in Deaf culture. (<http://www.pbs.org/wnet/soundandfury/culture/essay.html>).

4. Book Reading

1. *A Loss for Words – A Story of Deafness in a Family* by Lou Ann Walker
2. Read and then answer chapter questionnaire's that address cultural issues, deaf experiences and the impact of living in two different worlds.

4. Deaf History

1. Timeline of Deaf History – View, discuss and answer questionnaire (<http://www.pbs.org/wnet/soundandfury/culture/deafhistory.html>)
Example of class exercise – individual students will introduce different segments of the timeline and be prepared to be a resource for Q & A on that particular topic.
2. History of Deaf Education – Overview of deaf education, including of Gallaudet University, residential schools, movement towards and away from mainstreaming vs. residential schools

vs. residential schools.

3. Important People in Deaf History – Students will be asked to choose from a list of prominent members of Deaf history. They will research, write papers and share presentations on these individuals.

* Key Assignments

Expressive and Receptive skills practice. Weekly assignments include practicing new and signs (approx. 15 new vocabulary words/wk.), both as individual words and as part of longer phrases. Students are asked to sign different words to each other and to the class at large. Teacher also signs words and phrases.

Periodic lab sessions where students will practice demonstrate communicative competence in ASL with familiar topics and activities requiring a simple and direct exchange of information. This includes translating/interpreting ASL to English and English to ASL with emphasis on proper grammatical conversions. Students are encouraged to compare and contrast different methods/techniques of

signing/interpreting.

Peer Assessments – Students conduct activities and gameplay that allow them to evaluate one another’s expressive and receptive abilities in both basic vocabulary and grammatical structure.

Research Papers – Students are asked to research and write a MLA Style/compliant research paper of a minimum length of five pages, with appropriate annotations and citations.

Grammatical Introduction and Review. Each week, new aspects of ASL grammar are introduced and reviews. Terminology and corresponding explanations are offered both through practice and also note-taking. Students are later given opportunities to recall various grammatical concepts. They are challenged to be able to state five or more grammatical terms.

Deaf Culture Exploration – Three times over the school year, students are shown multi-part videos where they are encouraged to discuss cultural aspects and challenges of the Deaf community. Sensitivity and awareness of these issues is emphasized.

Monologue Sessions (4x/year) where students will demonstrate basic principles of ASL-based narratives through elementary story-telling. These presentations are made to the class and are peer and teacher evaluated for clarity of signs, proper

grammar, and originality.

Brief Essay Assignments (3x year) where students 1) define historical characters within the formation of Deaf culture, 2) Describe and model Deaf cultural norms and challenges, 3) Create a real life social interactions with members of the Deaf community. These essays may be reflective or analytical, based on the topics assigned. They are typically 2-3 pages in length. Students then are asked to share their papers with two other classmates, chosen randomly, to be able to share their learning experience. Brief class discussions of the topics take place before and after the papers are completed.

Book Reading – Class will partake in reading *A Loss for Words* by Lou Ann Walker and will be asked to answer a two page questionnaire at the end of every 2-3 chapters. Class will then have a brief group discussions on the issues presented in the reading.

Deaf Poetry and Humor – students will be asked to find, evaluate and share poetry and or humor from members of the Deaf community. Students will be asked to compare and contrast what they have as it pertains to the Hearing and Deaf communities.

Guest Speakers (1-2x year) Guests from the Deaf community are invited to speak to the class and share personal experiences, stories, jokes, and provide insight to their community. The speakers are also encourage to engage the class in 2-way dialogue and to provide feedback on student’s efforts in correspondence. Class members are then asked to write a brief essay on the experience.

Year-end Video Project involving 1 or 2 other classmates in dialog with one another with emphasis on real-life conversational topics. The videos are approximately 20 minutes long and are typically reenactments or story-telling with interactive signing between the classmates. The video is then used to evaluate one another’s efforts. A finished project is then shared with the whole class.

* **Instructional Methods and/or Strategies**

Methods of instruction used to achieve student learning outcomes include, but are not limited to:

1. Presenting lectures and discussions in American Sign Language in order to increase students’ ability to comprehend the visual language; reinforce the targeted cultural, semantic, syntactical and morphological items; and guide students in the application of visual comprehension and expressive strategies.

2. Showing films/videos/interactive DVDs and selections recorded from TV, the internet, or documented Deaf community events in order to help students improve their ability to comprehend ASL at native speed; provide them with virtual access to Deaf communities, cultures, and their products; stimulate discussions about Deaf peoples' lives, culture and history; and encourage the expression of opinions at the beginning level.
3. Presenting video/reading activities, which may include cultural selections and anecdotes, narratives, authentic ASL poems and stories, magazines, newspapers, ASL children's literature, web articles and grammar explanations in order to help students draw logical conclusions from their study materials and lead them in a sensitive comparison and contrast between the culture, history, current events, and daily life of Deaf communities and their own
4. Creating and assigning pair and small group communicative activities such as in-class interviews, post-reading activities, dialogues, picture descriptions, games, skits, student creation of PowerPoint presentations, short group narratives, problem-solving fingerspelling puzzles, and other visual communicative activities in order to help students practice specific signing strategies and skills in the context of the target culture, vocabulary, and grammar
5. Developing and assigning writing activities, which may include in-class English glossing for ASL sentences and dialogues, fingerspelling cloze activities in order to aid students in mastering beginning-level syntax, semantics, and morphology, using the target vocabulary and grammar
6. Conducting individual conferences in order to advise students on their needs and progress -- Instructing and aiding students with computer-based language programs
7. Developing and assigning online tasks such as written discussion board postings; viewing online PowerPoint presentations; viewing online signed presentations; completion of functionally-oriented website-specific vocabulary, cultural, and viewing tasks; interactive vocabulary, grammar and culture games; website interactive activities in order to reinforce targeted cultural, semantic, syntactical, and morphological items; provide an opportunity for the practice of viewing, writing strategies and skills; present students with up-to-date information on, and virtual access to, ASL and Deaf communities, encourage consideration of, and respect for, cultural differences as well as an awareness of similarities; and encourage signed and written interactive communication.

*** Assessment Methods and/or Tools**

Students will be evaluated for progress in and/or mastery of learning outcomes by methods of evaluation which include, but are not necessarily limited to:

1. Signed reports/presentations designed to evaluate students' ability to communicate about familiar topics and activities
2. Written assignments designed to assess students' knowledge on Deaf history and culture, as well as ASL grammar
3. Participation in class discussions and activities designed to evaluate competency in and understanding of assigned material
4. Quizzes, both multiple-choice and short answer, are given approx. every two weeks to gauge vocabulary, comprehension of grammatical terms, grasp of cultural issues and Deaf history. These quizzes are based on aggregate of vocabulary and concepts covered, with an emphasis on the latest material.
5. Receptive and expressive quizzes/examinations designed to evaluate students' ability to understand and draw logical conclusions from conversations and authentic cultural material on targeted topics
6. Student portfolios, workbook and textbook assignments designed to evaluate student mastery of specific vocabulary, grammatical, and cultural topics
7. Class and individual projects designed to assess student ability to make thoughtful comparisons between the target culture and their own
8. Comprehensive Midterm and Final examination designed to evaluate student learning outcomes. These are combinations of multiple choice, true/false, short answers and brief essay answers.

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