

# DFST 0004 - AMERICAN SIGN LANGUAGE IV

## Catalog Description

Prerequisite: Completion of DFST 3 with grade of "C" or better

Hours: 72 lecture

Description: Continuation of American Sign Language III. Advanced study of ASL grammar. Further development and refinements of ASL skills and fluency. Intensive work on expressive and receptive skills. Further study of Deaf cultural issues. (CSU, UC)

## Course Student Learning Outcomes

- CSLO #1: Recognize a series of basic commands/questions and respond appropriately.
- CSLO #2: Evaluate an advanced story/questions in ASL and respond using appropriate ASL grammar.
- CSLO #3: Use appropriate conversational techniques and grammar in role-playing situations with another individual in class.
- CSLO #4: Design advanced presentation relating to the narration of a story the vocabulary and methods from the text.

## Effective Term

Fall 2020

## Course Type

Credit - Degree-applicable

## Contact Hours

72

## Outside of Class Hours

144

## Total Student Learning Hours

216

## Course Objectives

1. Practice ASL skills with the Deaf community at cultural events and reflectively analyze these skills in written format as observations of Deaf culture.
2. Recognize a series of advanced commands/questions and respond appropriately.
3. Evaluate an advanced story/question in ASL, and respond using appropriate ASL grammar.
4. Use appropriate conversational techniques and grammar in a role-playing situation with another individual in class.
5. Create appropriate grammatical facial expressions to show ASL meaning and response through classroom role-play or projects.
6. Design an advanced presentation relating to the narration of a story using some of the vocabulary and methods learned from the text.

## General Education Information

- Approved College Associate Degree GE Applicability
  - AA/AS - Literature & Language
  - AA/AS - Multicultural Studies
- CSU GE Applicability (Recommended-requires CSU approval)
  - CSUGE - C2 Humanities
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
  - IGETC - 3B Humanities
  - IGETC - 6A Lang other than Eng

## Articulation Information

- CSU Transferable
- UC Transferable

## Methods of Evaluation

- Classroom Discussions
  - Example: Students will get in groups to discuss storytelling demonstrated in class.
- Objective Examinations
  - Example: Signing stories (skill demonstration-receptive). Using knowledge of storytelling discussed in class, the student will watch a signed story from the Signing Naturally Level 3 book/ DVD. The student will demonstrate their knowledge of the story by answering questions from the book. [There are 8 of these stories throughout the semester].
- Reports
  - Example: Write a report on a Deaf Cultural Event. Summarize the event including: the presenters, the audience, the topics presented and discussed, the panels and your experience with sharing information. Describe your perspective on the event.
- Skill Demonstrations
  - Example: Video assignment (Skill demonstration- expressive/ project). Using knowledge of storytelling about a specific topic assigned to them, the student will demonstrate their expressive signing skills using their knowledge of classifiers, grammatical rules, and narrative structure as discussed and demonstrated in class. Students will be graded on a rubric that grades on specific criteria. [the students will do 4 of these videotaped stories throughout the semester].

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor will demonstrate the use of role shift, classifier usage and facial expression when telling about an accident, financial situations, making a major decision, and describing health conditions. Students are to actively participate in the lecture.
2. Students will then be guided in small groups or partners to demonstrate in front of the class how to use said topics.

3. Guest speakers: The students will watch the guest speakers and develop their own story or narrative about specific topics related to the lesson. Graded with a rubric.
4. Videos: Watch the movie "Deaf Jam" and be ready to discuss ASL poetry in class.

#### Distance Learning

1. Instructor will provide a discussion prompt on ASL poetry vs English Poetry, showing 2 examples of each. Students will reply to the prompt by clearly listing the distinguishing features of ASL Poetry and of English poetry, and will compare and contrast them in a video response in the target language. Then the students will reply to at least 2 other students' posts in the target language (video responses) clarifying the original response and adding to it, based on the knowledge learned from the unit.
2. Instructor will provide video samples of various ASL poems/ABC stories that each student will critique in a written format as they develop their own poem following the rules and learning what not to do as they will see poems that do "break the rules" of telling an ASL ABC Story. Students will develop their own poems to present to the class in a shared video platform such as Flipgrid.

## Typical Out of Class Assignments

### Reading Assignments

Sample assignment 1: after reading "Inside Deaf Culture", student will do a signed "essay" about the cultural implications and differences between Deaf and Hearing cultures based on info from the book.

Sample assignment 2: Read "Deaf Community in America" and be prepared to discuss the following topics: how to express narratives about unforgettable moments, sharing interesting facts, explaining rules, telling about accidents, talking about money, making major decisions, discussing health conditions and storytelling.

### Writing, Problem Solving or Performance

Writing assignments include (but are not limited to): 1 research paper on a related topic in the field of deafness or Sign Language; 2-3 assigned reaction papers to handouts given by the instructor, guest speakers, Deaf cultural events, or online videos. Sample assignment 1: Relate what you have learned in class about ASL story telling techniques to a viewed DVD in the Media center or online and write a comparison paper about your observations. Sample Assignment 2: Observe a signed dialogue and write a description of the dialogue using receptive analysis.

## Other (Term projects, research papers, portfolios, etc.)

Students will be required to attend at least one Deaf cultural event where members of the Deaf community are present. Sample assignment: Compose a one page analysis of a visited Deaf cultural event and describe your dialogue of exchanging personal information. Be ready to discuss in class. Graded on a rubric.

## Required Materials

- Signing Naturally - Level Three
  - Author: Lentz, Mikos, and Smith
  - Publisher: Dawn Sign Press
  - Publication Date: 2003
  - Text Edition: 2nd

- Classic Textbook?:
- OER Link:
- OER:
- American Sign Language
  - Author: Charlotte Baker-Schenk
  - Publisher: Gallaudet University Press
  - Publication Date: 2002
  - Text Edition: 1st
  - Classic Textbook?:
  - OER Link:
  - OER:
- Deaf Community in America (History in the making)
  - Author: Melvin M. Nomeland and Ronald E. Nomeland
  - Publisher: McFarland & Company, Incorporated Publishers
  - Publication Date: 2012
  - Text Edition: 1st
  - Classic Textbook?:
  - OER Link:
  - OER:
- Inside Deaf Culture
  - Author: Carol A. Padden and Tom L. Humphries
  - Publisher: Harvard University Press
  - Publication Date: 2006
  - Text Edition: 1st
  - Classic Textbook?:
  - OER Link:
  - OER:

## Other materials and-or supplies required of students that contribute to the cost of the course.

Special note: Due to the specialized field of Deaf Studies more recent books do not exist. Since this is a predominantly historical, cultural and factual course the textbooks listed are not out of date to the subject matter.