

DFST 0002 - AMERICAN SIGN LANGUAGE II

Catalog Description

Prerequisite: Completion of DFST 1 with grade of "C" or better

Hours: 72 lecture

Description: Continuation of American Sign Language I (ASL I). Designed for students who wish to enhance their proficiency in ASL usage and stresses continued development of basic conversational skills with emphasis on vocabulary and expressive skills. (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Prepare complex dialogues that demonstrate receptive and expressive competencies of targeted lexical items from situations or narratives that occur in daily life activities.
- CSLO #2: Formulate targeted syntactical forms in ASL dialogues.
- CSLO #3: Select appropriate vocabulary and communicative strategies in imitating, conducting and terminating dialogues.
- CSLO #4: Compare and contrast social customs and cultural interaction in the Deaf and hearing communities.

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. Prepare complex dialogues that demonstrate receptive and expressive competencies of targeted lexical items from situations or narratives that occur in daily life activities;
2. Formulate targeted syntactical forms in ASL in dialogues;
3. Select appropriate vocabulary and communicative strategies in initiating, conducting and terminating dialogues; and
4. Compare and contrast social customs and cultural interaction in the Deaf and hearing communities.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Literature & Language
- 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 - 6A Lang other than Eng

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: 1. Students will actively participate signing with peers and instructor.
- Objective Examinations
 - Example: 1. Students will be tested on signs and their meanings in oral and written contexts. For example, the instructor will show a picture of the ASL sign and the students will write the corresponding English word. 2. The student will video-record a signed presentation about a topic assigned by the instructor. Teacher will assess using a rubric.
- Projects
 - Example: Using vocabulary learned from the class demonstrations and grammar rules, the student will perform a song, a short story, or a skit to demonstrate to the class their knowledge of storytelling/performing. The instructor will use a rubric to assess this presentation.
- Reports
 - Example: 1. Students will write reports on Deaf culture topics and events. The reports will be assessed with a rubric.
- Skill Demonstrations
 - Example: 1. Students will create and perform ASL dialogues in pairs and groups.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. The instructor will create lecture slideshows for each Unit with embedded YouTube videos using the target language of American Sign Language. The students will utilize the signed lecture to learn the concept and vocabulary for each lesson. Students will also have access to the instructor's vocabulary video/list for an enhanced 3-D learning experience. For example, Unit 7:1 – Identifying Present People – students are encouraged to learn all vocabulary from the vocabulary list and videos, such as describing people's heights, body types, facial features, hair types, and patterns of clothes. After that, they watch the lecture slideshow on Identifying People where the instructor has embedded videos of her signing the concept and correct sequences for one to describe how a person looks and/or what the person's clothing looks like.
2. The instructor will create a discussion board forum for the online PBS two-hour video, "Through Deaf Eyes," with a video link and critical thinking question prompts. Students will watch the video, write a minimum 200-word post about their reflections - structured by the prompts - then respond to the posts of at least two other peers. Examples of questions include 1) Describe something of your

experience that the film reflects 2) What did you learn about the Deaf culture, community, and history that you previously did not know? 3) Describe anything in the film that you feel might have been left unsaid. The instructor will engage with students by responding to their questions and thoughts.

- The instructor will create multiple practice quizzes for students to practice their receptive skills (understanding by seeing) based on content they have learned. Questions are drawn from a question bank, so students receive different questions each attempt, with no limit to attempts undertaken. For example, in Unit 7:2, students learn how to fingerspell clothing-related words such as plastic, nylon, silk, wool, etc. However, developing receptive skills with fingerspelling practice is important, so the instructor has a practice quiz set up with 10 questions each quiz attempt. Students watch the video for each question, then type the word they saw fingerspelled, and at the conclusion of the quiz they are able to see the correct answers.
- The instructor sets up individual video assignments for students to record and submit at the completion of specific unit lessons. Students are given guidelines and a rubric outlining the expectations of the assignment. For example, in Unit 11:2 – Numbers Review – students watch a video lecture lesson over number types using numbers 1-15 for cardinal (counting), age, clock, money, year, and lengths of time. When finished with the lesson, within the quiz itself, the student will video record themselves signing 10 different types of numbers and categories from a list that the instructor provides.

Distance Learning

- The instructor will create discussion board forums featuring online videos showcasing Deaf culture and norms, and provide critical thinking prompts for students. Students will watch the videos and draw on their prior/new knowledge to post a response to the prompts. They will also pose question(s) for their peers/instructor to respond to. An example is to show a video from the British Sign Language Zone, “Found at the Deaf Club,” which spotlights the journey that Deaf individuals go through experiencing oppression, audism, and loneliness, to feeling like they found their home, community, and common language at the Deaf Club. Students will have to apply their real-life experiences as members of the hearing community to compare and contrast the similarities and differences between the Deaf and hearing communities.
- The instructor will create discussion board forums featuring a complex detailed dialogue script and/or dialogue guidelines for two partners to work together utilizing Zoom synchronous recording, then converting to a YouTube unlisted video for posting in the discussion forum. The instructor also includes a dialogue video example. For example, Unit 7:4 teaches about describing personal items such as clothing, purses, sunglasses, hats, and scarves. Students will watch the 7:4 lecture slideshow/videos, learn the vocabulary by watching the vocabulary videos in the instructor’s 7:4 vocabulary list, and work with a partner to choose an item and phrases of situations of how one got the item, i.e. as a birthday gift, took it from a sibling, or found it at a yard sale. Partner A will start the dialogue with Partner B asking questions either strictly from the script/or loosely based; then Partner B will start a new dialogue with Partner A asking questions.

Typical Out of Class Assignments

Reading Assignments

Students will be assigned reading material of no less than one chapter per week from the text, including handouts. Examples: 1. Differentiate

between the way the Deaf culture and the Hearing culture handle social interactions through reading Units 7-12 in the text. 2. Read two articles on a subject related to Deaf culture. Compare and contrast the two articles in a paper or class presentation.

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, or visited Deaf cultural events; and/or observation papers on viewed DVD’s in the Media Center or online. Sample Assignments: 1. Relate what you have learned in class through a research paper about the Deaf community and sign language. 2. Sign a class presentation describing in a short narrative one of your daily routines.

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 Deaf cultural event and describe your dialogue upon meeting a Deaf ASL user.

Required Materials

- Signing Naturally - Level One Units 7-12
 - Author: Lentz, Mikos, and Smith
 - Publisher: Dawn Sign Press
 - Publication Date: 2014
 - Text Edition: 2nd
 - Classic Textbook?:
 - OER Link:
 - OER:

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