

SYLLABUS
PART I
EDISON STATE COMMUNITY COLLEGE
ASL 221S INTERMEDIATE AMERICAN SIGN LANGUAGE I
3 CREDIT HOURS

COURSE DESCRIPTION

Enhances and builds upon vocabulary, fingerspelling, American Sign Language (ASL) grammar and syntax, and hones the fine motor skills that produce intermediate-level ASL skills. Intermediate-level receptive and expressive signing skills and vocabulary will be acquired. Also includes a continuation in the study of Deaf culture and awareness of its rich history and challenges. This course is not designed to train the student to function as an interpreter for the Deaf. Prerequisite: ASL 122S or demonstrated performance.

COURSE GOALS

The student will:

| Bloom's Level | | Gen Ed Outcomes |
|---------------|---|-----------------|
| 3 | 1. Demonstrate competency and appropriate receptive and expressive use of fingerspelling. | 1, 2, 5 |
| 3 | 2. Articulate past and present concerns related to Deaf culture such as linguistics, social auditory, and political influences. | 2, 4, 6 |
| 5 | 3. Express abstract concepts in ASL using appropriate grammatical structure, vocabulary, fingerspelling, and information regarding the Deaf community. | 1, 6 |
| 4 | 4. Model appropriate receptive and expressive use of intermediate level ASL vocabulary. | 1, 2, 5 |
| 3 | 5. Develop closure skills in receptive fingerspelling comprehension. | 1 |
| 3 | 6. Develop an expanded/intermediate level vocabulary base. | 1 |
| 5 | 7. Create intermediate/more complex sentences using ASL syntax. | 1 |
| 3 | 8. Apply the 5 parameters of ASL; handshape, palm orientation, movement, location, and non-manual markers. | 1 |
| 3 | 9. Demonstrate competency in both expressive and receptive use of ASL grammatical features such as: YES/NO questions, WH-questions, statements, negatives, eye gaze, indexing, and spatial relationships. | 1, 2 |
| 4 | 10. Differentiate and express the differences between ASL and English syntax. | 1, 2 |
| 5 | 11. Comprehend receptive fingerspelling. | 1 |
| 3 | 12. Demonstrate skill in use of classifiers, loan words, fingerspelling, signing numbers, and the appropriate signs. | 1 |
| 1 | 13. Acknowledge the importance of facial expressions in signed communication. | 1, 4 |
| 2 | 14. Improve receptive and expressive fingerspelling. | 1 |
| 1 | 15. Acknowledge the myriad of translations for signs which makes it extremely difficult to select the exact English equivalent. | 1, 2 |
| 2 | 16. Pursue further knowledge of deafness and the Deaf culture. | 1, 4, 5, 6 |

CORE VALUES

The Core Values are a set of principles that guide in creating educational programs and environments at Edison State. They include communication, ethics, critical thinking, human diversity, inquiry/respect for learning, and interpersonal skills/teamwork. The goals, objectives, and activities in this course will introduce/reinforce these Core Values whenever appropriate.

TOPIC OUTLINE:

1. ASL literature
2. Vocabulary definitions
3. Narration of events that occurred in the past, versus telling what is happening currently
4. Conversational pace control and resuming conversations after an interruption
5. Advanced sentence structure: grammar notes, classifiers, and concepts
6. Advanced receptive and expressive fingerspelling
7. Advanced vocabulary
8. Deaf culture; past and present regarding linguistics, social, auditory, and political issues