Common Course Outline
ASLS 206
American Sign Language V
4 Credits

Community College of Baltimore County

Description

ASLS 206 – American Sign Language V is a continuation of ASLS 204. Students explore how to use American Sign Language (ASL) grammar and vocabulary in increasingly complex constructions, processes, and situations. Students incorporate multiple character role shifting into medium-length narratives, dialogues, and discussion of current events. Information on cultural values and attitudes as they relate to the Deaf community are also examined.

4 Credits

Prerequisites: ASLS 204 with a minimum grade of "B" or higher

Overall Course Objectives

Upon completion of this course, students will be able to:
1. express concepts in fingerspelled form when appropriate;
2. produce lexicalized fingerspelled signs;
3. demonstrate the appropriate switch to signing after fingerspelling a concept;
4. demonstrate competency in use of eye gaze, eye contact, and turn taking regulators within a group discussion/debate;
5. apply critical thinking skills in understanding ASL spontaneous dialogues;
6. demonstrate advanced grammatical and cultural components of ASL;
7. compose spontaneous conversations producing various sentence types in ASL;
8. model conversational strategies, including getting attention, asking for repetition, interrupting, providing feedback, and opening/closing conversations;
9. analyze various controversial issues in Deaf culture and the Deaf community;
10. demonstrate language competency at an advanced level within a narrative when describing and identifying people, places, and objects, and describing accidents;
11. use clarification strategies when communicating in ASL;
12. demonstrate cross-cultural and ASL discourse competencies during direct and indirect interactions when Deaf community members are present;
13. model active listening, mindful cultural competence, and positive orientation toward team members and community partners;
14. analyze the needs at service learning sites;
15. evaluate impact of service learning projects;
16. evaluate how mindset and personal learning style affect one's ability to assimilate the cultural values of the Deaf community during service learning; and
17. assess personal skills that will affect community alliances in future professional practice.

Major Topics
   I. ASL grammar
  II. Fingerspelling
     A. Lexicalized forms
     B. Flagging fingerspelled sign equivalents
 III. Conversational strategies
     A. Discourse regulators for openings and closings
     B. Getting attention
     C. Asking for repetition
     D. Interrupting
     E. Providing feedback
 IV. Short narratives
     A. Describing and identifying people, places, and objects
     B. Describing accidents
  V. Sharing interesting facts
 VI. Spontaneous language use
 VII. Telling about accidents
VIII. Discussing health conditions, such as symptoms, causes, and treatments
 IX. Discussing controversial issues in the Deaf community

Course Requirements

Grading procedures will be determined by the individual faculty member but will include the following:

Grading/exams
- A minimum of 50% of the total grade will be based on assessment of spontaneous language usage
- A minimum of three quizzes
- A midterm exam and a comprehensive final exam (50% receptive, 50% expressive evaluations)
- A minimum of one video assignment: health presentation, worth a minimum of 10% of total grade
- A minimum of 15 hours of service learning within the Deaf community at approved sites, worth a minimum of 10% of total grade

Written Assignments: Students are required to use appropriate academic resources.

Other Course Information

This course is a required course in the Associate of Arts in American Sign Language and Deaf Culture within the Communication Arts Department and is taught in American Sign Language. Students will use video technology to record their work and receive feedback from the instructor. Students must have access to a webcam and computer for homework assignments.