

Cerro Coso College
Course Outline of Record Report
 10/11/2021

ASLC102 : American Sign Language II

General Information

Author:	-
Course Code (CB01) :	ASLC102
Course Title (CB02) :	American Sign Language II
Department:	English
Proposal Start:	Fall 2013
TOP Code (CB03) :	(0850.00) Sign Language
SAM Code (CB09) :	Possibly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000269343
Curriculum Committee Approval Date:	10/30/2015
Board of Trustees Approval Date:	12/17/2015
External Review Approval Date:	02/10/2016
Course Description:	In this follow-up to ASL C101, students continue to develop and enhance their proficiency in American Sign Language (ASL) usage and knowledge of Deaf history and culture. This course encourages students' communicative competency with emphasis on vocabulary and expressive skills through in-class and out-of-class requirements.
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"> • Sign Language, American
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	<ul style="list-style-type: none"> • Sign Language, American
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08) Course is not a basic skills course. <input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	Course Special Class Status (CB13) Course is not a special class. Allowed Number of Retakes 0	Grade Options <ul style="list-style-type: none"> • Letter Grade Methods • Pass/No Pass Course Prior To College Level (CB21) Not applicable.
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Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

 Allow Students To Audit Course**Course Support Course Status (CB26)**

No value

Associated Programs Course is part of a program (CB24)**Associated Program****Award Type****Active**

CC Liberal Arts: Arts & Humanities

A.A. Degree Major

Summer 2018 to Fall 2020

CSU General Education (CSU GE Breadth)

Certificate of Achievement

Fall 2020

Intersegmental General Education Transfer
Curriculum Certificate of Achievement

Certificate of Achievement

Fall 2020

Liberal Arts: Arts & Humanities Associate in
Arts Degree

A.A. Degree Major

Fall 2020

CSU General Education (CSU GE Breadth) (In
Development)

Certificate of Achievement

Fall 2021

Intersegmental General Education Transfer
Curriculum Certificate of Achievement (In
Development)

Certificate of Achievement

Fall 2021

Liberal Arts: Arts & Humanities Associate in
Arts Degree (In Development)

A.A. Degree Major

Spring 2022

Transferability & Gen. Ed. Options**Course General Education Status (CB25)**

No value

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cerro Coso General Education Requirements	Categories	Status	Approval Date	Comparable Course
Area 3.6	Humanities Foreign Language	Approved	No value	No Comparable Course defined.

CSU General Education Certification	Categories	Status	Approval Date	Comparable Course
Area C.2	Arts & Humanities Humanities	Approved	No value	No Comparable Course defined.

Intersegmental General Education Transfer Curriculum	Categories	Status	Approval Date	Comparable Course
Area 6	Language other than English	Approved	No value	No Comparable Course defined.

Units and Hours:

Summary

Minimum Credit Units (CB07)	4
Maximum Credit Units (CB06)	4
Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	144
Total Student Learning Hours	216
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non Credit Category (CB22)	Non-Credit Characteristic
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Status (CB11)	Funding Agency Category (CB23)	<input type="checkbox"/> Cooperative Work Experience Education Status (CB10)
Credit Course. <input type="checkbox"/> Variable Credit Course	Not Applicable.	

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	

Activity Hours	0	0	Lecture	0
			Laboratory	0
			Activity	0
			Total	72
Course Out-of-Class Hours				
			Lecture	0
			Laboratory	0
			Activity	0
			Total	144

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours: - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

ASLC101 - American Sign Language I

In order to succeed in ASL C102, students are expected to demonstrate at the beginning of the semester knowledge of basic ASL finger spelling, numbers, vocabulary, grammar, and basic conversation skills; efficiency with basic ASL gloss translation from English; and understanding of important aspects of Deaf culture and history. All of these skills are taught in ASL C101.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction

Written work

Rationale

No value

Methods of Instruction

Skills Development and Performance

Rationale

No value

Methods of Instruction

Project-based learning

Rationale

No value

Methods of Instruction

Presentations (by students)

Rationale

No value

Methods of Instruction

Instruction through examination or quizzing

Rationale

No value

Methods of Instruction

Peer-to-peer instruction

Rationale

No value

Methods of Instruction

Outside reading

Rationale

No value

Methods of Instruction

Lecture

Rationale

No value

Methods of Instruction	Group Work
Rationale	No value
Methods of Instruction	Discussion
Rationale	No value
Methods of Instruction	Audiovisual
Rationale	No value
Methods of Instruction	Demonstration
Rationale	No value
<p>Assignments</p> <p>- Out-of-class Assignments may include but are not limited to textbook homework assignments, book reports, research papers, prepared narratives, media studies and responses.</p> <p>TEXTBOOK ASSIGNMENT SAMPLE: Learn the keywords needed to withdraw and deposit money at a bank. Prepare to role-play with a partner in class.</p> <p>RESEARCH SAMPLE: Exploring Culture - Research the particular challenges and recommendations for the raising and educating of a deaf child, and prepare a presentation in which you explain these challenges to your peers in class using ASL. Be sure to make use of facial expression when delivering your report.</p> <p>RESEARCH SAMPLE: Exploring History - Write a research essay in which you explore the establishment of the Deaf as a language minority.</p> <p>BOOK REPORT SAMPLE: Study Mark Drolsbaugh's memoir "Deaf Again" and write a three page book report. Be prepared to summarize your response to the text in class using ASL.</p>	
Methods of Evaluation	Rationale
Homework	textbook homework assignments
Other	Book reports
Research Paper	No value
Other	prepared narratives
Other	media studies and responses
Tests	quizzes, mid-term exam, final exam
Participation	CLASS PARTICIPATION such as finger-spelled roll-call, vocabulary practice, exercises in receptive and expressive skills, discussion, and no-voice discussion (when only signing and finger spelling is allowed).
Other	Typical Evaluation and Grading Scale: 30 daily participation (expressive or receptive signed responses) (150 points) 12 textbook homework assignments (120 points) 5 quizzes (150 points) 2 book reports on a book such as Deaf Again (150 points) 2 research papers (100 points) 1 midterm exam (100 points)

1 narrative story about self (30 points)
 1 expressive final (100 points)
 1 final exam (100 points)
 1000 points total.
 A: 90-100%
 B: 80-89%
 C: 70-79%
 D: 60-69%
 F: 59% or below

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
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This or another comprehensive dictionary is recommended as a supplement to the main text of the course.

Sternberg, M. (1998) American Sign Language Dictionary Abridged Edition, 3, Harper Perennial

Drolsbaugh's memoir can be assigned as supplemental reading in order to build cultural awareness. Lentz, E. M., K. Mikos, C. Smith. (2014) Signing Naturally Units 7-12, , Dawn Sign Press

Drolsbaugh, M. (2008) Deaf Again, 4, Handwave Publications

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Identify and demonstrate finger spelling, numbers, and vocabulary at intermediate level. Expected SLO Performance: 70.0

Demonstrate intermediate-level basic conversation in American Sign Language. Expected SLO Performance: 70.0

Describe and demonstrate at the intermediate level American Sign Language classifiers, grammar structure, facial expression, and body movement (as whole body language). Expected SLO Performance: 70.0

Compose American Sign Language gloss translation from English appropriate to this level. Expected SLO Performance: 70.0

English

Evaluate, create, or perform artistic and cultural constructions.

Liberal Arts: Arts & Humanities AA Degree

Describe and explain important aspects of Deaf culture and history. Expected SLO Performance: 70.0

Social Science
IGETC PLOs

Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.

*English*Liberal Arts: Arts & Humanities
AA Degree

Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.

Social Science

PLOs for CSU GE COA

Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.

Outline**Course Outline**

- I. Fingerspelling Review
 - A. Techniques
 - B. ABC's
 - C. Numbers
- II. Intermediate Vocabulary
 - A. Money and Banking
 - B. Colors
 - C. School related
 - D. Math
 - E. Sports and Nature
 - F. Hospital
 - G. Work related
 - H. Clothing and Shopping
- III. Grammar
 - A. Production of money signs
 - B. Use of space
 - C. Facial expression
 - D. Incorporating numbers
 - E. Classifiers
- IV. Culture
 - A. Vocational options
 - B. Medical emergencies
 - C. Accessibility in medical settings

- D. Access in the workplace
- E. Raising a Deaf child
- V. History such as but not limited to
 - A. George Dalgarno (1626-87) and the new linguistics system for the Deaf
 - B. John Bulwer (1606-1656) and chirologia
 - C. Establishment of Gallaudet University
 - D. Global nature of Deaf culture
 - E. Deaf as a language minority
 - F. American Athletic Association of the Deaf (AAAD)
 - G. National Association of the Deaf (NAD)

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
Interactive

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

Participation requirements in an iTV course are the same for all students, regardless of location. Bridging the distance barrier created through the video modality can be a significant challenge; therefore, training in iTV pedagogy techniques is recommended before iTV delivery is adopted.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

email
itv

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

itv
learning management system
publisher

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No Value