

Las Positas College  
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**Course Outline for ASL 1B**  
**AMERICAN SIGN LANGUAGE II**  
**Effective: Spring 2018**

**I. CATALOG DESCRIPTION:**

ASL 1B — AMERICAN SIGN LANGUAGE II — 3.00 units

Continued development of American Sign Language (ASL) receptive/expressive skills and knowledge learned in ASL 1A. Emphasis on conversational skills in functional situations, continued vocabulary and sentence structure expansion, and knowledge of Deaf culture and the Deaf community.

3.00 Units Lecture

**Prerequisite**

ASL 1A - American Sign Language I  
with a minimum grade of C

**Grading Methods:**

Letter Grade

**Discipline:**

- Sign Language, American

	<b>MIN</b>
<b>Lecture Hours:</b>	54.00
<b>Total Hours:</b>	54.00

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1**

**III. PREREQUISITE AND/OR ADVISORY SKILLS:**

**Before entering the course a student should be able to:**

**A. ASL1A**

1. Demonstrate the ability to introduce oneself
2. Demonstrate the ability to exchange personal information
3. Demonstrate the ability to explain surroundings
4. Demonstrate the ability to indicate where one lives/transportation methods
5. Demonstrate the ability to describe family members
6. Demonstrate the ability to describe activities

**IV. MEASURABLE OBJECTIVES:**

**Upon completion of this course, the student should be able to:**

- A. Demonstrate the ability to give directions
- B. Demonstrate the ability to describe other people
- C. Demonstrate the ability to make requests
- D. Demonstrate the ability to describe family and occupations
- E. Demonstrate the ability to attribute qualities to others
- F. Demonstrate the ability to describe routines

**V. CONTENT:**

**A. Language Functions**

1. Giving directions
  - a. asking/telling where
  - b. explaining need
  - c. interrupting conversations
  - d. confirming: "right"
  - e. expressing uncertainty
2. Describing other people
  - a. identifying present people: "see"
  - b. confirming: "that-one"
  - c. correcting: "wave-no"
3. Making requests
  - a. giving locations
  - b. giving commands
  - c. offering assistance

- d. accepting/declining offer
  - e. asking for clarification
- 4. Describing family and occupations
  - a. explaining relationships
  - b. asking/telling how long
  - c. asking/telling how old
- 5. Attributing qualities to others
  - a. contradicting opinions: "but"
- 6. Describing routines
  - a. solving conflicts
  - b. telling what time
- B. Grammar
  - 1. Giving directions
    - a. ordinal numbers
    - b. topic/comment structure
    - c. spatial referencing
  - 2. Describing other people
    - a. wh-question: "who"
    - b. descriptive classifiers
    - c. contrastive structure
    - d. numbers: multiples of 5, 10, 11
  - 3. Making requests
    - a. spatial verbs
    - b. inflecting verbs
    - c. spatial referencing
    - d. role shifting
    - e. money numbers
    - f. numbers: 51-75
  - 4. Describing family and occupations
    - a. possessive pronouns
    - b. wh-questions: "how-old" and "how-long"
    - c. listing principle: ranking family members
    - d. dual personal pronouns
    - e. age numbers
    - f. numbers 67-98
  - 5. Attributing qualities to others
    - a. one-character role shifting
    - b. contrastive structure
  - 6. Describing routines
    - a. temporal sequencing
    - b. times signs: frequency
    - c. clock numbers
    - d. wh-questions: "when"

#### VI. METHODS OF INSTRUCTION:

- A. dialogues
- B. **Lecture** -
- C. ASL stories and games
- D. **Demonstration** -
- E. Visual perception and memory activities
- F. group assignments
- G. **Audio-visual Activity** -
- H. Skills demonstration and practice
- I. Classroom practice

#### VII. TYPICAL ASSIGNMENTS:

- A. After reading a map to a specific location, the student will re-tell the directions in ASL using both real world orientation and reverse imaging.
- B. Given one of twelve story sequence cards, the student will memorize their segment, and then sign it to other members of a group. When all are done sharing their segment, they must determine the right sequence of the story.

#### VIII. EVALUATION:

##### A. **Methods**

- 1. Exams/Tests
- 2. Quizzes
- 3. Class Participation
- 4. Home Work
- 5. Other:
  - a. Demonstration of signing skills/presentations

##### B. **Frequency**

- 1. Daily homework
- 2. Daily class participation
- 3. End of unit quizzes
- 4. End of unit skills demonstrations
- 5. Mid-term exam
- 6. Final exam

#### IX. TYPICAL TEXTS:

- 1. Lentz, Ella, Ken Mikos, and Cheri Smith. *Signing Naturally Student Workbook Units 7 - 12*. 2nd ed., DawnSignPress, 2014.
- 2. Moore, Matthew, and Linda Levitan. *For Hearing People Only*. 4th ed., Deaf Life Press, 2016.
- 3. Signing Naturally Units 7 - 12. DawnSignPress, (2nd).

#### X. OTHER MATERIALS REQUIRED OF STUDENTS: