I. OVERVIEW

The following information will appear in the 2010 - 2011 catalog

SIGN 126  ASL: Intermediate Communication With the Deaf  3 Units
Formerly listed as: SIGN - 126: Asl: Intermediate Comm With Deaf
Prerequisite: Satisfactory completion of SIGN 125.

Communicating with and interpreting for the Deaf at an intermediate conversational level using American Sign Language.

Field trips might be required. (A-F or P/NP - Student choice) Lecture
Transfer: (CSU, UC) General Education: (MJC-GE: C ) (CSU-GE: C2 ) (IGETC: 3B, 6A )

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

a. Review of fingerspelling, signed numbers and glosses
   i. Fingerspelling for uniform rhythm within and between words
   ii. Fingerspelling acronyms and proper nouns
   iii. Fingerspelled loan signs
   iv. Pronoun referencing including numbers
   v. Numbers incorporating sign
   vi. Sign formation, appropriate use, and origination
   vii. Receptive and expressive signed numbers

b. Fingerspelling and number intermediate level concepts
   i. Fingerspelling for importance and emphasis
   ii. Signed number and fingerspelling use with and without contextual clues
   iii. Non-specific numbers signs
   iv. Number referencing for complex number signs including money, finances, age, sports, measurement, and scientific numbers
   v. Number placement and subject referencing to include location and ordination

c. Techniques for increasing speed, accuracy and fluency receptively and expressively
   i. Placement, movement, repetition and duration of signs
ii. Handshapes, location and palm orientation
iii. Non-manual facial grammar, message agreement and grammatical signals
iv. Structuring space and spatial relationships
d. Major linguistic features of ASL in paragraphs and stories
   i. Introduction to conceptually accurate signs
   ii. Vocabulary choice appropriate for ASL meaning
e. Idiomatic ASL expressions
   i. ASL idioms in conversation context
   ii. Receptive translation of ASL idioms
   iii. ASL idioms significance for Deaf culture
f. Deaf poetry, literature, folklore and drama
   i. Native Deaf poetry and English signed poetry
   ii. Residential schools and Deaf culture stories
   iii. Theatre and performance groups for the Deaf
g. Roles and responsibilities of signers and interpreters
   i. Introduction to the Registry of Interpreters of the Deaf Code of Ethics
   ii. Differentiation between signers and interpreters
   iii. Professional standards and qualifications for interpreters
h. 500 ASL glosses beyond the beginning level
   i. Travel-places and experiences
   ii. Occupations and professions
   iii. Health and emergencies
   iv. Attitudes and opinions
   v. Measurements
   vi. Current events, topics and issues
i. Interaction with culturally Deaf adults
   i. Residential school programs and events
   ii. Deaf Clubs
   iii. Campus wide interpreted events and activities
iv. Community events for the Deaf

j. Sign to voice and voice to sign translation
   i. Introduction to techniques for using guessing and closure
   ii. Introduction to techniques for conversational control and situational control
   iii. Introduction to evaluating and using register in voice interpreting
   iv. Vocabulary choice appropriate to the setting and the consumer
   v. Introduction to ASL pausing and use of appropriate eye contact

B. ENROLLMENT RESTRICTIONS

1. Prerequisites

   Satisfactory completion of SIGN 125.

2. Requisite Skills

   Before entering the course, the student will be able to:
   a. Demonstrate receptive and expressive knowledge of a minimum of 1,000 ASL signs when presented in a conversation or narrative
   b. Demonstrate at a basic level how to combine finger spelling, lexicon, classifiers, structuring space and mime when communicating with the Deaf

C. HOURS AND UNITS

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<th>INST METHOD</th>
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   3 Units

D. METHODS OF INSTRUCTION (TYPICAL)

   Instructors of the course might conduct the course using the following method:

   1. Assign ASL drills and exercises
   2. Assign drills of ASL grammatical structures
   3. Present practice in comprehension of ASL exercises, dictation and audio recordings
   4. Assign practice of ASL memorized dialogues
   5. Assign practice of ASL short stories
   6. Assign readings on Deafness, Deaf culture and Deaf community
   7. Assign written exercises for translating English into ASL
   8. Present critical identifiers of Deaf culture
   9. Present mock interpreter exercises and activities
10. Assign exercises for sign to voice and voice to sign practice
11. Assign communication activities in conjunction with the Deaf community
12. Assign ASL glosses
13. Assign written exercises for translating ASL into English

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

Students will be typically assigned

a. Daily ASL paragraphs, ASL translations and reading assignments
b. Daily preparation for in-class ASL demonstrations
c. Weekly in-class performances and projects
d. Preparation for quizzes and exams, such as a midterm and a final
e. Preparation for mock interpreting situations
f. 10 hours per term of Deaf community involvement
g. Out-of-class writing assignments

2. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

The following out-of-class assignments demonstrate the appropriate level of critical thinking for this course:

a. Prepare materials and activities to teach/explain in ASL a common English idiom to a Deaf person. Analyze and incorporate the appropriate language competency level in your presentation.

b. Humphries analyzes the difference between deaf and Deaf. Discuss those differences and how they impact stereotyping and discrimination within the deaf/Deaf community.

The following typical in-class assignment demonstrates the appropriate level of critical thinking for this course:

a. Prepare a short paragraph using ASL structure and relating to the chapter. Include at least eight new glosses (vocabulary words) from the chapter or from new glosses presented in class. Prepare a question at the end of the paragraph to check your partner’s comprehension.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. **DESIRED LEARNING**

A. **COURSE GOAL**  
As a result of satisfactory completion of this course, the student should be prepared to:  
communicate with and interpret for members of Deaf Culture at an intermediate level.

B. **STUDENT LEARNING GOALS**  
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. **Required Learning Goals**  
Upon satisfactory completion of this course, the student will be able to:
   a. Demonstrate accuracy, speed and fluency of the manual alphabet both receptively and expressively  
   b. Demonstrate receptive and expressive signed numbers in and out of context by using fluency, accuracy and appropriate rate  
   c. Demonstrate receptively and expressively 500 additional ASL signs in dialogue, conversation or narrative form  
   d. Demonstrate lexicon, classifiers, structuring space and non-manual facial grammar in consecutive discourse  
   e. Communicate with culturally Deaf people utilizing appropriate ASL lexicon, grammar and syntax  
   f. Translate written/oral English paragraphs into ASL  
   g. Critique readings on Deaf culture and ASL  
   h. Demonstrate ASL idiomatic expressions  
   i. Develop sign to voice and voice to sign translation  
   j. Identify the unique and distinctive characteristics of Deaf culture  
   k. Identify basic ethical responsibilities of an interpreter  
   l. Identify literature, people and events of historical and cultural importance to the Deaf

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**
   1. Written quizzes and examinations of ASL grammatical structures and vocabulary  
   2. Quizzes testing comprehension of ASL  
   3. Observation of proficiency in ASL communication in class demonstrations or other activities  
   4. Signed quizzes and examinations of ASL grammatical structures and vocabulary  
   5. Observation of proficiency in translating oral English to ASL  
   6. Observation of proficiency in translating ASL into oral English
B. **SUMMATIVE ASSESSMENT**

1. Final exam of ASL grammatical structures and vocabulary
2. Final exam translating written English into ASL
3. Final observation of proficiency in translating ASL into oral English
4. Written critique of readings on Deaf Culture
5. Essay documenting interaction with/and understanding of members of the Deaf Community
6. Final observation of proficiency in translating oral English into ASL
7. Final performances demonstrating ASL glosses, syntax, grammar, rate, fluency, facial grammar and translation.