I. **OVERVIEW**

The following information will appear in the 2011 - 2012 catalog

**SIGN 127**

**ASL: Advanced Communication With the Deaf**

3 Units

Formerly listed as: SIGN - 127: ASL: Advanced Communication With the Deaf

Prerequisite: Satisfactory completion of SIGN 126.

Extensive development of and practice in American Sign Language for those who would like to interpret for the Deaf or for those want to become professionals working in the Deaf community.

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. Intense review of fingerspelling, numbers, and glosses

      i. Number placement and subject referencing to include location and ordination

      ii. Number referencing for complex number signs including money, finances, age, sports, measurement and scientific numbers

      iii. Number signs

      iv. Non-specific number signs

      v. Sign formation, appropriate use, and origination

      vi. Receptive and expressive signed numbers

      vii. Pronoun referencing including numbers

      viii. Sign number use with and without contextual clues

      ix. Fingerspelling for uniform rhythm within and between words

      x. Fingerspelling for importance and emphasis

      xi. Fingerspelling acronyms and proper nouns

      xii. Fingerspelled loan signs

   b. Consecutive signing, simultaneous signing and interpreting

      i. Sign choice to convey meaning of utterance with accurate vocabulary choice

      ii. Source language interpreted into target language
iii. Target language and interference with the source language
iv. Reflecting the speaker's intent
v. ASL register reflects English register
vi. Techniques for error repair
vii. Interpretation of the speaker's perspective
viii. Establishing clear referents
ix. Use of appropriate eye contact
x. Initialized sign usage rules
xi. Compound sign usage and appropriate movement
xii. Non-verb pairs differentiation with singular or repeated movement
xiii. Elimination of extraneous movement within signs
xiv. Diversity in vocabulary and vocabulary choice appropriate to the setting and the consumer
xv. Correct use of statement sentence structures
xvi. Use of ASL pausing and eye contact

c. National Association of the Deaf (NAD) and the Registry of Interpreters (RID) of the Deaf Professional Standards
   i. Standards of confidential communication
   ii. Professional skills and knowledge required for the specific interpreting situation
   iii. Conduct appropriate to the specific interpreting situation
   iv. Respect for consumers
   v. Respect for colleagues, interns, and students of the profession
   vi. Ethical business practices
   vii. Professional development

d. Techniques for increasing accuracy, fluency, non-manual facial grammar and speed receptively and expressively
   i. Non-manual facial grammar and message agreement
   ii. Accurate movement and handshape
   iii. Two-handed versus one-handed signs
   iv. Location of signs and palm orientation
   v. Structurally correct classifier usage
   vi. Pictorial outlining sign size and space specifiers(SASSes)
   vii. Accurate use of spatial relationships and structuring space
viii. Methods for articulating pronouns

ix. Modulation of verbs

x. Indexing usage

xi. Facial adjectives and adverbs as grammatical signals

dii. Use of ASL question structures

xiii. Accurate conveyance of plurals

xiv. Duration and temporal aspects

e. Socialization and interaction with members of Deaf culture
   i. Local educational programs for Deaf and hard of hearing students
   ii. Campus wide interpreted events
   iii. Local Deaf club sponsored activities
   iv. Northern California Center on Deafness activities
   v. Campus wide socialization activities for Deaf and hard of hearing children and adults

f. Sign to voice and voice to sign practicum
   i. Using guessing and closure effectively
   ii. Conversational and situational control
   iii. Establishing signals with a speaker
   iv. Evaluating and using register in voice interpreting
   v. Interpreting the spatial aspects of ASL
   vi. Visual and gestural modification of signs
   vii. Simulated classroom and community activities

g. Folklore, poetry and literature from Deaf culture
   i. Poetry selections and presentations by Ella Mae Lentz
   ii. Materials and stories by Patrick Graybill and Gil Eastman
   iii. English poems translated into ASL
   iv. Deaf poetry samples
   v. Stories about Deaf culture and residential school settings
   vi. Literature relating to ASL and Deaf culture
   vii. Culturally significant topics in the Deaf community

h. Development of dialogues and stories incorporating ASL grammar and syntax, ASL and English idiomatic expressions
i. ASL expressions in context
ii. ASL vocabulary for situational and character development
iii. ASL and English idioms and usage
iv. Guided ASL conversations for problem-solving and information/idea exchange
v. Context and non-context specific ASL discussions
vi. Taped dialogues and stories by native Deaf signers
vii. Deaf culture specific activities, organizations, and programs
viii. Simulated ASL conversations and stories
ix. Conversational openers, pausing and phrasing, and style variations
x. Techniques to initiate, conduct and terminate conversations
xi. Self-generated stories and narratives

i. Techniques for professional interpreting presentations
   i. Appropriate reaction to messages
   ii. Personal and distracting mannerisms
   iii. Appropriate appearance and attire
   iv. ASL interpretation to English message
   v. Formal and informal lecture, small group and individual settings

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
   Satisfactory completion of SIGN 126.

2. Requisite Skills
   Before entering the course, the student will be able to:
   a. Demonstrate lexicon, classifiers, structuring space and non-manual facial grammar in consecutive discourse
   b. Communicate with culturally Deaf people utilizing appropriate ASL lexicon, grammar and syntax
   c. Demonstrate ability to simultaneously use conceptually accurate signs and voice
   d. Identify basic ethical responsibilities of an interpreter

C. HOURS AND UNITS

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**D. METHODS OF INSTRUCTION (TYPICAL)**

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

1. Assign American Sign Language (ASL) drills and exercises
2. Present practice in ASL grammar structures
3. Assign practice in receptive comprehension of ASL exercises and dictation
4. Assign practice of ASL memorized dialogues
5. Assign practice of ASL short stories
6. Assign communication activities with members of the Deaf community
7. Present written exercises for translating English into ASL and ASL into English
8. Present aspects of Deaf culture and contrast with their own culture
9. Assign written and signed original ASL dialogues and stories
10. Assign translation/interpretation of oral English stories into ASL
11. Assign translation/interpretation of oral English dialogues into ASL
12. Present the ethical implications of interpreting for the Deaf
13. Provide sign to voice and voice to sign practicum experience

**E. ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   *Time spent on coursework in addition to hours of instruction (lecture hours)*
   a. Daily American Sign Language (ASL) drills and exercises
   b. Daily ASL grammatical structures to be learned or reviewed
   c. Daily receptive comprehension of ASL exercises and dictation
   d. Weekly practice of ASL memorized dialogues
   e. Weekly practice of ASL short stories
   f. Communication activities to include 15 hours per term of direct contact with members of the Deaf community
   g. Each term read a text on Deafness, Deaf culture, and Deaf community appropriate for individual research topics/papers
   h. Write an 800 word research paper each term
   i. Daily write exercises for translating English into ASL and ASL into English
   j. Daily write and sign original ASL dialogues and/or stories
   k. Daily translate/interpret oral English stories into ASL
   l. Weekly discuss the ethical implications of interpreting for the Deaf
   m. Weekly sign to voice and voice to sign practicum
2. **EVIDENCE OF CRITICAL THINKING**  
*Assignments require the appropriate level of critical thinking*

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

a. Prepare a series of questions for an interview with a member of Deaf culture. Upon completion of the interview, analyze and evaluate the responses in terms of the identifying aspects of Deaf culture and ASL.

b. Observe and evaluate an interpreter in the community. Analyze the interpreter's use of ASL versus MCE, voice to sign and sign to voice skills, use of appropriate ASL and non-manual facial grammar.

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

a. Write a dialogue incorporating 10 different non-manual facial grammatical structures. Analyze and explain the impact and change on the communication setting.

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 culturally Deaf people using ASL classifiers/Sasses, grammar lexicon, syntax and non-manual facial grammar in consecutive discourse. Students should also be prepared to demonstrate the difference between consecutive signing and simultaneous signing and to interpret in a variety of community, educational, and professional settings.

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 sign to voice and voice to sign interpreting

b. Analyze texts on interpreting, Deaf culture/community and ASL.

c. Utilize the R.I.D./NAD Code of Ethics in practical interpreting situations

d. Differentiate between ASL consecutive signing, simultaneous signing and interpreting

e. Translate written/oral English stories into ASL

f. Demonstrate ASL accuracy, fluency and rate equivalent to the pace for average oral English
g. Communicate with culturally Deaf people using ASL classifiers/SASSes, grammar lexicon, syntax and non-manual facial grammar in consecutive discourse

h. Demonstrate poetry and idiomatic expressions utilizing accurate ASL concepts, syntax and grammar

i. Identify the unique and distinctive features of Deaf culture and Deaf community.

j. Create ASL dialogues and stories

k. Identify literature, people and events of cultural and historical significance for the Deaf.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Quizzes evaluating comprehension of ASL grammatical structures and vocabulary in signed stories and dialogues.

2. Observation of proficiency in signing stories and dialogues using appropriate ASL grammatical structures and vocabulary

3. Observation of proficiency in translating poetry, dialogues, and written English stories into ASL

4. Observation of proficiency in communicating with members of the Deaf community.

5. Quizzes demonstrating expressive command of ASL

B. SUMMATIVE ASSESSMENT

1. Proficiency in communication as observed and reported by the members of the Deaf community

2. Proficiency in communication as evidenced by successful communication and interaction at school, in the community, or in the workplace with Deaf people.

3. Final exam requiring students to simultaneously listen to short lectures in oral English and translate them into conceptually and grammatically accurate ASL while demonstrating the interpreter code of ethics

4. Final exam exit interview with a member of the Deaf community evaluating both expressive and receptive ASL abilities.

5. Final exam translating a 200-word written English text into ASL.