



**Title:** Elementary American Sign Language, Level II **Discipline/Number:** ASL 201  
*(limit to 50 characters including spaces)*

**Instructor** Susan Janssen, Marilyn Starwalker **Date Submitted** November 4,  
**Contact:** \_\_\_\_\_ **/Modified:** 2009

|  |   |            |   |                |   |            |  |
|--|---|------------|---|----------------|---|------------|--|
| Units Min:   | 3 | Units Max: | 3 | Lecture Hours: | 3 | Lab Hours: |  |
| <i>If this is a variable unit course, the relationship between earned units and any difference in expected SLOs should be explained.</i> |   |            |   |                |   |            |  |

## Student learning outcomes for ASL 201

### Students will demonstrate that they can:

1. Converse in small groups with the teacher and classmates on common topics (school and social events, family and extended family, and work experiences).

*Assessment:* Instructor lead topics provided for a 10-15 minute group discussion. Following the discussion, instructor will pose questions to individuals in the group about their discussion.

2. Demonstrate comprehension of a variety of unfamiliar topics by seeking clarification as needed and responding accordingly.

*Assessment:* Instructor led story telling and or lectures on unfamiliar topics. Students will use contextual clues along with following Deaf cultural protocol for requesting information about meaning and sign choice.

3. Respond using topic/comment structure when asked basic social questions.

*Assessment:* Instructor will pose basic social questions in sign or written form to individual students seeking the appropriate response with the student using ASL topic/ comment sentence structure in their response.

4. Compare and analyze beliefs, values, and attitudes within Deaf Culture (demonstrated in spoken/written language).

*Assessment:* Instructor will provide a fictitious scenario related to Deaf Culture norms (signed or written format) and ask students to respond with how members of the Deaf culture would respond based on their knowledge of cultural beliefs, values and attitudes.

5. Present reports on topics being studied in other classes (e.g. importance of nutrition) or newspaper articles.

*Assessment:* Students will be assessed by their written translation of the material and their signed presentation of the information.

6. Comparing and contrasting ASL grammatical and syntactical components with English (demonstrated in spoken/written language).

*Assessment:* Sentence translation work given on a regular basis in either written or signed format. As a class sentences will be analyzed as to ASL grammatical and structural choices that have been made. Individual work will be turned in for instructor feedback.

7. Communicate with peers and other members of the Deaf community about daily life, various experiences, and special events.

Assessment: Through partner discussions, students will explain in sign their most recent activity or event that they have participated outside of school. After each student has provided their partner with their information that partner will in turn explain to the class as a whole about their partner's activity. If information is not comprehended, questioning by the group will occur until the information is clear to all students.

8. Produce and comprehend fingers spelled words in succession (e.g. movie titles, book titles).

Assessment: Teacher and/or student led finger spelled words will be presented to the class. These are advanced word lists comprising of two to three words on familiar and unfamiliar topics. Each list must contain ten words under the category of their choosing (e.g. International Airline Names, Ten Worse Cars in History)

9. Produce and comprehend advanced features of the numbering system. (e.g. weights and measurements)

Assessment: Students will be asked to explain in sign language a recipe providing measures and weights. The rest of the class will write down the recipe as they see it signed after which group discussion will occur.

Students will also have the assignment of describing, in sign, one room in their home. They will provide room measurements and placement of furniture to demonstrate their understanding of special relationships in ASL.

**Submitted by:**

**Marilyn Starwalker      11/4/08**

**Susan Janssen            11/4/08**