

SPOKANE COMMUNITY COLLEGE
INTERPRETER TRAINING PROGRAM
ASL 123-ASL III COURSE OUTLINE

Course Learning Outcomes:

By the end of this course, a student should be able to:

This course is the third course in a 3 course prerequisite series or modern language series of American Sign Language (ASL). It is designed to increase vocabulary by introducing at least 350 new vocabulary words, advance receptive and expressive skills, and enhance use of appropriate grammatical structure of ASL. There are 10 tasks in this course. At the completion of this course, students will have covered the following topics:

<u>TASK</u>	<u>TOPICS</u>
1	Review selected ASL I and II vocabulary and grammar and Culture Spot
2	Fingerspelling, Numbers and Culture Spot
3	Using Non-Manual Markers and Culture Spot
4	ASL/English Idioms and Culture Spot
5	Conceptually Accurate Vocabulary and Culture Spot
6	Discerning Conceptually Accurate Meaning of Vocabulary and Culture Spot
7	Short Stories for Children and Culture Spot
8	Short Stories for Adults and Culture Spot
9	Signing Short Stories for Adults and Culture Spot
10	Final Project Demonstration

Introduction and review:

Review grammatical features covered in ASL I, including personal pronouns, possessive pronouns, Wh-Questions, self pronouns, basic sentence structure, adjective use, time references, directional verbs, use of the sign “Finish” for verb tense, noun-verb pairs, numbering systems, negation, modals, body shifts, locatives, classifiers, SASSes, and past/present/future tenses of verbs and grammatical features of ASL II, including: Location, Rhetorical questions, Cardinal/Ordinal Numbers, Money Numbering Systems, Directional Classifiers, Requests, Suggestions, Location Agreement, Time of Day, Food, Nationalities, States of the United States, Transitions, Ways to Use Ordinal Numbers, Sentence Types, and Describing Objects.

1. Task 1: Review selected ASL I and II vocabulary and grammar and Culture Spot

- 1.1. Review basic grammatical features from ASL and II
 - 1.1.1. Review grammatical features of locatives, distributional aspects, sentence types, subjects and objects, classifiers and sasses, body language, non-manual markers, time referencing, and numbering.
 - 1.1.2. Apply specific features in changing English sentences into ASL sentences.
- 1.2. Vocabulary
 - 1.2.1. Review vocabulary from ASL I and II by selected sentences.
 - 1.2.2. Select and use appropriate glosses for chosen vocabulary
- 1.3. Culture Spot – Present Culture spot.
 - 1.3.1. Compare Deaf culture with hearing culture.
 - 1.3.2. Describe cultural aspects.

2. Task 2: Fingerspelling, Numbers and Culture Spot

- 2.1. Receptive Use of Fingerspelling
 - 2.1.1. Seeing patterns in fingerspelling.
 - 2.1.2. Tools and techniques in fingerspelling comprehension

- 2.1.3. Recognize fingerspelling in context
- 2.2. Expressive Use of Fingerspelling
 - 2.2.1. Fingerspelling rules
 - 2.2.2. Tools and techniques in fingerspelling expressively
 - 2.2.3. Incorporation of fingerspelling in context
- 2.3. Numbers
 - 2.3.1. Introduction to Cardinal number use in mathematics and sports
 - 2.3.2. Rules of using cardinal numbers in math and sports
 - 2.3.3. Recognize and use Cardinal numbers appropriately
- 2.4. Vocabulary
 - 2.4.1. Introduce new vocabulary
 - 2.4.2. Recognize and use vocabulary
 - 2.4.3. Select and use appropriate glosses for chosen vocabulary
- 2.5. Basic ASL Grammatical Sentence Structure
 - 2.5.1. Incorporate new grammatical features.
 - 2.5.2. Receptive and expressive use of vocabulary and grammar
 - 2.5.3. Select and use appropriate glosses for chosen vocabulary
- 2.6. Culture Spot – Present Culture spot.
 - 2.6.1. Compare Deaf culture with hearing culture.
 - 2.6.2. Describe cultural aspects

3. Task 3: Using Non-manual Markers and Culture Spot

- 3.1. Facial Expression
 - 3.1.1. Importance of facial expression expressive
 - 3.1.2. Importance of facial expression receptive
- 3.2. Body Language
 - 3.2.1. Importance of body language expressive
 - 3.2.2. Importance of body language receptive
- 3.3. Vocabulary
 - 3.3.1. Introduce new vocabulary
 - 3.3.2. Recognize and use vocabulary
 - 3.3.3. Select and use appropriate glosses for chosen vocabulary
- 3.4 Basic ASL Grammatical Sentence Structure
 - 3.4.1 Incorporate new grammatical features.
 - 3.4.2 Receptive and expressive use of vocabulary and grammar
 - 3.4.3 Select and use appropriate glosses for chosen vocabulary
- 3.5 Culture Spot – Present Culture spot.
 - 3.5.1 Compare Deaf culture with hearing culture.
 - 3.5.2 Describe cultural aspects.

4. Task 4: ASL/English Idioms and Culture Spot

- 4.1. Introduction of “Idiom” terminology
- 4.2. Vocabulary
 - 4.2.1. Introduce new vocabulary
 - 4.2.2. Recognize and use vocabulary
 - 4.2.3. Select and use appropriate glosses for chosen vocabulary
- 4.3. Basic ASL Grammatical Sentence Structure
 - 4.3.1. Incorporate new grammatical features.
 - 4.3.2. Receptive and expressive use of English idioms
 - 4.3.3. Receptive and expressive use of ASL idioms
- 4.4. Culture Spot – Present Culture spot

- 4.4.1. Compare Deaf culture with hearing culture.
- 4.4.2. Describe cultural aspects.

5. Task 5: Conceptually Accurate Vocabulary and Culture Spot

- 5.1. Introduction of conceptual accuracy
- 5.2. Vocabulary
 - 5.2.1. Introduce new vocabulary
 - 5.2.2. Recognize and use vocabulary
 - 5.2.3. Select and use appropriate glosses for chosen vocabulary
- 5.3. Basic ASL Grammatical Sentence Structure
 - 5.3.1. Incorporate new grammatical features.
 - 5.3.2. Recognize and convert English into conceptually accurate ASL
 - 5.3.3. Recognize and convert ASL into conceptually accurate English.
- 5.4. Culture Spot – Present Culture spot.
 - 5.4.1. Compare Deaf culture with hearing culture.
 - 5.4.2. Describe cultural aspects.

6. Task 6: Discerning Conceptually Accurate Meaning of Vocabulary and Culture Spot

- 6.1. Introduction of homonyms and their interpretation
- 6.2. Vocabulary
 - 6.2.1. Introduce new vocabulary
 - 6.2.2. Recognize and use vocabulary
 - 6.2.3. Select and use appropriate glosses for chosen vocabulary
- 6.3. Basic ASL Grammatical Sentence Structure
 - 6.3.1. Incorporate new grammatical features.
 - 6.3.2. Recognize and convert English into conceptually accurate ASL
 - 6.3.3. Recognize and convert ASL into conceptually accurate English.
- 6.4. Culture Spot – Present Culture spot.
 - 6.4.1. Compare Deaf culture with hearing culture.
 - 6.4.2. Describe cultural aspects.

7. Task 7: Short Stories for Children and Culture Spot

- 7.1. Incorporating ASL Non-Manual features in Short Stories for Children
 - 7.1.1. Introduce personification
 - 7.1.2. Recognize and use personification.
- 7.2. Vocabulary
 - 7.2.1. Introduce new vocabulary
 - 7.2.2. Recognize and use vocabulary
 - 7.2.3. Select and use appropriate glosses for chosen vocabulary
- 7.3. Basic ASL Grammatical Sentence Structure
 - 7.3.1. Incorporate ASL grammatical features of storytelling
 - 7.3.2. Receptive use of vocabulary and grammar appropriate to
 - 7.3.3. Select and use appropriate glosses for Children's stories
- 7.4. Culture Spot – Present Culture spot.
 - 7.4.1. Compare Deaf culture with hearing culture.
 - 7.4.2. Describe cultural aspects.

8. Task 8: Short Stories for Adults and Culture Spot

- 8.1. Understanding ASL Non-Manual features in Short Stories for Adults
 - 8.1.1. Define direct address, spatial orientation and characterization

- 8.1.2. Recognize and select appropriate glosses for direct address, spatial orientation and characterization
- 8.2. Vocabulary
 - 8.2.1. Introduce new vocabulary
 - 8.2.2. Recognize and reproduce vocabulary
 - 8.2.3. Select and demonstrate appropriate glosses for chosen vocabulary
- 8.3. Basic ASL Grammatical Sentence Structure
 - 8.3.1. Describe and vocalize ASL grammatical features of storytelling
 - 8.3.2. Receptive use of vocabulary and grammar
 - 8.3.3. Select and demonstrate appropriate glosses for adult stories
- 8.4. Culture Spot – Present Culture spot.
 - 8.4.1. Compare Deaf culture with hearing culture.
 - 8.4.2. Describe cultural aspects.

9. Task 9: Signing Short Stories for Adults and Culture Spot

- 9.1. Incorporating ASL Non-Manual features in Short Stories for Adults
 - 9.1.1. Define direct address, spatial orientation and characterization
 - 9.1.2. Recognize and employ direct address, spatial orientation and characterization
- 9.2. Vocabulary
 - 9.2.1. Introduce new vocabulary
 - 9.2.2. Recognize and reproduce vocabulary
 - 9.2.3. Select and demonstrate appropriate glosses for chosen vocabulary
- 9.3. Basic ASL Grammatical Sentence Structure
 - 9.3.1. Incorporate ASL grammatical features of storytelling
 - 9.3.2. Receptive use of vocabulary and grammar
 - 9.3.3. Select and demonstrate appropriate glosses for adult stories
- 9.4. Culture Spot – Present Culture spot.
 - 9.4.1. Compare Deaf culture with hearing culture.
 - 9.4.2. Describe cultural aspects.

10. Task 10: Final Project Demonstration

- 10.1. Incorporate ASL features in Final Project
- 10.2. Present Final Project using instructor criteria
- 10.3. Evaluate each other's projects
 - 10.3.1 writing positive feedback about presentation
 - 10.3.2 using ASL features check list