_____SOUTH SEATTLE COMMUNITY COLLEGE_____

<div align="right">Academic Programs</div>

COURSE OUTLINE
Revision: G. Gillespie, July 2008

DEPARTMENT:	Academic Programs
CURRICULUM:	Academic Transfer
COURSE TITLE:	American Sign Language V
COURSE NUMBER:	ASL& 222
TYPE OF COURSE:	Academic Transfer
Special Requirement Met:	Language and Speech
AREA(S) OF KNOWLEDGE:	Visual, Literary and Performing Arts
COURSE LENGTH:	1 quarter
CREDIT HOURS:	5
LECTURE HOURS:	55
LAB HOURS:	0
CLASS SIZE:	25
PREREQUISITES:	ASL& 221 with a 2.0 GPA or higher

COURSE DESCRIPTION:

The focus of this course is for you to (1) identify skill levels in receptive and expressive skills, (2) produce/receive narratives at a near-native level, and (3) decrease dependency on English syntax structures. Emphasis is placed on developing life-long learning skills, critical-thinking skills, and self motivation.
The focus of the course is to continue to develop ASL fluency. This will be accomplished by: intensive vocabulary building, acquiring ASL idioms and slang, becoming more proficient in ASL grammar, intensive practice, cultural information and aspects.
This course is designed to bring students, as a minimum to the Intermediate Plus level of fluency defined by the Sign Communication Proficiency Interview Rating Scale (SCPI).
ASL& 222 American Sign Language V
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COURSE DESCRIPTION: (CONT.)

The first few weeks will be devoted to an intensive review of ASL grammar. This will cover all ASL grammatical principles taught in all the previous ASL courses.

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Think critically in reading and writing
2. Communicate creative and critical ideas in writing
3. Work and communicate effectively in groups
4. Deal constructively with diversity and conflict

GENERAL COURSE OBJECTIVES:

Students will be able to:

1. Demonstrate facility in using most of the ASL grammatical features in connected discourse.
2. Carry on conversations with consistent grammatical accuracy, on such topics as technical fields of work, college level academic subjects, politics, religion, and one's philosophy of life.
3. Participate with consistent grammatical accuracy in discussions and debates with peer students.
4. Participate in discussions and debates with native ASL users, but not with consistent grammatical accuracy.
5. Demonstrate knowledge and ability to use a vocabulary of at least 500 signs.
6. Identify expressive strengths and weaknesses in their signing skills.
7. Expose to examples of modeling in the target language.

TOPICAL OUTLINE:
    I.   Introduction
         a. Syllabus and Review
         b. Goals and Expectations
         c. Formation of Study Groups
   II.   Complete Review of ASL Grammar
         a. Sentence Types
         b. Spatialization
         c. Directionality
         d. Classifiers
         e. Distributional and Temporal Aspects

TOPICAL OUTLINE: (CONT.)

        f. Non-Manual Features
        g. Numbers and Finger spelling within Dialogues
        h. Contextual References
        i. Locatives
        j. Verb Tenses
        k. Syntactical Features
III.   Vocabulary
        a. Technical Subjects
        b. Academic Subjects
        c. Idioms and Slang
        d. General Scenarios
        e. Social Events
IV.   Expressive Skills
        a. Rhythm
        b. Phrasing
        c. Linking

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DATE: July 2008

ASL& 222

Course Prefix and Number:
Course Title: ASL& 222

SLO #	Included in Course Objective Number	SSCC Student Learning Outcomes
SLO 1.1	1,2,3,4,5,6,7	Communication - Read and listen actively
SLO 1.2	1,2,3,4,5,6,7	Communication - Speak and write effectively
SLO 2.1		Computation - Use mathematical operations
SLO 2.2		Computation - Apply quantitative skills
SLO 2.3		Computation - Identify, interpret, and utilize higher level mathematical and cognitive skills
SLO 3.1	1,2,3,4,5,6,7	Human Relations - Use social interactive skills to work in groups effectively
SLO 3.2	2,3,4,6	Human Relations - Recognize the diversity of cultural influences and values
SLO 4.1	1,7	Critical Thinking and Problem Solving -
SLO 5.1		Technology - Select and use appropriate technological tools
SLO 6.1		Personal Responsibility - Be motivated and able to continue learning and adapt to change
SLO 6.2		Personal Responsibility - Value one's own skills, abilities, ideas and art
SLO 6.3		Personal Responsibility - Take pride in one's work
SLO 6.4		Personal Responsibility - Manage personal health and safety
SLO 6.5		Personal Responsibility - Be aware of civic and environmental issues
SLO 7.1		Information Literacy - Access and evaluate information
SLO 7.2		Information Literacy - Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society

PREPARED BY: Chad Hickox
DATE: August 21, 2009