Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Foreign Lanuguage

Submitter

First Name: Amy
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Course Prefix and Number: ASL - 202

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Second-Year American Sign Language II

Course Description:

Continuation of ASL-201. Emphasizes active communication in sign language. Increased emphasis on exploring, analyzing the rules, and presenting stories and literature in sign language.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

✓ Cultural Literacy

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: ASL-201 with C or better

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. engage creatively in interactive, task-oriented social situations, requiring him/her to exchange personal information, or identify and describe things; (AL1)
2. initiate and respond to 300 signs, using classifiers when appropriate;
3. demonstrate the subtle differences between the signs for such things as "cook" and "school";
4. demonstrate the different methods of signing numbers (horizontal vs. vertical) depending on intended use;
5. discuss, in writing, the differences in syntax between signing a verb, such as "teach" and a noun, such as teacher;
6. maintain face-to-face conversations with fellow classmates, tutors, and instructor, using and interpreting appropriate body language and facial expressions;
7. critically analyze some aspect of deaf culture and show how this analysis can promote a positive, healthy attitude toward the deaf; (CL2),(CL1)
8. interpret a children's book using role shifting;
9. discuss and analyze examples of deaf poetry, showing how these examples uniquely reflect deaf culture; (CL1)
10. demonstrate appropriate skill in reading signs and finger spelling accompanied by appropriate body language and facial expressions executed by other students and the instructor in conversations and quizzes/tests;
11. demonstrate appropriate use of ASL concepts and idiomatic expressions in stories and prolonged conversational situations;
12. demonstrate three behaviors that shows respect for and understanding of deaf culture and persons who are deaf and list three behaviors that should be avoided when communicating with deaf persons;
13. demonstrate, in an interactive context, the various pragmatic strategies including
a. confirming and correcting information,
b. asking for clarification,
c. agreeing, declining or hedging,
d. appropriate ways of getting and directing attention in various situations;
14. identify and apply the affix (prefix, infix, and suffix) classifiers to noun signs;
15. demonstrate appropriate handshape assimilations of the suffix classifiers for the noun-verb signs.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

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COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S　1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S　2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

C   1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

:

Major Topic Outline:

1. Exchanging personal information.
2. Describing and identifying things.
3. Signing numbers.
4. Classifiers.
5. Body language and facial expressions.
6. Idioms.
7. Grammar of ASL/translations.
8. Deaf culture and poetry.
9. Children's stories.
10. Pragmatics.
11. Syntax.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **OIT (Oregon Institute of Technology)**

✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

UO: ASL 202
WOU: ASL 202D

How does it transfer? (Check all that apply)

✓ **general education or distribution requirement**
✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

Gen Ed chart

First term to be offered:

Next available term after approval
: