

**ASL 201**

**American Sign Language Level II Part A**

**3 Credits**

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## ASL 201 Version: 6



### American Sign Language Level II Part A

#### Calendar Description

In this course, students are encouraged to talk about people in a more abstract way than *ASL101 and 102*, and talk about the environment removed from the classroom. This course focuses on the development of ASL receptive and expressive skills.

#### Rationale

This is a required course for the American Sign Language & Deaf Culture Studies Certificate Program. Individuals working with the Deaf community need to develop language - receptive and expressive - skills in order to interact at an intermediate level with the Deaf community. The content of this course builds on the fundamental skills covered in ASL101 and 102 and moves the learner to an intermediate communication level.

#### Prerequisites

ASL102

#### Co-Requisites

None

#### Course Learning Outcomes

Upon successful completion of this course, students will be able to

1. demonstrate basic ASL skills in order to:
  - identify present people
  - describe personal and lost items
  - make requests
  - agree with conditions
  - ask for advice
  - discuss neighbourhoods
  - describe a restaurant
  - suggest places to eat

- demonstrate understanding of Deaf Cultural:
  - greeting and leave-taking norms,
  - minimizing interruptions,
  - name signs,
  - means of keeping others informed

## Resource Materials

### ***Required Text(s):***

Smith, L., & Mikos. (2018). *Signing naturally student workbook*. Units 7-12.

ISBN: 978-1-58121-221-1.

## Conduct of Course

This course has 45 hours of instruction including a combination of hands on learning from DVD's, interactive activities, group and individual practice, discussions in ASL, reviews, lectures, and recordings in either D2L or GoReact. Students are encouraged to practice a minimum of 6 hours outside of class.

Lessons are presented in a manner that incorporates students' lived experiences. Activities provide students with opportunities to engage in meaningful and exploratory conversations. This course builds upon the knowledge gained from ASL 101 and 102.

This is an immersion course, which means students are expected to use only the language of the classroom: ASL.

Participation in class is essential for ASL language acquisition. Should a student miss a class, it is the student's responsibility to both notify and make arrangements with the instructor to obtain the missed course material.

## Evaluation Procedures

The grading system is based on the number of points received for each assignment. Students are required to complete all assignments and progress checks.

Class Activities	10%
Progress Check #1	30%
Progress Check #2	30%
Progress Check #3	30%
<b>Total</b>	<b>100%</b>

## Grade Equivalents and Course Pass Requirements

*A minimum grade of C (2.0) is required to pass this course. In addition, students must acquire an overall G.P.A. of B (3.0) to meet graduation requirements.*

Letter	F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Percent Range	0-49	50-52	53-56	57-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.00	4.00

## Attendance

Regular attendance is essential for success in any course. Absence for any reason does not relieve a student of the responsibility of completing course work and assignments to the satisfaction of the instructor. More than two (2) absences per course may result in probation. Further absences may result in suspension from the program.

In cases of repeated absences due to illness, the student is requested to submit a medical certificate.

**Instructors have the authority to require attendance in classes.**

## Community Events

As part of this course, students are recommended to attend Deaf community events. The purpose is to observe, to socialize, be familiar with various signing styles and to practice signing skills. Some events may require admission fees, which may cost up to \$50.00.

## Course Units/Topics

**Unit 7** Describing People and Things

**Unit 8** Making Requests and Asking for Advice

**Unit 9** Describing Places

## Appendix A

- Take responsibility for own learning: practice and review regularly.
- Demonstrate respect for instructors, administration and peers.
- While attending Deaf Community or related events, be culturally sensitive and respectful and use ASL. Always use ASL when Deaf people are present.
- Warm up and exercise your hands before signing.
- Ask for clarification - of the instructor and/or of your classmates, or any guests who attend class.
- When a sign is not known, utilize writing strategies, gestures etc. to communicate.
- Have a desire to improve.
- Be willing to accept feedback.
- Respect the different signing styles of all instructors. You will see various signs that may represent the same concept: no one sign or way to communicate a concept is "right / wrong", simply different.
- Learn, remember and follow the rules of Deaf Culture.
- Always inform the instructor when you need to leave the class

## Appendix B

### Cultural Information

#### **Do not use your voice or spoken English in the classroom!**

This may seem harsh to you at first, understandably. The reasoning is simple. Using ASL permits all communication to be accessible, and demonstrates respectful behaviour towards everyone. As well, it forces you to become more expressive with your body. In short, this fosters the development of your expressive skills. If you use your voice, there is no motivation to use your body - "Why bother, I can always talk." This also assists you in becoming more visually aware and sensitive to your peers in terms of attention-getting behaviors, visual accessibility, facial expressions and ASL facial grammar.

Interpretation services are provided in the classroom from time to time. At which time, and at your teacher's direction, you may be invited to ask questions and participate in discussions using spoken English.

#### **Identifying People**

In conversation, when referring to a stranger, it is common in Deaf Culture to describe the person's appearance. The description often includes gender, height, body type (muscular, heavier set, or thin), colour and style of hair, race, facial features (freckles, mustache, beard, mole, etc.), and/or style or colour of clothing. Hearing people may find this cultural norm to be offensive, or politically incorrect. Please understand that no offense is intended, it is simply a means of quickly identifying who is being referred during the conversation.

#### **Individual Differences in Signs**

Throughout the American Sign Language and Deaf Culture Studies program, you will be exposed to multiple Deaf instructors and other members of the Deaf community, each of whom has a unique signing style. An individual's signing style is influenced by many factors such as the age of onset of Deafness, the family environment they grew up in, and the types of signed languages they learned at various ages. You will see Deaf instructors and members of the Deaf Community using different signs for the same word or concept. Neither sign is 'right' or 'wrong' as there are many ways to sign a particular word or concept. As well, many words have multiple signs depending on geographical regions and ASL dialects. You are expected to show respect for each Deaf instructor's / community member's individual style and approach to ASL by using whichever version of the sign that is preferred by the current teacher and/or guest in your classroom. This may mean using different signs for one word during regular classes and events, depending on who is teaching that particular session.



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