

Common Course Outline
INTR 211
Linguistics of American Sign Language
3 Semester Hours

The Community College of Baltimore County

Description

Linguistics of American Sign Language

Provides an introductory study of the phonological, morphological, syntactic, and semantic features of ASL; introduces sociolinguistics (including language attitudes) and knowledge of historical changes and variations in ASL.

Prerequisites: INTR 106, INTR 111, INTR 116, INTR 121, INTR 204 (with a minimum grade of B), and completion of the ASLPI (with a minimum score of 2.0). Students must also schedule an advisement appointment with the Program Coordinator.

Overall Course Objectives

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

1. understand the basic concepts of linguistics;
2. discuss the phonological, morphological, syntactic, semantic, and sociolinguistic structure of ASL;
3. think critically about the structure of ASL and about claims that researchers make about that structure.

Major Topics

1. ASL phonology
2. ASL morphology
3. ASL semantics
4. ASL syntax

Course Requirements

Grading procedures will be determined by the individual faculty member and will include the following:

1. Attendance and active participation in every class is expected
2. Complete all assigned readings, reports, and other class assignments by designated times
3. Take all written and receptive tests at designated times during the course

Individual faculty members may include additional course objectives, major topics, and other course requirements to the minimum expectation stated in the common Course Outline.

The Community College of Baltimore County is committed to providing a high-quality learning experience that results in growth in knowledge, attitudes, and skills necessary to function successfully as a transfer student, in a career and as a citizen. To accomplish this goal, we maintain high academic standards and expect students to accept responsibility for their individual growth by attending classes, completing all homework and other assignments, participating in class activities and preparing for tests.

We take seriously our responsibility to maintain high-quality programs and will periodically ask you to participate in assessment activities to determine whether our students are attaining the knowledge, attitudes and skills appropriate to various courses and programs. The assessment activities may take many different forms such as surveys, standardized or faculty-developed tests, discussion groups or portfolio evaluations. We ask that you take these activities seriously so that we can obtain valid data to use for the continuous improvement of CCBC's courses and programs.