

# Common Course Outline

INTR 206

American Sign Language V

3 Semester Hours

## The Community College of Baltimore County

### Description

American Sign Language for Interpreters

Develops language skills with more complex types of interactive, monologic, and narrative discourse in ASL; covers functional appropriateness, naturalness, and fluency including non-manual grammatical signals will be stressed as students increase their sign language vocabulary base for a variety of interpreting situations.

Prerequisite: INTR 204 with a minimum grade of “B” or departmental screening into ASL V

### Overall Course Objectives

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

1. demonstrate competency in shifting quickly and fluently between grammatical functions, including non-manual signals, question markers, size and shape specifiers, etc.;
2. express concepts in fingerspelled form when appropriate, selection of fingerspelled loan signs and appropriate switch to signing after fingerspelling a concept;
3. incorporate ASL expressions, phrases, and classifiers of various kinds into fluent narrative and dialogic style;
4. demonstrate competency in use of eye gaze, eye contact and turn taking regulators within a group discussion/debate;
5. competency in knowing which level of culturally appropriate ASL expressions, phrases, classifiers, mouth modifiers and cultural behaviors to use without overstepping Deaf/Hearing boundaries.

### Major Topics

1. Discourse regulators for openings and closings
2. Short narratives
3. Non-manual grammatical signals and modifiers
4. Basic declarative statements
5. Classifiers and size and shape specifiers
6. Paraphrasing

7. Register
8. Conditionals and relative clauses
9. Rhetorical questions
10. Semantic development in sex, legal and sports related signs

### **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 and perform with a score of 80% or better on each

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.