



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: **Course Update**, 2009-2010

1. **COLLEGE:** L.A. SOUTHWEST COLLEGE
2. **SUBJECT:** AMERICAN SIGN LANGUAGE
3. **COURSE NUMBER:** 002
4. **COURSE TITLE:** AMERICAN SIGN LANGUAGE II
5. **UNITS:** 4
6. **CATALOG COURSE DESCRIPTION:**

This is an intermediate course designed to develop conversational skills using the manual alphabet and American Sign Language. It is planned to assist in communicating with deaf individuals and have a better understanding of Deaf culture. This course continues to develop vocabulary and grammar of American Sign Language. Its emphasis is placed on comprehension skills and vital aspects of the deaf culture and community.

7. **CLASS SCHEDULE COURSE DESCRIPTION:**

**This intermediate course will continue with study of Deaf Culture, American Sign Language vocabulary and grammar. It will incorporate other aspects of ASL grammar, and receptive and expressive skills.

8. **INITIAL COLLEGE APPROVAL DATE:** N/A
9. **LAST UPDATE DATE:** 5/18/2010
10. **CLASS HOURS:**

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	4	72	4
Lab/Activity (w / homework):	0	0	0
Lab/Activity (w /o homework):	1	0	0
Totals:	Lecture: 4	Lecture: 72	Lecture: 4
	Lab:	Lab:	Lab: 0
	Total: 4	Total: 72	Total: 4
Totals In Protocol:	Lecture: 4	Lecture: 72	4
	Lab:	Lab:	
	Total: 4	Total: 72	Total: 4

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT:

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an 'appropriate and rational measure of a student's readiness to enter the course or program' and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

PREREQUISITES: Yes

	Subject	Number	Course Title	Units	Validation Approval Date
	American Sign Language	001	AMERICAN SIGN LANGUAGE I	4	5/18/2010

COREQUISITES: No

	Subject	Number	Course Title	Units	Validation Approval Date
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ADVISORIES: No

	Subject	Number	Course Title	Units	Validation Approval Date
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12. OTHER LIMITATIONS ON ENROLLMENT: (See Title 5, Section 58106 and Board Rule 8603 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES: COURSE CONTENT AND SCOPE - Lecture: Outline the topics included in the lecture portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lecture: Upon successful completion of this course, the student will be able to..(Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.')
I. Manual alphabet, and understanding of Deaf culture: ASL 1 Review: concepts, ideas, sign production.	7	1. Review and demonstrate proficiency and knowledge of American Sign Language signs and its production.
II. Develop conversational skills: Spatial referencing, giving directions.	7	2. Recognize, and express the use of spatial signs in giving directions and movement.
III. Understanding of Deaf culture: Culture/language - cross cultural information.	8	3. Discuss and explain the importance of cross cultural information in different aspects of deaf culture in the deaf community.
IV. Develop vocabulary and grammar: Descriptive classifiers, personal and possessive pronouns.	6	4. Apply the use of descriptive classifiers in ASL; identify the proper movement in personal and possessive pronouns in ASL grammar.
V. Develop vocabulary and grammar: Describing and identifying objects, clothes signs. Identify verbs types and noun-verb pairs.	7	5. Practice describing specific characteristics of other people and organize a series of signs related to clothes and objects; Compare and differentiate the types of verbs and their use in ASL
VI. Develop vocabulary and grammar: Family and occupation, numbers-money, age, cardinal / ordinal numbers. Attributing qualities to others	6	6. Describe the formation of family signs in ASL; Categorize a list of number signs, their importance in their movement and placement.
VII. Develop vocabulary and grammar: Role shifting; the importance of recognizing who says what.	6	7. Explain and demonstrate the use of role shifting in American Sign Language and identify the body position of the signer; identify the one-character role.
VIII. Understanding of Deaf culture and develop conversational skills: Language and culture: vocabulary development; Sign Production.	6	8. Explain the importance of deaf culture and the deaf community in sign language; categorize and demonstrate proficiency in the hands movement and the right placement of the signs.
IX. Develop vocabulary and grammar: Temporal sequencing; time signs and frequency; contrastive structure in ASL.	7	9. Analyze and differentiate the temporal sequencing in ASL, explain the difference types of time signs, clock, numbers, WH-questions and its frequency. Final Examination.
X. Develop conversational skills: Contrastive Structure in ASL	10	10. Demonstrate through role-play, class exercises, and interaction with peers and Deaf community, acquired conversational skills.
XI. Final Examination	2	Final Examination
Total:	72	

	Total Hrs In Protocol:	72

1. (cont'd) LAB:

COURSE CONTENT AND SCOPE - Lab: Outline the topics included in the laboratory portion of the course (<i>Outline reflects course description, all topics covered in class.</i>)	Hours per topic	COURSE OBJECTIVES - Lab: Upon successful completion of this course, the student will be able to..(Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.')
	Total:	0
	Total Hrs In Protocol:	0

Course
 Program
 Institutional
 (check one box above)

LASC STUDENT LEARNING OUTCOMES MATRIX
Course/Program/Institutional Title: American Sign Language II
Faculty/Staff Participants: S. Aisha Corneal

The student will... (outcome)	As measured by the following method.... (assessment strategy)	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation)	Recommendations to improve teaching and learning. (modifications)
1. Demonstrate comprehension of ASL vocabulary and grammar	Quizzes 75% Expected minimum level of competency		Spring 2010	To be determined
2. Demonstrate ASL conversational fluency on an intermediate level SLO REVIEW,3-26-10,GY	Student will be presented with 10 open-ended statements in ASL to which they must appropriately respond in ASL with 70% competency (7/10) the first time, without prompting.		Spring 2010	To be determined

curricommSLOcourseoutlineAddendum, Approved Curriculum Committee, 2/29/08; Approved Academic Senate, 3/11/08

Essential Academic Skills: Reading and Communication

2. REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Textbook: *Learning American Sign Language, Second Edition – Levels I and II Beginning and Intermediate* - Tom Humphries, Carol Padden; Publisher: Pearson Education **2004**, ISBN: 0-205-27553-2
 Dictionary: *American Sign Language – Abridged Edition* Author: Martin L.A. Sternberg, Publisher: HarperCollins **1998** ISBN: 0-06-273634-5
 Supplemental: *Signing Naturally: Level I (Units 7-12)*, Smith, 1993

3. READING ASSIGNMENTS:

If applicable, reading assignments in this course may include but are not limited to the following:

[Readings: Journal articles relating to Deaf Culture and Deaf issues](#)

4. WRITING ASSIGNMENTS:

Writing assignments, as required by Title 5, in this course may include, but are not limited to the following:

Writing an opinion paper

Essential Academic Skills: Critical Thinking and Other Course Components

5. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Provide examples of assignments, as required by Title 5, that demonstrate critical thinking.

[Several class assignments and activities require students to use variety of critical thinking skills \(differentiating, planning, contrasting, comparing, questioning, categorizing\) related to both comprehension and production of ASL. An example will be to present a final project of organizing a deaf event and incorporating vocabulary and grammatical principles appropriate to ASL.](#)

6. SELF-REFLECTIVE LEARNING:-

If applicable, describe how students will reflect on their development as active learners. Provide representative examples below.

7. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

[Research on the internet regarding deafness.](#)

8. INFORMATION COMPETENCY:

If applicable, explain how information competency is included in the course.

Evaluation and Instruction

9. REPRESENTATIVE OUTSIDE ASSIGNMENTS (Homework):

Out of class assignments may include, but are not limited to the following:

1) Viewing videotape or DVD that accompanies text/workbook, and working in the text/workbook. 2) Preparing signed presentations (sentences/paragraph incorporating vocabulary and grammar of each unit). 3) Prepare final project: Deaf Event that incorporates Deaf culture, vocabulary and grammar.

10. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be 'based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.' Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed 'Course Objectives' at the beginning of Section II):

Methods of evaluation include sign comprehension quizzes, written tests, sign comprehensive expressive (skill) presentations and a final examination.

11. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to the following.

- Discussion
- Activity
- Field Experience
- Independent Study
- Purposeful Collaboration
- Other (Please Explain)

Review of videotapes or DVD that accompanies text/workbook and review the supplemental class materials from *Signing Naturally*

12. SUPPLIES:

List the supplies the student must provide.

Textbook , Dictionary, paper, pen/pencil.

13. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

Cultural information is a part of any language learning experience, and is therefore inherent in this course. Deaf culture and the deaf experiences are introduced within the lessons of this course. Students will be encouraged to use ASL signs to describe elements of their own culture.

13. SCANS COMPETENCIES:

(required for all courses with vocational TOP Codes; recommended for all courses)

SCANS (Secretary's Commission on Necessary Skills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

Managing Time: Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.

Managing Money: Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.

Managing Material and Facility Resources: Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

Participating as Member of a Team: Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.

Teaching Others New Skills: Helping others learn needed knowledge and skills.

Exercising Leadership: Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.

Negotiating: Working toward agreement that may involve exchanging specific resources or resolving divergent interests.

Working with Cultural Diversity: Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

Acquiring and Evaluating Information: Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.

Organizing and Maintaining Information: Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.

Interpreting and Communicating Information: Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.

Using Computers to Process Information: Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

Understanding Systems: Knowing how social, organizational and technological systems work and operating effectively with them.

Monitoring and Correcting Performance: Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.

Improving or Designs Systems: Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

Selecting Technology: Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.

Applying Technology to Tasks: Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.

Maintaining and Troubleshooting Equipment: Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: **No**

a. If yes, the course will be a **not applicable** portion of the 'approved program' listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>)

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

a. Area Requested: **C. Humanities**

Approval Date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

b. Area Requested: **None**

Approval Date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

a. Transferable to the University of California: Yes b. UC Approval Date: Before 2000	c. Transferable to the California State University: Yes d. College Approval Date: Before 2000
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2. GENERAL EDUCATION FOR TRANSFER:

<p><i>IGETC Certification</i></p> <p>a. Area Requested: b. Date Requested: c. IGETC Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p><i>CSU Certification</i></p> <p>a. Area Requested: b. Date Requested: c. CSU Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>
<p>a. 2nd Area Requested: 6A : Languages Other Than English b. Date Requested: c. IGETC Approval Date: Before 2000</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p>a. 2nd Area Requested: C2 : Humanities b. Date Requested: c. CSU Approval Date: Before 2000</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>

3. MAJOR REQUIREMENT FOR TRANSFER:

Will this course be articulated to meet lower division major requirements?: **No**

List college/university and the majors:

CAN NUMBER: **CAN SEQUENCE #:**

CAN Approval -

Date requested: Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. DEPT/DIVISION NAME: **Behavioral and Social Sciences**
2. DEPT/DIVISION CODE: **2**
3. SUBJECT CODE: **052**
4. SUBJECT ABBREVIATION: **A S L**
5. RECOMMENDED MINIMUM QUALIFICATION AREA:
6. ABBREVIATION FOR TRANSCRIPTS: **AMERICAN SIGN LANG 2**
7. DEGREE CREDIT:

Indicate whether the course meet the 'standards for approval' for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level: **Degree Applicable**

8. GRADING METHOD: **LETTER GRADE**
9. REPETITIONS: # of times repeated for credit: **0**

If this course is repeatable, explain how repetition of this course meets Title 5, section 55041(c)(2)(B):

10. PRIOR TO TRANSFERABLE LEVEL:

This course attribute applies to **English, Writing, ESL, reading and mathematics** courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable**

11. CREDIT BASIC SKILLS:

Title 5, section 55000(j) defines basic skills as 'courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)'.: **No**

12. CROSS REFERENCE:

Is this course listed as equivalent in content to existing College/District courses in another discipline?: **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. COURSE SPECIFICALLY DESIGNED FOR STUDENTS W/ DISABILITIES:

Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an 'approved special class' for students with disabilities?: **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029:

14. COOPERATIVE EDUCATION STATUS:

Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education - i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program?: **No**

15. COURSE CLASSIFICATION: **Occupational**

Note: A course's Classification, TOP Code and SAM code must be aligned e.g., Courses with an 'Occupational' Course Classification must have an 'Occupational' TOP Code and a SAM Code of A, B, C, or D; courses that do not have an 'Occupational' Course Classification cannot have an Occupational TOP Code and must have an 'E' SAM Code. Courses coded as 'basic skills' in #11 should be coded 'Adult and Secondary Basic Skills.'

16. TOP CODE - (6 digits XXXX.XX): **0850.10**

Course content should match discipline description in Taxonomy of Programs found at <http://ecd.laccd.edu/TaxonomyOfPrograms.doccurriculum.htm>

17. SAM CODE (Student Accountability Model): **C**

18. FUNDING AGENCY CODE:

19. STATE COURSE ID:

Section VI: APPROVAL STATUS

1. APPROVAL STATUS:

		Approval Date Of	Board Date	Requested Effective Semester	Approved Effective Semester
a.	New Course	College:	Board:	Effective Semester:	Effective Semester:
b.	Addition of Existing District Course	College:	Board:	Effective Semester:	Effective Semester:
c.	Course Change*	College:		Effective Semester:	Effective Semester:
d.	Outline Update	College: 5/18/10			Effective Semester:
e.	New Course	College:		Effective Semester:	Effective Semester:
f.	New Course	College:	Board:	Effective Semester:	Effective Semester:

* Changes to a course require the completion of a 'Course Change Request' form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

Section VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

1. ORIGINATOR: A. Corneal

2. DEPARTMENT:

3. IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:

By additional funds. Describe:

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing course. List courses and number of sections to be deleted:

FIRST YEAR: SECOND YEAR: THIRD YEAR:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. IMPACT

IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus? No (If yes, briefly explain how)

5. METHOD OF SUPPORT

-- Indicate how the college plans to support the proposed course:

A. Additional staff -- List additional staff needed:

B. Classroom -- List classroom type needed:

C. Equipment -- List new equipment needed and indicate funding source for any new equipment:

D. Supplies- List supplies and indicate dollar value:

E. Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library,

book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

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CERTIFICATION AND RECOMMENDATION

This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate Degree.

This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

Originator	Date
Department/Cluster Chairperson	Date
Articulation Officer	Date
Librarian	Date
Dean (if applicable)	Date
Curriculum Committee Chairperson	Date
Academic Senate President	Date
Vice President, Academic Affairs	Date

Section VIII: ADDENDA

(Uploaded Documents)

CONTENT REVIEW FOR PREREQUISITE VALIDATION**Target Course & Number, Title: ASL 2, American Sign Language II**

(Course to which pre/corequisite/advisory applies)

Check Applicable Box

 Prerequisite: **ASL 1, American Sign Language I** Corequisite: Advisory:

- A. **Target Course Entry Skills: ASL 2, American Sign Language II**
 (For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)
1. Compare and contrast Deaf culture to hearing culture.
 2. Distinguish differences between numbers, and fingerspelling
 3. Use of the ASL handshake parameters
 4. Use of non-manual markers into every common sign language sentence.
- B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment: ASL 1, American Sign Language I**
 (List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)
1. Compare and contrast basic elements of Deaf culture to hearing culture and how American Sign language is important to Deaf Culture.
 2. Recognize, differentiate and produce shape description for two-dimensional and three-dimensional objects; Distinguish differences between numbers, and fingerspelling; Compare and demonstrate the use of the ASL handshake parameters use in the formation of ASL signs.
 3. Analyze and differentiate between interrogatives, and negations.
 4. Organize and compare the functional/notional discourse behaviors, including: conversational openers, greetings. Compare and analyze techniques used by natural language users.
 5. Discuss the use of sign language pronouns.
 6. Demonstrate and differentiate the use of classifiers in ASL and determine the formation of signs related to people, and things using the proper classifiers.
 7. Explain and appraise a signer's perspective/orientation in space.
 8. Compare, differentiate, and produce Noun/Verb pair agreement in ASL.
 9. Demonstrate the use of non-manual markers into every common sign language sentence. Differentiate appropriate use of non-manual markers in actual conversation.
 10. Distinguish the difference between the signs production of feelings and opinions.
 11. Compare and contrast the use of signs in a sentence; distinguish the importance of role shifting in ASL.
 12. Develop and evaluate similar signs related to daily activities and life events.

CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION

**ASL 2, American Sign Language II
Entering Skills of Target Course**

**ASL 1, American Sign Language I
Exit Skills of Prerequisite Course**

	1	2	3	4	5	6	7	8	9
1	X								
2		X							
3			X	X					
4			X	X					
5									
6									
7			X						
8			X	X					
9				X					
10			X	X					
11									
12									

Comments:

(Include justification for assessments, health and safety, or non-course prerequisites)

Validation requires at least one match of each exit skill with each entry skill.

Was validation achieved: YES

PARTICIPANTS IN CONTENT REVIEW:

(Signatories should include instructors for both exit and entering skills courses.)

Name: _____ Title: _____ Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

CERTIFIED BY:

Initiator Date

Department Chairperson Date

Curriculum Chairperson Date

CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: **ASL 2, American Sign Language II**

(Course to which pre/corequisite/advisory applies)

Check Applicable Box

Prerequisite:

Corequisite:

Advisory: **English 21, Fundamentals of English**

A. **Target Course Entry Skills: ASL 2, American Sign Language II**

(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)

Skills that would enhance performance:

1. Understand grammatically correct standard English sentence
2. Use of standard English grammar and spelling.

B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:**

English 21, Fundamentals of English

(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Write grammatically correct sentences with minimal (2-3) sentence fragments and run-ons
2. Use standard English grammar and spelling throughout writing with no more than 5-7 significant errors.
3. Write compositions of 200-300 words in length, which demonstrate an understanding of central idea, unity, coherence, and development.
4. Read and analyze essays at pre-college level for main points and tone.

CONTENT REVIEW SKILLS MATRIX FOR ADVISORY VALIDATION

**ASL 2, American Sign Language II
Entering Skills of Target Course**

ENGLISH 21
English Fundamentals
Exit Skills of Prerequisite Course

	1	2	3	4	5	6	7	8	9
1	X	X							
2									
3	X	X							
4									
5									
6									
7									
8									
9									
10									
11									
12									

Comments:

(Include justification for assessments, health and safety, or non-course prerequisites)

(Validation requires at least one match of each exit skill with each entry skill.)

Was validation achieved: YES

PARTICIPANTS IN CONTENT REVIEW:

(Signatories should include instructors for both exit and entering skills courses.)

Name: _____ Title: _____ Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

CERTIFIED BY:

Initiator Date

Department Chairperson Date

Curriculum Chairperson Date