

Second Language

Modern Languages: American Sign Language

Student Learning Outcomes (Communication): Students will demonstrate an ability to negotiate meaning in the target language in familiar contexts. **(Culture):** Students will demonstrate cultural competence in the target culture.

The Value of Second Language (Modern)

Second-language learning is a multi-faceted intellectual endeavor that promotes enhanced communication skills in both the native and target language and that fosters cross-cultural communication and understanding. Second-language learners analyze the nature of language through comparison between the target language and their own language. Second-language learners also evaluate

information and diverse perspectives that are available through the language and its cultures and engage in critical analysis of culture and identity; they are therefore more readily able to participate in multiple, multicultural communities and are, as a result, adaptable to the challenges of a changing world.

Supporting Skills

Communication

1. Students will demonstrate appropriate control of form, vocabulary, and fluency in ASL.
2. Students will manipulate and vary learned vocabulary and expressions in sign to express diverse aspects of personal experience.
3. Students will maintain conversation in ASL by asking and answering questions.

Culture

1. Students will demonstrate an understanding of deaf culture in English or in ASL.
2. Students will engage in cross-cultural analysis in English or ASL.

Course Content Criteria

1. Courses in this category are characterized by a consistent and active use of ASL by students and the instructor.
2. Courses in this category socialize students into deaf culture.
3. Courses in this category promote not only reflection about ASL and deaf culture but also active metacognition on the part of the student.
4. Courses in this category include an assessment assignment that requires students to demonstrate each of the modes in the American Sign Language Assessment Rubric (below). This assessment assignment should be one of the following: an objective exam, an essay question on an exam, an essay, or a research paper.

Glossary

1. **Active use:** Involves spontaneous, meaningful, contextualized communication by students that is facilitated by the instructor and course materials.
2. **Authentic material:** Objects and materials from everyday life (in the target cultures and languages) used for instruction.
3. **Complex:** In this context, demonstrating use of structures and vocabulary above the level expected in the course; this could include the ability to manage linguistic features, includes time-concepts, facial gestures, or inflection, or the use of elevated vocabulary or structures.
4. **Cross-cultural analysis:** Comparison of deaf and hearing cultures in order to promote understanding of the similarities and differences between the two studied cultures.
5. **Form:** Accurate hand-shape, palm orientation, sign location, and movement.
6. **Metacognition:** Awareness and understanding of one's own thought processes, and in this context, an awareness and understanding of the processes required to acquire, comprehend, and produce a second language.
7. **Negotiate meaning:** An ability to communicate meaningfully and to understand the meaning of others in a variety of interpersonal contexts, including, but not limited to, interactions with people one does not know, interactions with people one knows well, and interactions with professionals with whom one comes into contact (such as doctors, professors, waiters, and travel agents).

Second Language Assessment Rubric: Communication Modern Languages

Supporting Skills	Exemplary 5	Accomplished 4	Developing 3	Beginning 2	Absent 1
Demonstrate appropriate control of structures, vocabulary, time-concepts, facial gestures, and inflection in order to communicate clearly.	Communicates accurately using appropriate structures, time-concepts, facial gestures, and inflection ; accuracy of vocabulary and structures decreases as communication becomes more <u>complex</u> .	Generally communicates accurately, using predominantly appropriate structures, time-concepts, facial gestures and inflection; accuracy of vocabulary and structures is generally maintained, with occasional breakdowns even in basic communication.	Communicates with some degree of accuracy using many appropriate structures, time-concepts, facial gestures, and inflection; accuracy of vocabulary and structures is inconsistent and uneven, with frequent breakdowns.	Communicates with a low degree of accuracy with persistent errors in structure, time-concept, facial gesture, and inflection; struggles to convey meaning.	Is unable to communicate accurately.
Manipulate and vary learned vocabulary and expressions in order to express in sign diverse aspects of personal experience.	Demonstrates a capacity to describe and narrate familiar everyday contexts in detail by combining, varying, and elaborating upon learned vocabulary.	Demonstrates a moderate capacity to describe and narrate familiar everyday contexts in some detail by combining, varying, and elaborating upon learned vocabulary.	Demonstrates a limited capacity to describe and narrate familiar everyday contexts with substantial reliance on memorized vocabulary.	Relies completely on a limited range of memorized vocabulary to describe and narrate familiar everyday contexts.	Is unable to describe and narrate familiar everyday contexts.
Maintain conversation by asking and answering questions.	Consistently maintains conversation using appropriate questions and responses; sometimes elaborates responses and/or asks relevant follow-up questions.	Consistently maintains conversation using appropriate questions and responses.	Generally maintains conversation by answering and reacting appropriately to questions; asks largely formulaic questions.	Demonstrates some ability to maintain conversation using primarily formulaic questions and responses.	Is unable to maintain conversation.

Second Language Assessment Rubric: Deaf Culture

Supporting Skills	Exemplary 5	Accomplished 4	Developing 3	Beginning 2	Absent 1
Demonstrate an understanding of deaf culture in English or the target language.	Describes accurately, and in detail <u>practices</u> and behaviors in deaf culture related to everyday life, personal interest, or studies.	Describes accurately, and in some detail, practices and behaviors in deaf culture related to everyday life, personal interest, or studies.	Describes, in general terms, practices and behaviors in deaf culture related to everyday life, personal interest, or studies.	Partially describes, with inaccuracies, practices and behaviors in deaf culture related to everyday life, personal interest, or studies.	Is unable to describe practices and behaviors in deaf-culture related to everyday life, personal interest, or studies.
Engage in cross-cultural analysis in English or the target language.	Offers a thorough and detailed explanation of similarities and differences between cultural attitudes and perspectives.	Offers a relatively thorough and somewhat detailed explanation of similarities and differences between cultural attitudes and perspectives.	Offers a partial explanation, that is lacking in detail, of similarities and differences between cultural attitudes and perspectives.	Offers an explanation of either similarities or differences between cultural attitudes and perspectives, or a minimal explanation of both.	Is unable to explain either similarities or differences between cultural attitudes and perspectives.