

**ASL 1 Course Outline as of Spring 2011****CATALOG INFORMATION**

Dept and Nbr: ASL 1 Title: ELEM AMER SIGN LANG PT 1

Full Title: Elementary American Sign Language - Part 1

Last Reviewed: 1/25/2021

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	4.00	Lecture Scheduled	4.00	17.5	Lecture Scheduled	70.00
Minimum	4.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	4.00		Contact Total	70.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 140.00

Total Student Learning Hours: 210.00

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: ASL 1A

**Catalog Description:**

Intensive instruction in elementary American Sign Language using appropriate linguistic and cultural principles. Instruction will focus on several broad areas: exchanging personal information; talking about surroundings and locations; describing families and family relationships; and talking about activities.

**Prerequisites/Corequisites:****Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

**Limits on Enrollment:****Schedule of Classes Information:**

Description: Extensive instruction in elementary American Sign Language using appropriate linguistic and cultural principles. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>		Effective:	Inactive:
	E	Humanities	Fall 1991	
<b>CSU GE:</b>	<b>Transfer Area</b>		Effective:	Inactive:
	C2	Humanities	Fall 1991	
<b>IGETC:</b>	<b>Transfer Area</b>		Effective:	Inactive:
	6A	Language Other Than English	Fall 1997	
	6A	Language Other Than English	Fall 1996	Fall 1997
<b>CSU Transfer:</b>	Transferable	Effective:	Fall 1991	Inactive:
<b>UC Transfer:</b>	Transferable	Effective:	Fall 1991	Inactive:

### **CID:**

#### **Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Outcomes and Objectives:**

Upon completion of the course, students will be able to:

1. Synthesize basic receptive and expressive American Sign Language (ASL) skills and participate in a variety of grammatically correct dialogues .
2. Produce and comprehend a variety of basic commands in grammatically correct ASL.
3. Analyze a variety of spatial and geographic relationships involving sites and locations and produce a grammatically correct description in ASL.
4. Prepare a grammatically correct description in ASL of the relationship between the family members in the tree or model.
5. Produce a grammatically correct description in ASL of dates and activities from a calendar.
6. Analyze the use of number signs in a variety of situations including computational problems, time designations, and descriptions of multiple objects and produce an accurate ASL description of each situation.
7. Analyze the use of classifier signs to describe shapes and movements among objects and people and produce accurate descriptions in ASL of a variety of shapes and movements.
8. Examine the narrative elements and structures of basic short stories in ASL and reconstruct an accurate and grammatically correct version of a story that contains the essential narrative elements and structures of the stories.
9. Describe some basic Deaf culture rules of social interaction within the Deaf community and apply these rules to produce effective basic communication with Deaf people.
10. Outline the major points of several topics about Deaf culture and Deaf history.

### **Topics and Scope:**

- I. Introducing Oneself
  - A. Asking for and giving names
  - B. Confirming personal information

- C. Correcting personal information
- D. Grammatical concepts
  1. Yes/No and "Wh" questions
  2. Personal pronouns
  3. Spatial referencing
- E. Deaf culture topics
  1. The central role of American Sign Language in Deaf culture
  2. How Deaf people use fingerspelling to convey cultural information
- II. Exchanging Personal Information
  - A. Asking if Deaf or hearing
  - B. Asking where learned signs
  - C. Providing basic description of people
  - D. Giving basic commands
  - E. Using facial expressions and non-manual markers
  - F. Grammatical concepts
    1. Agent marker
    2. Negation: "not"
  - G. Deaf culture topic: The role of the Deaf club in shaping Deaf culture and identity
- III. Talking About Surroundings (includes description of shapes etc. also numbers)
  - A. Asking and telling where
  - B. Giving directions
  - C. Correcting information
  - D. Expressing wants and needs
  - E. Describing simple shapes, objects, and colors
  - F. Grammatical concepts
    1. Real world orientation
    2. Non-manual grammatical markers
    3. Indicating distance through facial grammar
  - G. Deaf culture topic: A brief history of the origins of American Sign Language and Deaf culture
- IV. Telling Where You Live
  - A. Asking/Telling where you live and what kind of dwelling
  - B. Asking/Telling how you come to class
  - C. Expressing numbers from 1-20
  - D. Grammatical concepts
    1. "Where" and "How" questions
    2. Noun-verb pairs
  - E. Deaf culture topic: The role of Gallaudet University in shaping Deaf culture
- V. Talking About Your Family
  - A. Identifying and explaining relationships in your extended family
  - B. Asking/Telling about marital status and children
  - C. Describing events in a family history
  - D. Using basic limb and body classifiers
  - E. Grammatical concepts
    1. Possessive pronouns
    2. Negation: No, not, none
    3. Grammar of contrastive structure
  - F. Deaf culture topic: Gallaudet and Clerc, the fathers of American deaf education
    1. Gallaudet's trip to England and France in search of a way to educate deaf children in America
    2. Gallaudet's meeting with Clerc and his decision to come to America
    3. Events leading up to the founding of the first school for the deaf

## VI. Telling About Activities

- A. Describing events in a calendar of activities
- B. Making plans for activities together
- C. Apologizing/Making excuses/Giving reasons
- D. Expressing numbers from 21-50
- E. Grammatical concepts
  - 1. Time signs
  - 2. Multiple pronouns
  - 3. Phrasing and listing activities
- F. Deaf culture topic: Technology and Deaf culture
  - 1. Baby cry signaling systems and other similar devices
  - 2. Visual alarm clocks and doorbells
  - 3. Closed captioned television
  - 4. Telecommunication devices for Deaf people
  - 5. Text and video relay services to facilitate Deaf-hearing communication

## VII. Deaf Culture Topic: Beginning Elements of Deaf Story-telling

- A. Gallaudet and Clerc
- B. ABC Gum or Haunted House
- C. Childhood Story, Level 1
- D. Grammatical concepts
  - 1. Sentence types
  - 2. Role shifting
  - 3. Limb classifiers

## VIII. Deaf Culture Topic: Rules for Social Interaction

- A. Getting attention
- B. Negotiating a signing environment
- C. Asking for repetitions
- D. Meeting Deaf people and getting background information
- E. The role of name signs in Deaf culture

### **Assignment:**

#### Assignments:

1. Reading 15-20 pages per week of informational materials about Deaf culture.
2. Writing three to four 2-3-page compositions about Deaf culture topics.
3. Problem-solving assignments
  - a. Completing practice exercises from the workbook, video and teacher-prepared materials.
  - b. Group practice activities, games and other activities.
  - c. Reviewing lessons from the workbook and video and teacher-prepared materials.
  - d. Practicing conversational dialogues in ASL (as individuals and pairs).
4. Skill demonstrations
  - a. Performing conversational dialogues in ASL.
  - b. two-three Presentations in ASL about Deaf culture topics
  - c. Viewing and interpreting short passages in ASL.
  - d. Performing short stories and narratives in ASL.
5. Weekly or bi-weekly quizzes, chapter exams and final.

### **Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Compositions

Writing  
10 - 20%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

See Problem Solving Assignments

Problem solving  
10 - 40%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

See Skill demonstration assignments

Skill Demonstrations  
20 - 30%

**Exams:** All forms of formal testing, other than skill performance exams.

Multiple choice, True/false, Matching items, Completion

Exams  
20 - 60%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

None

Other Category  
0 - 0%

**Representative Textbooks and Materials:**

Signing Naturally, Student Videotext and Workbook by Lentz, Mikos and Smith. DawnSign Press, 1989. (Level one, Lessons 1-6 and review).

Handbook ASL 1A and 1B (Departmental Reader)

For Hearing People Only, Moore and Levitan, MSN Publications, 2005.

Instructor prepared materials