ASL 1 Course Outline as of Fall 2014

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:
Introduction to elementary American Sign Language, focusing on both receptive and expressive skills, ASL literature, and Deaf culture and community.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Schedule of Classes Information:
Description: Introduction to elementary American Sign Language, focusing on both receptive and expressive skills, ASL literature, and Deaf culture and community. (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:

AS Degree:	**Area**		Effective:	Inactive:
	E	Humanities	Fall 1991	
CSU GE:	**Transfer Area**		Effective:	Inactive:
	C2	Humanities	Fall 1991	
IGETC:	**Transfer Area**		Effective:	Inactive:
	6A	Language Other Than English	Fall 1997	
	6A	Language Other Than English	Fall 1996	Fall 1997

CSU Transfer:	Transferable	Effective:	Fall 1991	Inactive:
UC Transfer:	Transferable	Effective:	Fall 1991	Inactive:

CID:

Certificate/Major Applicable:
Both Certificate and Major Applicable

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Initiate and maintain simple conversations in ASL on everyday topics using statements and questions with appropriate grammatical structures and high frequency or cognate vocabulary.
2. Use and comprehend appropriate vocabulary for a variety of everyday topics and activities.
3. Use appropriate grammatical structures such as yes/no questions, wh-questions, rh-questions, and topicalization.
4. Identify defining features of Deaf culture, particularly as they differ from the hearing world.

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

1. Participate in interactions involving high-frequency ASL vocabulary.
2. Comprehend and produce a variety of basic commands in grammatical ASL.
3. Comprehend and articulate a variety of spatial orientations and relationships involving specific locations.
4. Prepare a grammatical description in ASL dialogue of the relationships between the family members including ages, occupations, and their likes/dislikes.
5. Produce a grammatical description in ASL of dates and activities from a calendar.
6. Use number signs, time designations, and descriptions to produce an accurate ASL description of a variety of situations.
7. Use yes/no-questions, rhetorical rh-questions, topicalization, and wh-questions.
8. Use classifiers to describe shapes and movements among objects and people.
9. Examine the narrative elements and structures of basic short stories in ASL and retell those stories.
10. 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.
11. Demonstrate an understanding of the relationship between the practices and perspectives

of American Deaf culture.
12.Demonstrate ability to respond to listeners metalinguistic feedback.
13.Demonstrate ability to recognize and produce words via fingerspelling.

Topics and Scope:

1. Self-identification, personal information, nationalities, hearing/non-hearing, and occupations
2. Family members
3. Clothing and descriptive classifiers
4. Response to social and personal questions including backchanneling and information correction
5. Yes/No, wh-questions and rh-questions
6. The use of facial expression and non-manual markers
7. Spatial referencing, agent markers, and negation
8. Basic commands
9. Giving and understanding directions and spatial relationships
10. Shapes and colors
11. ASL syntax
12. Time and calendar
13. Wants, needs, and description of feelings
14. Planning and scheduling an activity
15. Storytelling - comprehension and retelling
16. Subject, object, reflexive and possessive pronouns
17. Topics on Deaf history and culture
18. Social interaction with a deaf person, such as getting attention, establishing a signing environment,
clarification/repetitions, and backchanneling

Assignment:

1. Reviewing lesson(s) from the textbook (average 10-15 pages per week)
2. Memorizing signed vocabulary and verb conjugations (average 75-100 signs per week)
3. Completing practice exercises from the workbook, video and teacher-prepared materials (6-8 per week)
4. Weekly quizzes and tests
5. Producing ASL videos (average 2-3 videos per semester)
6. Watching DVDs to practice signs (6-8 videos per week)
7. In-class participation
8. Group and paired practice activities
9. Reading short paragraphs and dialogues on cultural topics
10. Written summary responses to reading assignments, 3 per semester, 1-2 pages each.

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.

Summary responses	Writing 10 - 15%

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

None	Problem solving 0 - 0%

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

Presentations, group signing, role playing, dialogues	Skill Demonstrations 40 - 50%

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

Quizzes and exams, multiple choice, true/false, matching items, completion	Exams 20 - 40%

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

Completion of computer-based exercises, video assignments, class participation	Other Category 10 - 30%

Representative Textbooks and Materials:
Signing Naturally: Student Work book, Units 1-6 (book and DVDs); Smith, Lentz, and Milos; DawnSign Press, San Diego, CA: (2008) (Classic)

My ASL Book: A Communicative Approach for Learning a Visual Language, 1st Edition; Bangs, D. Kendall Hunt Publishing: (2012)

Instructor prepared materials