COURSE OUTLINE
Revision: G. Gillespie, July 2008

DEPARTMENT: Academic Programs
CURRICULUM: Academic Transfer
COURSE TITLE: American Sign Language I
COURSE NUMBER: ASL& 121
TYPE OF COURSE: Academic Transfer
Special Requirement Met: Language and Speech
AREA(S) OF KNOWLEDGE: Visual, Literary and Performing Arts
COURSE LENGTH: 1 quarter
CREDIT HOURS: 5
LECTURE HOURS: 55
LAB HOURS: 0
CLASS SIZE: 25
PREREQUISITES: Eligibility for ENGL& 101

COURSE DESCRIPTION:

Introduction to American Sign Language (ASL). Students are introduced to fundamental vocabulary and grammar using both polite and informal registers, within a meaningful context of everyday functions. Emphasis on culturally appropriate behaviors to establish and maintain social relationships. Instruction includes frequent small group and large group activities. Emphasis is on receptive skills. This course is intended for students who have not previously studied ASL. ASL& 121 students will have gained an appreciation and respect for ASL as a living, unique and vibrant language. Students will also have an appreciation and respect for Deaf, Hard of Hearing and Deaf/Blind people as a community with their own set of cultural traditions, norms and values.

ASL& 121 American Sign Language I
July 2008

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Think critically in reading and writing
2. Communicate creative and critical ideas in writing
3. Work and communicate effectively in groups
4. Deal constructively with diversity and conflict

GENERAL COURSE OBJECTIVES:

Students will be expected to have:

1. Grammatical knowledge – explains and/or describes each grammatical component of American Sign Language.
2. Expressive skills – demonstrate an ability to appropriately apply ASL& 121 grammatical components to their signing.
3. Receptive skills – demonstrate an ability to recognize ASL& 121 grammatical components when signed appropriately and inappropriately.

TOPICAL OUTLINE:

ASL& 121 Grammatical components:
  I. Parameters of a sign
  II. Manual alphabet
  III. Lexicalized finger spelling
  IV. Dominant hand/non-dominant hand roles
  V. Core vocabulary
  VI. ASL glosses
  VII. Classifiers; pronominal classifiers, size and shaper specifiers, locatives.
  VIII. Numbers: cardinal number 1 – 100, ordinal numbers, pronominalization
  IX. Pronouns: personal, possessive, plural
  X. Verb types: non-verb pairs, modals, inflected (directional), plain, spatial
  XI. Sentence structures: topic comment, yes/no questions, “wh” word questions, commands.
  XII. Real world orientation
  XIII. Signer’s perspective
  XIV. Time line and time indicators
  XV. Spatial agreement
  XVI. Contrastive structure

ASL& 121 Functional/Cultural Components:
  I. Rules of introductions

ASL& 121 American Sign Language I
TOPICAL OUTLINE: (CONT.)

II. Rules of exchanging personal information

III. Rules of describing locations and directions

IV. Rules of describing family and relatives

V. Rules of confirmation, negation, and corrections of information

VI. Rules of getting attention

Knowledge of Deaf Culture and Deaf Community:

I. The history of ASL

II. The Gallaudet University “Deaf President Now” protest

III. The history of the education of Deaf people in the U.S.

IV. “Deaf Goodbyes”

V. The primary cause of deaf-blindness

VI. The primary modes of communication for Deaf and Blind people

VII. The assistive devices used by Deaf and Deaf-Blind people
<table>
<thead>
<tr>
<th>SLO #</th>
<th>Included in Course Objective Number</th>
<th>SSCC Student Learning Outcomes</th>
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<tbody>
<tr>
<td>SLO 1.1</td>
<td>1,2</td>
<td>Communication - Read and listen actively</td>
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<tr>
<td>SLO 1.2</td>
<td>1,3</td>
<td>Communication - Speak and write effectively</td>
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<tr>
<td>SLO 2.1</td>
<td></td>
<td>Computation - Use mathematical operations</td>
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<tr>
<td>SLO 2.2</td>
<td></td>
<td>Computation - Apply quantitative skills</td>
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<tr>
<td>SLO 2.3</td>
<td></td>
<td>Computation - Identify, interpret, and utilize higher level mathematical and cognitive skills</td>
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<tr>
<td>SLO 3.1</td>
<td>1,2,3</td>
<td>Human Relations - Use social interactive skills to work in groups effectively</td>
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<tr>
<td>SLO 3.2</td>
<td>2</td>
<td>Human Relations - Recognize the diversity of cultural influences and values</td>
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<td>SLO 4.1</td>
<td>1</td>
<td>Critical Thinking and Problem Solving -</td>
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<td>SLO 5.1</td>
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<td>Technology - Select and use appropriate technological tools</td>
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<td>SLO 6.1</td>
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<td>Personal Responsibility - Be motivated and able to continue learning and adapt to change</td>
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<tr>
<td>SLO 6.2</td>
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<td>Personal Responsibility - Value one's own skills, abilities, ideas and art</td>
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<td>SLO 6.3</td>
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<td>Personal Responsibility - Take pride in one's work</td>
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<td>SLO 6.4</td>
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<td>Personal Responsibility - Manage personal health and safety</td>
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<td>SLO 6.5</td>
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<td>Personal Responsibility - Be aware of civic and environmental issues</td>
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<td>SLO 7.1</td>
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<td>Information Literacy - Access and evaluate information</td>
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<tr>
<td>SLO 7.2</td>
<td></td>
<td>Information Literacy - Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society</td>
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