GROSSMONT COLLEGE

 Official Course Outline

AMERICAN SIGN LANGUAGE 120 – AMERICAN SIGN LANGUAGE I

 1. Course Number Course Title Semester Units Hours

 ASL 120 American Sign Language I 4 4 hours lecture: 64-70 hours

128-144 outside-of-class hours

 192-216 Total hours

 2. Course Prerequisites

None.

Corequisites

None.

Recommended Preparation

None.

 3. Catalog Description

Introduction to American Sign Language as it is used within the Deaf culture. Instruction in the basic structure of the language and development of its use. Skill development practice. Introduction to the history of Deaf culture and the language. Introduction to the Deaf perspective on the establishment of Deaf communities and ASL.

 4. Course Objectives

 The student will:

 a. Demonstrate one’s understanding of the early historical development of Deaf communities through recognition of Deaf and hearing leaders.

 b. Identify the historical significance of Gallaudet University and its political influence in America.

 c. Recognize and discuss the importance of technology (teletypewriters (TTY), state relay systems, video relay services) to the Deaf community.

 d. Contrast Deaf culture/community values with hearing culture values.

 e. Demonstrate one’s understanding for the Deaf perspective on living in a hearing world.

 f. Demonstrate one’s understanding of the role of sign language in Deaf humor and literature.

 g. Examine basic linguistic features of ASL as a language different from English.

 h. Produce and demonstrate the ability to communicate sign language in a conversational form at a basic, introductory level.

 i. Construct and compose the basic grammar structure of sentences in ASL to include the use of facial expression and non-manual behaviors.

 j. Accurately formulate and express the vocabulary of ASL beyond 3 word phrases.

 5. Instructional Facilities

Standard Classroom.

6. Special Materials Required of Student

 None.

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7. Course Content

a. Instruction in culture related topics:

 (1) History of Deaf communities.

 (2) Laurent Clerc and the first Deaf school in America.

 (3) How Deaf people express culture and language in humor and literature.

 (4) Preservation of sign language through storytelling and theatre performances.

 (5) The analysis of the dynamics between the Deaf and hearing cultures.

 (6) Introduction to the Deaf perspective on oppression and living in a hearing world.

b. Instruction in ASL and grammar structures:

 (1) Introduction to fingerspelling, numbers, and when to use them in conversations.

 (2) Instruction in using the characteristics of ASL: palm orientation, movement, handshape, and location of hands to each other and the body.

 (3) Instruction in the appropriate use of vocabulary, time periods, and tenses.

 (4) Instruction in using Agreement Verbs.

 (5) Instruction in using the connector “finish.”

 (**6)** Designate space for describing and telling about people who are not present or in view.

 (7) Instruction in using numbers 1-10 within the following number systems: ordinal, rank age, time periods.

 (8) Instruction in when and how to use facial expression and non-manual behaviors in sentences.

 (9) Instruction in grammatical structures and syntax of ASL as it applies to initiating conversations.

 (10) Instruction in differentiating between using Not and None.

 (11) Instruction in differentiating between possessive adjectives and personal pronouns.

c. Skill development production:

 (1) Introducing oneself.

 (2) Exchanging personal information.

 (3) Talking about surroundings on campus.

 (4) Telling where one lives.

 (5) Talking about family.

 (6) Telling about activities.

 (7) Correct production of fingerspelling and numbers.

 8. Method of Instruction

 a. Lecture.

 b. Demonstration.

 c. Expression and dialogue interaction.

 d. Hands-on experience.

 e. Videotape instruction.

 f. Role plays.

 g. Guest speakers.

 h Social media (blogs, vlogs, Youtube, etc).

 9. Methods of Evaluating Student Performance

 The grading system:

 a. Participation in discussions, group activities, online activities.

 b. Written essays, reflection papers, reaction papers, signed narratives, group work.

 c. Sign Language skill production.

 d. Quizzes and exams, including the final.

 e. Expressive and receptive skills evaluation.

10. Outside Class Assignments

 a. Attend Deaf events, townhall forums, Webinars, plays, observe interpreters, live Facebook events, Deaf Awareness Day events, ASL events sponsored by the Grossmont College ASL department.

 b. Participation in Deaf culture activities.

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10. Outside Class Assignments (Continued)

 c. Introduction to resources within the Deaf community.

 d. View media resources. For example: Youtube videos in ASL, Flipgrid, ASL DVDs, TED Talks, Webinars, kahoot quizzes, quizzlet quizzes, peardeck, Padlet, Answer garden.

 e. Hands-on exercises for skill development.

11. Texts

 a. Required Text(s):

 Smith, Cheryl, Ella Mae Lentz and Ken Mikos. *Signing Naturally, Level 1, Units 1-6*. Vista-American Sign Language Series. San Diego, CA: Dawn Sign Press, 2014**.**

 b. Supplementary texts and workbooks:

 (1) Humphries, Tom. Padden, Carol. *Learning American Sign Language*. Boston, MA: Allyn & Bacon, 2003.

 (2) Marbury, Dr. Nathie L., Bryant, Ritchie, Gelineau, Lisa, Shannon, Tracy, and Harris, Raychelle. *True+Way ASL, Unit 1-6.* Austin, TX: Purple Moontower LLC. , 2011-2020

 (3) Bragg, Lois. *Deaf World: A historical reader and primary sourcebook*. Parts I & II. New York, New York: New York University Press, 2001

 (4) ASL dictionary.

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

1. Recognize, produce vocabulary, and apply grammar structures related to the following topics: introducing oneself, exchanging personal information, discussing living situations, talking about family, telling about activities.
2. Conduct a basic introductory conversation in ASL demonstrating their receptive/expressive skills by having one-on-one dialogues.
3. Demonstrate their knowledge of Deaf history, Deaf culture and community by writing papers, participating in class discussions, and completing written exams.

Date approved by the Governing Board: December 15, 2020