

## COLLEGEWIDE COURSE SYLLABUS

<b><u>Campus:</u></b>	Terry
<b><u>Department:</u></b>	Department of Language and Culture
<b><u>Course Number &amp; Title:</u></b>	ASL 101 – American Sign Language
<b><u>Instructor:</u></b>	<b>Name:</b> <b>Telephone:</b> <b>E-mail:</b> <b>Office:</b>
<b><u>Course Hours &amp; Credits:</u></b>	3-hour class, 3 credits
<b><u>Course Description:</u></b>	A beginning course of American Sign Language (ASL), the natural language used by Deaf people and the Deaf community. This course will focus on the grammatical structure of ASL including receptive and expressive skills. The students will learn how to introduce oneself, asking for and giving information, asking for and giving directions, making requests and talking about activities. The course will also help students develop a visual and gestural foundation through meaningful interactive activities. Some information about the Deaf community and its culture will be featured throughout the course. This class will be presented in ASL.
<b><u>Text:</u></b>	Smith, C., Lentz, E., and Mikos, K. (1988). <u>Signing Naturally – Level One</u> . Student Workbook and Videotape. CA: Dawnsign Press
<b><u>Required Materials:</u></b>	Blank VHS videotape
<b><u>Method of Instruction:</u></b>	Campus classroom and videotape

## **CORE CURRICULUM COMPETENCIES**

**01/06/00**

### **CORE CURRICULUM COMPETENCIES (CCC)**

The graduate will be able to:

1. Communicate clearly and effectively both orally and in writing.
2. Demonstrate effective problem solving and reasoning skills.
3. Work effectively in groups of people from diverse backgrounds.
4. Demonstrate ethical and professional understanding and conduct.
5. Identify and evaluate useful and pertinent information sources and systems and how they are structured.
6. Use computer technology appropriate to the field.
7. Perform mathematical operations appropriate to the technology.
8. Explain the sociological, psychological, political or economic factors that influence social behavior.
9. Apply scientific principle in the technology area.

The Core Curriculum Competencies apply to all Associate Degree programs at the College. These are incorporated into each curriculum either by a course or by being integrated into coursework. These competencies are incorporated into each program review employer survey.

### **CORE COURSE PERFORMANCE OBJECTIVES:**

**Upon completion of the course, the student will be able to:**

1. Demonstrate correct use of fingerspelling and numbers in ASL. (CCC 1, 2)
2. Use correct non-manual signals. (CCC 1, 5)
3. Formulate grammatically correct ASL questions and sentence structures including topic comment, yes/no questions, wh-questions, rhetorical questions, directionality, use of space, negation, classifiers, conditionals, and age sequenced ordering. (CCC 1, 5)
4. Communicate appropriately in ASL including the use of culturally appropriate behaviors. (CCC 1, 2, 3, 5)
5. Build a conversation with other students and Deaf people in ASL. (CCC 1, 2, 3, 5)

### **MEASURABLE OBJECTIVES:**

1. Demonstrate correct use of fingerspelling and numbers in ASL.
  - 1.1 *Formulate correct handshape, location, orientation, and movement when fingerspelling and using number signs.*
  - 1.2 *Be able to recognize their fingerspelled names.*
  - 1.3 *Be able to locate their written names when fingerspelled.*
  - 1.4 *Be able to count with the numbers 1 –25 in ASL.*
2. Use correct non-manual signals.
  - 2.1 *Demonstrate how to use non-manual signals.*
  - 2.2 *Use correct non-manual signals when asking and answering questions.*
  - 2.3 *Formulate correct non-manual signals when giving directions.*

3. Formulate grammatically correct ASL questions and sentence structures including topic comment, yes/no questions, wh-questions, rhetorical questions, directionality, use of space, negation, classifiers, conditionals, and age sequenced ordering.
  - 3.1 *Ask and formulate any type of question using yes/no questions, wh-questions, and rhetorical questions with appropriate non-manual signals and head/body movements.*
  - 3.2 *Demonstrate in ASL giving directions to several different locations*
  - 3.3 *Demonstrate in ASL the use of topic comment, classifiers, conditionals, and age sequenced ordering.*
  - 3.4 *Use directionality, space and negation appropriately in ASL.*
  - 3.5 *Demonstrate contrastive structure, referents, classifiers and non-manual signals appropriately in ASL sentence structure.*
  
4. Communicate appropriately in ASL including the use of culturally appropriate behaviors.
  - 4.1 *Be able to express what they want.*
  - 4.2 *Be able to identify themselves as Deaf, Hard of hearing, hearing or a student.*
  - 4.3 *Be able to name their college, school, and instructors.*
  - 4.4 *Be able to identify other people and their family members.*
  - 4.5 *Use possessive signs when describing family relationships.*
  - 4.6 *Narrate their milestones in life.*
  
5. Build a conversation with other students and Deaf people in ASL.
  - 5.1 *Be able to carry a conversation in ASL.*
  - 5.2 *Be able to begin a conversation with appropriate greetings and conversation openers including waving at the person or touching the person on the shoulder or arm.*
  - 5.3 *Demonstrate several different ways to begin a conversation and continue it using appropriate pragmatic techniques in ASL.*

### **EVALUATION CRITERIA/POLICY:**

**Students will demonstrate proficiency on all measurable objectives to at least the 75% level.**

Grades will be computed using the following grading scale –

100 – 92 = A

91 – 83 = B

82 – 75 = C

74 – 0 = R

Note: If you earn a grade of 74% or below, you must repeat the course to get credit.

Refer to the current Student Handbook, for information regarding College policies such as academic standing policy, academic honesty policy, grading, withdrawal from a course, services and facilities available to students, and other policies relevant to the academic process.