

Skyline College Official Course Outline

Date: February 2007

1. TITLE:

ASL 111- American Sign Language I
3 Units. Three hours lecture per week. One hour by arrangement
Prerequisites: None

2. COURSE CLASSIFICATION:

Credit Course applicable to the Associate Degree.

3. COURSE DESCRIPTIONS:

Catalog Description:

A basic course in American Sign Language with focus on everyday communication: exchanging information, beginning with exchanging names and moving to talking about one's background; identifying others; making requests; giving reasons; giving opinions; giving simple directions. Topics center around personal information and the immediate environment. Grammar is introduced in context, with an emphasis on developing question and answer skills. Students rehearse conversation strategies for getting attention, asking for clarification, and correcting information to minimize misunderstanding. Transfer credit: UC; CSU (C2)

Schedule of Classes Description:

A basic course in American Sign Language with focus on everyday communication. Plus one lab hr/wk by arrangement. . Transfer credit: UC; CSU (C2)

4. COURSE JUSTIFICATION:

This course satisfies the needs of the community for sign language communication and cultural expression with sign language. A basic course in American Sign Language with focus on everyday communication. Plus one lab hr/wk by arrangement. GE transferable. Transfer credit: UC; CSU (C2).

5. STUDENT LEARNING OUTCOMES (SLO'S):

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

- Demonstrate the ability to use and understand the purpose served by particular language functions
- Have knowledge of the vocabulary essential to the specific application for the chosen functions
- Have grammar competencies necessary for carrying out the functions to be learned
- Send effective messages with specific culturally appropriate responses necessary for communication

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

A basic course in American Sign Language is centered around personal information and the immediate environment. Grammar is introduced in context, with an emphasis on developing question and answer skills. Students rehearse conversation strategies for getting attention, asking for clarification, and correcting information to minimize misunderstanding.

Specific objectives include:

- Expressively use basic vocabulary.
- Understand receptively basic vocabulary.
- Understand receptively beginning level fingerspelling.
- Demonstrate correct facial expressions in a given situations.
- Fingerspell clearly basic vocabulary of the course.
- Understand and apply grammar skills as required.
- Function comfortably in a wide variety of situations in the deaf community.
- Demonstrate appropriate behaviors, showing awareness of and respect for the deaf culture.
- Establish and maintain basic social relationships in American Sign Language.

7. COURSE CONTENT:

1. Introducing people: yourself and others
2. Exchanging personal information
3. Talking about surroundings
4. Telling where you live
5. Telling about activities
6. Talking about your family
7. Language functions:
 - a. asking for/giving names
 - b. confirming, information
 - c. correcting information
 - d. asking if deaf or hearing
 - e. asking where you learned to sign
 - f. responding to information: OH-I-SEE
 - g. asking/telling where
 - h. asking/telling how you come to class
 - i. asking/telling about marital status
 - j. asking/telling if have children/siblings
 - k. telling how many
 - l. apologizing
 - m. giving reasons
 - n. giving opinions
 - o. suggesting activities
8. Grammar topics:
 - a. Yes/no questions
 - b. Wh-questions: “What,” “where,” + “how”
 - c. Negative headshake
 - d. Numbers 1-30

- e. Agent marker
- f. Negation: NOT, NO, NONE
- g. Possessive pronouns
- h. Noun-verb pairs
- i. Use of space: contrastive structure
- j. Time signs: past, present and future
- k. Dual person pronouns: US—TWO
- l. Phrasing: listing activities

8. REPRESENTATIVE METHODS OF INSTRUCTION:

All activities for developing ASL skills will be in signs and/or gestures. Writing and reading will be restricted to instructions of activities and information on the deaf culture and/or ASL principles. No voice will be used in the classroom. Students will practice together in small groups and create images of sign language in the classroom. Video text and workbook and worksheets will be assigned as homework and practice. Quizzes, mid-term, final exam.

9. ASSIGNMENTS:

Typical assignments:

- 1. Working in pairs or small groups, videotape a dialogue.
- 2. Complete homework sheets.
- 3. Write a one-page report describing a deaf event you attended, including the types of interactions you had with the deaf community.
- 4. View a videotape on the deaf culture/deaf community. Write an essay about what you saw.

10. EVALUATION OF STUDENT PERFORMANCE:

Method of grading: Grade option

- 1. Expressive (student's signing abilities)
- 2. Receptive (student's ability to read sign language)
- 3. Attendance
- 4. Homework and practice assignments
- 5. Group work and participation
- 6. Quizzes
- 7. Mid-Term Exam
- 8. Final Exam

11. RECOMMENDED or REQUIRED TEXT(S):

Suggested Texts:

Kelley, Walter Paul, 2003. *Deaf Culture: A to Z*. Austin: Buto Ltd., 2003. ISBN-10: 0972956905

Lenz, Mikos, Smith, Signing Naturally, Level 2. Student Workbook and videotape, Visa Curriculum, San Diego: Dawn Sign Press, 1994.

Moore, Matthew S. and Levitan. *For Hearing People Only*. M S M Productions, Ltd., 3rd Edition, 2003. ISBN 0963401637

Neidle, Carol; Keigl, Judy; Maclaughlin, Dawn; Bahan, Benjamin and Leigh Robert. *The Syntax of American Sign Language: Functional Categories and Hierarchical Structure*. MIT Press, 2000. ISBN-10:0-262-14067-5

Padden and Humphries, Deaf in America: Voices from a Culture. Boston: Harvard Press, 1992.

Stremlau, Tonya M. *The Deaf Way Anthology II: Literary Collection by Deaf and Hard of Hearing Writers*. Gallaudet University Press, 2002.