

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

American Sign Language 125 – American Sign Language with Infants and Toddlers

1 hour lecture, 1 unit

Catalog Description

Explore the methods and benefits of using American Sign Language (ASL) with hearing infants and toddlers. Areas emphasized will be methods, benefits, and philosophies of teaching infants and toddlers to communicate using ASL. Upon completion, students will be able to introduce these techniques in early childhood classrooms and/or at home.

Prerequisite

None

Course Content

- 1) Methods, philosophies and benefits of using ASL with infants and toddlers
- 2) Signs based on topics appropriate for infants and toddlers
- 3) The design and execution of lesson plans in class
- 4) Different philosophies of teaching “baby” signs and reporting findings
- 5) Identification and modeling of signs taught in class
- 6) Sign system comparisons

Course Objectives

Students will be able to:

- 1) Compare and contrast the philosophies behind, and the use of, “SEE” (Signing Exact English) signs versus ASL signs for use with infants and toddlers.
- 2) Model (expressive skills) 200 signs based on ASL appropriate for use with pre-verbal infants.
- 3) Recognize (receptive skills) 200 signs based on ASL appropriate for use with pre-verbal infants.
- 4) Describe and model principles and practices for teaching signs to infants and toddlers including praise and reward.
- 5) Design and demonstrate activities for teaching and reinforcing ASL signs for use with infants and toddlers.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Quizzes and exams that measure students’ ability to:
 - a. Recognize ASL signs (receptive skills).
 - b. Model ASL signs (expressive skills).
 - c. Compare and contrast varied sign philosophies.
- 2) In-class exercises that measure students’ ability to:
 - a. Model ASL signs for infants and toddlers (expressive skills).
 - b. Practice and evaluate ASL sign (receptive skills).
 - c. Develop and demonstrate activities and practices that teach and reinforce infant and toddler sign and receptive skills.

Special Materials Required of Student

High Speed Internet Access and Webcam

Minimum Instructional Facilities

Smart classroom/ASL lab

Internet Access

Method of Instruction

- 1) Lecture and discussion
- 2) Signed demonstrations
- 3) Receptive and expressive practice of signs taught by topic
- 4) Multimedia presentations
- 5) Guest speakers
- 6) Sharing of personal experience

Out-of-Class Assignments

- 1) **Reading:** reading assignments and lecture review.
- 2) **Writing:** personal experience project, preparation for presentation of lesson plan activity, written reflections or analyses connecting sign practices with infant/toddler development.
- 3) **Other:** weekly vocabulary practice exercises, media project, assignments measuring students' ability to recognize (receptive skills), model (expressive skills), practice and evaluate (receptive skills) ASL signs.

Texts and References

- 1) Required (representative examples):
 - a. Cadjan, Nancy. *Baby Signing Essentials*; Source Books, 2015. ISBN: 9781492612544
 - b. Grugan, Cecilia. *Learn to Sign With Your Baby*; Penguin Random House, 2022. ISBN: 9780593435625.
 - c. Smith, Mary. *Baby Sign Language: A Fun and Simple Guide to Early Communication*; Fair Winds Press, 2022. ISBN" 9780760375747.
- 2) Supplemental: None

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Use a wide range of common signs clearly with infants and toddlers in conceptually clear ways.
- 2) Identify and understand the developmentally different but appropriate ways infants and toddlers attempt to form and produce signs.
- 3) Explain the value of introducing ASL to infants and toddlers and describe how ASL is different from other signing systems such as Signed Exact English or Pidgin Signed English
- 4) Discuss the opportunities and challenges parents of Deaf children may experience with their children.