

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

AMERICAN SIGN LANGUAGE 120 – AMERICAN SIGN LANGUAGE I

4 hour lecture, 4 units

Catalog Description

Introduction to American Sign Language (ASL) and Deaf culture. The course is designed to give students with little to no experience in or exposure to ASL an emerging conversational and cultural foundation. Students will develop skills in telling about and comprehending common every day activities and asking questions. Students will learn how to use non-manual signs, facial expressions and other culturally appropriate uses of the face and body to interact with, show comprehension, get attention, and form appropriate cultural connections with Deaf people.

Prerequisite

None

Course Content

- 1) Vocabulary often used in telling about every day activities and personal experiences
- 2) Basic ASL grammar and sentence structure
- 3) Asking and understanding questions, staying engaged in a conversational context
- 4) Introduction to Deaf culture and cultural values, traits and behaviors
- 5) Fingerspelling, alphabet and number based
- 6) Non-manual signs, uses of facial expressions and body language
- 7) Uses of technology common to Deaf people

Course Objectives

Students will be able to:

- 1) Language Acquisition. Demonstrate an understanding of the main ideas and significant details of an ASL conversation in a variety of contexts both formal and informal.
 - a. Recognize the main idea of a basic signed message
 - b. Respond appropriately to a basic request for information
 - c. Provide an appropriate response to a basic signed question or comment
 - d. Recognize a stated cause or effect in a situation described in a basic signed conversation
 - e. Apply and recognize appropriate basic non-manual markers in the context of a question
 - f. Apply and recognize basic aspects of ASL grammar and linguistics (examples: sentence order, use of finish, classifiers, number incorporation)
 - g. Compare and contrast various Sign Systems and the significance of their use
 - h. Translate and perform a story or narrative in ASL.
- 2) Deaf Community and Culture. Demonstrate an understanding of how cultural practices exemplify cultural perspectives in American Deaf Culture.
 - a. Identify and observe rituals, values, and traditions of the American Deaf Community (examples: greetings and leave taking)
 - b. Identify and observe rules governing social and communication interactions between deaf people (examples: attention getting, sight lines, turn taking)
 - c. Identify and describe significant people in the Deaf community and their contributions to Deaf Culture.
 - d. Describe the cultural meaning of signs, regional accents of the language, and/or Black American Sign Language (BASL).

- 3) Technology. Demonstrate an understanding of how the technology of American Deaf Culture exemplifies its cultural perspective.
 - a. Analyze media (publications, websites) and its importance to the Deaf community
 - b. Compare and contrast the role of technology in improving Deaf peoples' lives
 - c. Recognize the role of television, videos, and film in the Deaf community
 - d. Recognize the importance of entertainment in the Deaf community (examples: Deaf sporting events, captioned movies and television, Deaf theater, Deaf community events)

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. Translate signed messages (receptive skills).
 - b. Translate the Manual Alphabet and Numbers (receptive skills).
 - c. Apply their understanding of Deaf community and culture.
 - d. Apply their understanding of Deaf technology.
 - e. Apply their understanding of Sign Systems.
- 2) Exercises, projects and activities that measure students' ability to:
 - a. Produce signed messages (expressive skills).
 - b. Practice and evaluate ASL signs (expressive/receptive skills).
- 3) Video recorded evaluations to measure students' ability to:
 - a. Produce and translate signed messages (expressive/receptive skills).
 - b. Produce and translate the Manual Alphabet and Number (expressive/receptive).
- 4) Writings that measure students' ability to investigate and describe the Deaf community and culture as observed in a "real-world" setting.

Special Materials Required of Student

Recordable DVDs, USB flash drive, access to computer and digital camera

Minimum Instructional Facilities

Smart classroom/ASL lab

Method of Instruction

- 1) Lecture and discussion
- 2) Demonstration
- 3) Receptive and expressive practice
- 4) Multimedia presentations
- 5) Student signed interactions in groups
- 6) Innovative technology
- 7) Activities

Out-of-Class Assignments

- 1) Weekly vocabulary practice exercises
- 2) Reading assignments/lecture review
- 3) Cultural activity: attend a Deaf event and report observations

Texts and References

- 1) Required (representative examples):
 - a. Lentz, Ella Mae, Mikos, Ken, and Smith, Cherie. *Signing Naturally: Units 1-6*. San Diego: Dawn Sign Press. 2008.
 - b. Leigh, Andrews and Harris. *Deaf Culture: Exploring Deaf Communities in the United States*. Plural Publishing. 2nd edition. 2020.

2) Supplemental (representative examples):

- a. Valli, C. *The Gallaudet Dictionary of American Sign Language*. Gallaudet University Press, Reprint edition 2021.
- b. Bayton, et al. *Through Deaf Eyes: A Photographic History of an American Community*. Gallaudet University Press, 2007.

Exit Skills

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Recognize the members of the Deaf community as a cultural and linguistic minority with their own language (ASL), and how this recognition is part of understanding the sociological aspects of all cultures.
- 2) Interact with members of the Deaf community showing respect and value for the diversity within this community and the hearing community.
- 3) Analyze ASL as a unique language with its own linguistic and grammatical structure; recognize the similarities and differences between English and ASL; use this knowledge to better understand the English language and American culture and its relationship to Deaf culture.
- 4) Use current communication technology common to the Deaf community.
- 5) Compare and contrast communication technologies and their use within the hearing community and the Deaf community
- 6) Analyze the history of programs and leaders (Deaf and hearing men and women) who have shaped and defined Deaf education, politics, advocacy, athletics, language, literature, and arts including the role of Gallaudet University in the Deaf and hearing communities.
- 7) Recognize the importance of bilingualism and biculturalism in society and the work force and explain the different sign systems used in American education programs.
- 8) Comprehend (receptive) and produce (expressive) basic ASL vocabulary and sentences.
- 9) Conduct a peer critique of classmates' final projects using an evaluation instrument and presentation comment form.

Student Learning Outcomes

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

- 1) Language Acquisition: Recognize a basic signed statement or question (receptive skills).
- 2) Language Acquisition: Express or identify vital non-manual signs and other cultural uses of body language and facial expressions.
- 3) Language Acquisition: Translate and present a comprehensive narrative or performance.
- 4) Deaf Community and Culture: Analyze how technology has been used in Deaf culture and its impact on Deaf culture.
- 5) Deaf Community and Culture: Identify and observe rituals, values and traditions of the American Deaf Community and rules governing social and communication interactions between Deaf people (examples: greetings and leave taking, attention getting, sight lines, turn taking).