

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

AMERICAN SIGN LANGUAGE 126 – AMERICAN SIGN LANGUAGE WITH SCHOOL AGE CHILDREN

1 hour lecture, 1 unit

Catalog Description

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

Prerequisite

None

Course Content

- 1) Methods, philosophies and benefits of using ASL with school age children
- 2) Signs based on topics appropriate for school age children
- 3) The design and execution of lesson plans in class/outside class
- 4) Different philosophies of teaching school age 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 school age children.
- 2) Model (expressive skills) 250 signs based on ASL appropriate for use with school age children.
- 3) Recognize (receptive skills) 250 signs based on ASL appropriate for use with school age children.
- 4) Describe and model principles and practices for teaching signs to school age children.
- 5) Design and demonstrate activities for teaching and reinforcing ASL signs for use with school age children (in class and outside class in an elementary school setting).

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 ASL and “SEE” signs.
- 2) In-class exercises that measure students’ ability to:
 - a. Model ASL signs for school age children (expressive skills).
 - b. Practice and evaluate ASL sign (receptive skills).
 - c. Develop and demonstrate activities and practices that teach and reinforce school age children sign and receptive skills.

Special Materials Required of Student

Internet Access

Minimum Instructional Facilities

Smart classroom/ASL lab

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) Weekly vocabulary practice exercises
- 2) Reading assignments/lecture review
- 3) ASL in Action project
- 4) Preparation for age appropriate review activity

Texts and References

- 1) Required (representative examples):
 - a. Tennant and Brown. *The American Sign Language Handshape Dictionary with DVD*. 2nd ed. Gallaudet University Press, 2010.
 - b. Heller, Lora. *Sign Language for Kids: A Fun & Easy Guide to American Sign Language*. Sterling Publishing, 2004.
 - c. Sternberg, Martin L.A. *American Sign Language: Abridged Edition*. 3rd edition. Harper Collins, 1998.
 - d. Nichols, C. *American Sign Language: Learn to Sign The Alphabet, Numbers, and Useful Words and Phrases*. Thunder Bay Press, 2018. (ISBN: 9781684122875)
- 2) Supplemental:
 - a. Gernon, R. *A Mother, Her Deaf Daughter, and Their Stories*. Gallaudet University Press, 2012. (ISBN: 9781563685378)

Student Learning Outcomes

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

- 1) Identify the difference between ASL and signed English; explain and model appropriate uses for both, especially within educational contexts.
- 2) Model and recognize an expansive vocabulary appropriate for use with school age children and corresponding interests and activities.
- 3) Demonstrate an awareness of the Deaf community and culture and the educational and social interests as well as the challenges these parents and their Deaf school age children may experience.