

**CUYAMACA COLLEGE**  
COURSE OUTLINE OF RECORD

**AMERICAN SIGN LANGUAGE 130 – AMERICAN SIGN LANGUAGE: FINGERSPELLING**

3 hours lecture, 3 units

**Catalog Description**

This course is taught using American Sign Language (ASL). The primary focus of this course is to become skilled in use of the American manual alphabet (Fingerspelling). Students will develop an awareness of how and when fingerspelling should be used within ASL. Upon completion of the course, students will demonstrate skilled ability to accurately use and comprehend ASL fingerspelling and numbers within conversational contexts.

**Prerequisite**

“C” grade or higher or “Pass” in ASL 120 or equivalent ability to sign

**Entrance Skills**

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Recognize the members of the Deaf community as a cultural and linguistic minority that communicate by using a rich, dynamic and complex language, ASL.
- 2) Interact comfortably and confidently with members of the Deaf community while showing respect and value for the culture and diversity within the Deaf community.
- 3) Analyze ASL as a unique language with its own linguistic and grammatical structure and have an emerging awareness of how fingerspelling fits within and is an important part of ASL.
- 4) Be aware of 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.
- 5) Demonstrate awareness and acceptance of Deaf culture and an understanding of cultural values and behaviors that are embedded in ASL.
- 6) Comprehend (receptive) and produce (expressive) basic ASL vocabulary and sentences.
- 7) Recognize and produce the ASL manual alphabet and number handshapes at a basic level.
- 8) Understand the five parameters involved in forming a sign appropriately.

**Course Content**

- 1) Proper handshapes for manual alphabet (Fingerspelling)
- 2) Proper handshapes for manual numbers
- 3) Grammatical structure and syntax of ASL for manual alphabet/Fingerspelling use
- 4) Concepts dictating numerical usage within ASL syntax
- 5) Expressive and receptive fingerspelled words in language contexts
- 6) Strategies to improve receptive skill development of fingerspelled words and numbers within a conversational contexts.
- 7) Names and places synonymous with Deaf culture and the community
- 8) Common fingerspelled abbreviations and loan signs (lexicalized fingerspelling) within the context of conversation
- 9) Cultural value and skill associated with creating and comprehending alphabet and number stories.

**Course Objectives**

Students will be able to:

- 1) Accurately produce the fingerspelled alphabet in ASL.

- 2) Recognize and produce fingerspelled items within a larger context.
- 3) Evaluate communication contexts to determine appropriate use and placement of fingerspelled words.
- 4) Accurately produce a variety of manual numbers in ASL.
- 5) Recognize and produce ASL numbers within the appropriate context.
- 6) Compare and contrast appropriate expressive and receptive fingerspelling.
- 7) Compare and contrast ordinal and cardinal number systems.
- 8) Recognize ASL numbers and fingerspelling in the context presented using the strategy known as the 3 Cs: Context, Configuration and Closure, "closure" as well as other receptive concepts.
- 9) Identify acronyms, names, titles, and places of popular Deaf oriented organizations and publications.
- 10) Analyze aspects of ASL grammar, vocabulary, and cultural issues as it relates to the use of fingerspelling.
- 11) Recognize and produce lexicalized signs.

### **Method of Evaluation**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in the subject matter determined by multiple measurements for evaluation.

- 1) Quizzes and exams that measure students' ability to:
  - a. Translate the manual alphabet (Fingerspelling) in isolation and in context.
  - b. Translate manual numbers in isolation and in context.
  - c. Translate acronyms, names, titles and loan signs in isolation and in context.
- 2) Exercises, projects and activities that measure students' ability to:
  - a. Accurately produce the manual alphabet and numbers in isolation and in context.
  - b. Comprehend and produce manual alphabet and numbers in isolation and in context.
  - c. Practice their expressive and receptive skills using the manual alphabet and numbers.
- 3) Video recorded evaluations to measure students' ability to:
  - a. Accurately produce the manual alphabet in isolation and in context.
  - b. Accurately produce manual numbers in isolation and in context.
  - c. Accurately produce acronyms, names, titles, and loan signs in isolation and in context.
- 4) Writings that measure students' ability to:
  - a. Analyze the grammatical aspects of using the manual alphabet and numbers.
  - b. Analyze the cultural issues related to the use of the manual alphabet and numbers.

### **Special Materials Required of the Student**

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

### **Minimum Instructional Facilities**

Smart classroom/ASL Lab

### **Method of Instruction**

- 1) Lecture and discussion
- 2) Demonstration
- 3) Receptive and expressive practice
- 4) Videos
- 5) Student-signed interactions in groups
- 6) Technology based presentations and demonstrations
- 7) Individual and group activities in and out of the classroom

### **Out-of-Class Assignments**

- 1) View instructional DVD/videos
- 2) Deaf culture/ethnographic interactions/experiences
- 3) Assigned projects/exercises to review and develop expressive and receptive skills

**Texts and References**

- 1) Required: (representative examples):
  - a. Guillory, LaVera. *Expressive and Receptive Fingerspelling for Hearing Adults*. Baton Rouge, LA: Claitor's Publishing Division, 13th reprint, 1998.
  - b. MacDougall, C. *Numbering for Everyone: Numbering in American Sign Language*. San Diego, CA: Dawn Sign Press, 2008.
  - c. Patrie, C. and R. Johnson. *Fingerspelled Word Recognition through Rapid Serial Visual Presentation (RSVP)*. San Diego, CA: Dawn Sign Press, 2011.
  - d. Lucas, Ceil, and Adam Schembri. *Sociolinguistics and Deaf Communities*. Published 2015. Print. ISBN: 9781107663862
- 2) Supplemental: None

**Student Learning Outcomes**

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

- 1) Demonstrate skillful ability to produce and comprehend fingerspelled words and numbers individually and within a conversational context.
- 2) Identify and use lexicalized fingerspelling appropriately.
- 3) Demonstrate an awareness of and ability to use fingerspelling as a clarifying or bridging tool between ASL and English in an explanatory or educational context.