ASL 101 - American Sign Language I

Discipline: American Sign Language

Department: Communication and Language

Term Effective: Fall 2023

Requisites

Departmental Recommendation: Eligibility for ENGL C1000 and Concurrent enrollment in ASL 115

Entrance Skill

A. Requisite Skills:
None
B. Recommended Skills:
None

Units and Hours

Semester Units: 4.000
Semester Hours:

Instructional Categories	Units	Contact Hours	Out of Class Hours
Lecture	4	64 - 72	128 - 144
Independent Study	0	0	0
Lab/Field	0	0	0
Activity	0	0	0
Total	4	64 - 72	128 - 144

Instructional Categories	Units	Contact Hours	Out of Class Hours
Total Student Learning Hours	192 - 216		

Recommended Course Enrollment: 35

Need for the Course

The course provides the initial level of training for those who wish to communicate effectively with members of the Deaf community, including American Sign Language interpreters and Deaf educators. ASL 101 is associate degree applicable, a requirement for students earning an AA or certificate in American Sign Language and fulfills the associate degree general education requirement for humanities and diversity and multiculturalism. This course transfers to UC and CSU.

Goals for the Course

1. To enable students to use American Sign Language (ASL) both receptively and expressively in order to discuss topics of daily living as well as give and receive directions.
2. To provide students the opportunity to learn the history and diverse culture within the Deaf community in the United States up to present times, and develop a sensitivity to the use of American Sign Language (ASL), Black American Sign Language (BASL, & Lengua de Sencas Mexicana (LSM).
3. To develop an understanding of the communication, educational, medical, and social issues facing Deaf persons in society.

Catalog Description

Introduction to American Sign Language as used by the Deaf community in the United States. Study of a basic vocabulary of approximately 400 signs, typical ASL sentence structures and social conventions involved in ASL. Discussion of the history of Deaf education and the Deaf community up to the end of the nineteenth century. NOTE: This course may require attendance to Deaf community events.

Schedule Description

Introduction to American Sign Language as used by the Deaf community in the United States. NOTE: This course may require attendance to Deaf community events.

Student Learning Outcomes:

Upon satisfactory completion of the course, students will be able to:

1. Expressive Communication: Students will demonstrate signed ASL proficiency with proper production and clarity, speed and fluency, non-manual markers, and grammatical concepts, with an accuracy level of 70%+ (for a "3" score) or 85%+ (for a "4" score). Topics will include vocabulary covered in Signing Naturally units 1-5.
2. Receptive Communication and Linguistics: Students will interpret ASL segments containing vocabulary from units 1-5 with an accuracy level of 70%+ (for a "3" score) or 85%+ (for a "4" score) and demonstrate understanding of ASL grammar structures and concepts.
3. Cultural Diversity and Appreciation: Students will demonstrate appropriate knowledge of the Deaf Community regarding social interactions, beliefs, values, arts, literature, entertainment, diversity, and current events, at a superficial level. They will interact with, members of the Deaf Community, compare and contrast cultural norms, and appreciate the similarities and differences within the Deaf community and in comparison, with their own. Upon completion, students will reflect on their language use, strengths, areas for improvement, and outline a specific plan for continual language growth.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Introduce self and interact in Deaf culturally appropriate ways including getting a Deaf person's attention, asking for repetition, and using a culturally appropriate style of communication
2. Engage in conversations about a variety of basic topics including introductions, personal information, academics, family and relationships, residences and communities, daily/weekly/monthly schedules, and leisure activities.
3. Use basic ASL grammar structure, including y/n-questions, wh-questions, rhetorical questions, topic/comment sentence structure, directional verbs, real world orientation and spatial agreement, contrastive structure, and simple classifiers.
4. Incorporate appropriate facial expressions and non-manual signals, pronouns, fingerspelling, loan signs, and cardinal and ordinal number structures into basic conversations.
5. Compare and contrast communication modes used by Deaf persons and the advantages and disadvantages of these modes.
6. Discuss in an informed manner the social, medical, and educational issues faced by Deaf persons in the United States.

Course Content

Lecture Outline
- A. Vocabulary
    1. Alphabet
    2. Wh-q
    3. Y/N-q
    4. Colors
    5. Greetings
    6. Moods and feelings
    7. Farewells
    8. Introductions
    9. Manners
    10. Clarifications
    11. Opposites
    12. Cardinal and Ordinal numbers
    13. Schooling and education
    14. Areas of study, majors, and minors
    15. Diplomas and degrees
    16. Apperances
    17. Compliments
    18. Family, friends, and pets
    19. Relationship statuses
    20. Employment
    21. Life milestones
    22. Transportation
    23. Housing and dwellings
    24. Calendar and time expressions
    25. Events and celebrations
    26. Holidays
    27. Reasons/excuses
    28. Frequency
    29. Daily activities
    30. Opinions
    31. Skills
    32. Hobbies and interests
    33. Sports and recreation
    34. Vacation
    35. Snacks and drinks
- B. Grammar and sentence structure

1. Parameters
    2. Pronouns
    3. Sentence Types
    4. Articles
    5. Noun then Verb
    6. Apostrophes in names
    7. Names and Titles
    8. Multiple meanings in words
    9. Homonyms
    10. Noun Verb Pairs
    11. NMM associated with shades of colors
    12. Conjunctions
    13. Gender signs
    14. Agreement verbs
    15. Negation
    16. Age numbers
    17. Transitions
    18. Numerical incorporation
    19. Clock numbers
C. Deaf culture
    1. Immersion
    2. Seating arrangements
    3. Getting attention
    4. Backchanneling
    5. Deaf status
    6. Name signs
    7. Deaf owned businesses
    8. Eyeth
    9. Regional variations
    10. Deaf gatherings
    11. Deaflympics
    12. Deaf people behind the wheel
    13. Playing with Signs
    14. Minimizing interruptions
    15. Contemporary issues
    16. Historical figures

Representative Texts and Instructional Materials

Textbooks: E-Z American Sign Language, Stewart, D., Stewart, E. Dimlind, L., Little, J., Barron's

Educational Series, 2011

TRUE+WAY ASL: Units 1-4 student e-workbook, Bryant, R., Gelineau, L., Shannon, T., Harris, R., & Marbury, N. , Purple Moontower, 2017

A Student Guide to Mastering ASL Grammar., Jay, M., Judea Media, LLC, 2011

Signing Naturally Units 1-6 Student Set., Smith, C., Lentz, E.M., & Mikos, K. , Dawn Sign Press, 2008

Master ASL, Level One Package (Textbook, Student Companion and DVD)., Zinza, J. E. , Sign Media, Inc., 2006

American Sign Language Dictionary., Costello, E. , Random House , 2008

Other: Through Deaf Eyes (Online)

True+Way ASL Online Curriculum

Audism Unveiled (Online)

Methods of Instruction

- •Audio Visual Presentations

- •Class Activities

- •Class Discussions

- •Collaborative Group Work

- •Computer-aided Instruction

- •Demonstration

- •Distributed Education

- •Feedback and Critique

- •Guest Speakers

- •Lecture

- •Observation

- •Other (Specify)

  A. Signed Presentations

Emergency Remote Instruction Yes

In emergency circumstances that require campus closure, remote instruction may be incorporated. Courses offered remotely will achieve or adapt stated learning outcomes for the remote environment. Instruction will maintain regular effective contact through conferencing and LMS applications. Instructional materials will be adapted to meet ADA compliance. Instructors will be supported through available campus resources including Alternative Media and Assistive Technology Specialist, DSPS Office, PD Lead, DE Lead, and other available resources to help ensure that instructional materials are accessible to persons with disabilities.

Assignments and Methods of Evaluation

1. Cumulative finals or certifications (20-40%)
2. Examinations (20-40%)
3. Projects (10-30%)
4. Homework (10-20%)
5. Quizzes (0-20%)
6. Class Participation (0-10%)

Distance Education

1. Distance Education Format

Recommended Online Enrollment: 35

- FO – Fully Online: Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college
- PO – Partially Online: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. This would include periodic synchronously scheduled meetings for lecture, lab or testing where the instructor and student are together. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The class schedule indicates when and where the in-person meetings occur and how many hours are to be completed online. Any scheduled or synchronous online meetings should also be included in the schedule of courses.

2. Any portion of this course conducted through distance education includes regular and effective contact between instructor and student and among students, either synchronously or asynchronously, such as the use of:

- Individual or group meetings
- Orientation and review sessions

- Supplemental seminar or study sessions
- Field trips
- Library workshops
- Telephone contact
- Voice Mail
- Email
- LMS Announcements
- Feedback and comments on assignments
- LMS Discussion Board posts
- Group Projects
- Breakout Rooms in communication platform such as
- Zoom
- Peer Reviews

Other No

3. Accessibility: Accommodations regarding disabled student accessibility to online content must be made as prescribed in the Distance Education Guidelines regarding Section 508, as published by the California Community College Chancellor's office. For example: The following are general principles that should be followed in ensuring that distance education courses are accessible to students with disabilities.

A. All DE resources must be designed to afford students with disabilities maximum opportunity to access distance education resources "anytime, anywhere" without the need for outside assistance (i.e., sign language interpreters, aides, etc.).

B. Distance education resources must generally be designed to provide "built-in" accommodation (i.e., closed captioning, descriptive narrative) and/or interface design/content layout, which is accessible to "industry standard" assistive computer technology in common use by persons with disabilities. Whenever possible, information should be provided in the alternative format preferred by the student.

C. Adoption of access solutions which include assigning assistants (i.e., sign language interpreters, readers) to work with an individual student to provide access to distance education resources should only be considered as a last resort when all efforts to enhance the native accessibility of the course material have failed.

D. Access to DE courses, resources and materials include the audio, video, and text components of courses. Access to resources and materials include the audio, video, multimedia and text components of Web sites, electronic chat rooms, e-mail, instructional software, CD-ROM, DVD, laser disc, video tape, audio tape, electronic text, and print materials. Where access to Web sites not controlled by the college is required or realistically necessary to completion of a course, the college must take steps to ensure that such sites are accessible or provide the same material by other accessible means.

E. Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course taking experience is the same for students with

or without Disabilities.

Last Revision
2023-01-23

Board Approval
2023-03-09