

# ASL 001: ELEMENTARY AMERICAN SIGN LANGUAGE I

---

**Originator**

wblais

**Justification / Rationale**

Addition of asynchronous modality

**Effective Term**

Fall 2022

**Credit Status**

Credit - Degree Applicable

**Subject**

ASL - American Sign Language

**Course Number**

001

**Full Course Title**

Elementary American Sign Language I

**Short Title**

ELEMENTARY ASL I

**Discipline****Disciplines List**

Sign Language, American

**Modality**

Face-to-Face

100% Online

Hybrid

**Catalog Description**

This course presents the fundamentals of American Sign Language in an intensive method, with many lectures conducted in ASL. Students learn basic grammar and vocabulary of ASL, with an emphasis on both expressive and receptive skills. The history, values, and attitudes of American Deaf culture are explored.

**Schedule Description**

Students acquire basic ASL vocabulary and grammar, surveying American Deaf history and culture at an accelerated pace. IGETC: 6A

**Lecture Units**

5

**Lecture Semester Hours**

90

**Lab Units**

0

**In-class Hours**

90

**Out-of-class Hours**

180

**Total Course Units**

5

**Total Semester Hours**

270

**Required Text and Other Instructional Materials****Resource Type**

Book

**Author**

Smith, C., Lentz, Ella Mae Mikos, Ken

**Title**

Signing Naturally: Units 1-6

**City**

San Diego

**Publisher**

Dawn Sign Press

**Year**

2008

**College Level**

Yes

**Flesch-Kincaid Level**

9.1

**ISBN #**

978-1-58121-2

**Class Size Maximum**

35

**Course Content**

- a. Introducing Oneself:
  - i. Getting to Know You
  - ii. Cardinal Numbers 1-10
  - iii. Fingerspelling: Fist Letters
  - iv. Same or Different 1
  - v. Introducing Oneself
  - vi. Cardinal Numbers 11-15
  - vii. Asking Who
  - viii. Specifying Where
  - ix. Giving Commands: Objects in the Classroom
  - x. Following Instructions
  - xi. Culture: Getting Attention
  - xii. Unit 1 Review: Putting It All Together
- b. Exchanging Personal Information
  - a) Giving Information about Yourself
  - b) Cardinal Numbers 16-19
  - c) Identifying Locations: Tic-Tac-Toe
  - d) Narrating Experience with Languages
  - e) Fingerspelling: Up Letters
  - f) Talking about Leisure Activities
  - g) Cardinal Numbers 20-29
  - h) Describing Three Types of Shapes
  - i) Identifying People
  - j) Fingerspelling: Double Letters
  - k) Culture: Negotiating a Signing Environment
  - l) Asking What Is The Sign

- m) Unit 2 Review: Putting It All Together
- c. Discussing Living Situations
  - a) Telling Where One Lives
  - b) Giving Commands: Locations
  - c) Finerspelling: Moving Letter Z
  - d) Discussing One's Residence
  - e) Giving basic Directions: Around the Classroom
  - f) Identifying Which Square 1
  - g) Cardinal Number 30-66
  - h) Talking about Roommates and Pets
  - i) Giving Basic Directions: Expressing Needs
  - j) Fingerspelling: Down Letters P,Q, Y
  - k) Telling How Long
  - l) Traveling to School or Work
  - m) Identifying Which Square 2
  - n) Asking What Is the Sign
  - o) Reviewing Cardinal Numbers 30-66
- p) Unit 3 Review: Putting It All Together
- d. Talking about Family
  - a) Talking about Immediate Family
  - b) Negation 1
  - c) Rocking Numbers 67-98
  - d) Have, Like, Want, and Need
  - e) Talking about Siblings
  - f) Moving Letter J
  - g) Telling How Old
  - h) Talking about Extended Family
  - i) Telling How Family Members Are Related
  - j) Negation 2
  - k) Discussing Family Variations
  - l) Review Cardinal Numbers 1-100
  - m) Getting Meaning Across
  - n) Commenting on Family Members
  - o) Culture: Maintaining a Clear Sightline
- p) Unit 4 Review: Putting It All Together

### Course Objectives

	Objectives
Objective 1	Students will be able to explain and share personal reactions to a variety of familiar contexts
Objective 2	Students will be able to illustrate their ability to relay factual information on topics related to people, places, and things.
Objective 3	Students will be able to compose personal introductions and farewells that are appropriate to Deaf Culture
Objective 4	Students will be able to negotiate basic directions, requests, and demands.
Objective 5	Students will be able to demonstrate their comprehension of the basic physical and personality descriptions learned.
Objective 6	Students will be able to identify and apply proper names through the use of finger spelling via teacher-aided cues, and identify finger-spelled loan signs.
Objective 7	Students will be able to recognize and demonstrate their ability to produce numbers 1-100.
Objective 8	Students will be able to analyze similar signs and identify the different parameters.
Objective 9	Students will be able to demonstrate an understanding of basic ASL syntax by using topic/comment and structure when asked simple questions, demonstrated through glossing simple English sentences into ASL order.
Objective 10	Students will be able to use number incorporation in pronouns, age and time signs.
Objective 11	Students will be able to apply knowledge of grammatical non-manual markers by identifying and producing the markers for the four basic types of sentences (declaratives, negatives, yes-no questions, -questions) in a prepared presentation
Objective 12	Students will be able to identify and demonstrate the meaning of basic selected classifiers.
Objective 13	Students will be able to apply their knowledge of important dates, persons, and events in American Deaf history.
Objective 14	Students will be able to values, attitudes, or opinions that would be considered Culturally Deaf.
Objective 15	Students will be required to attend and participate in selected events where ASL is used, and exposure to cross-cultural variables is present.

Objective 16	Students will be able to illustrate a basic introductory conversation in ASL by demonstrating their receptive/ expressive skills by having one-on-one dialogue
Objective 17	Students will be able to compose their comprehension of Deaf history, Deaf culture and Community by writing papers, through participation in class discussions, and completion of written exams.
Objective 18	Students will be able to sign a conversation in the context of everyday situations at a basic introductory level of signing fluency by producing dialogue measured by the instructor.

### Student Learning Outcomes

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

Outcome 1	Demonstrate engagement in ASL conversation, exchanging information on a variety of topics.
Outcome 2	Identify the basic structures ASL employs to convey linguistic features.
Outcome 3	Describe and discuss the beliefs, values, attitudes and history of the American Deaf culture.
Outcome 4	Create ASL storytelling and narratives, utilizing Elementary/Level one, ASL skills
Outcome 5	Demonstrate an Elementary level of comprehension of the grammar structure of ASL and apply them in dialogues.

### Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Demonstration, Repetition/Practice	Conducted in ASL
Participation	Interactive question and answer sessions in English and ASL; participation in approximation exercises based on modeling; participation in exercises in ASL
Lecture	Conducted in English and ASL
Discussion	Conducted in English and ASL
Other (Specify)	a. Demonstration lectures – conducted in ASL b. Question-Answer sessions c. Discussions and presentations d. Internet-based resources e. Videos, DVDs, CD-ROMs f. Role-playing, skits, games, and hands-on materials g. Guests/invited speakers h. Collaborative and interactive group work inside and outside of the classroom

### Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Written homework	Questions regarding content of cultural text, and written representations of ASL structure.	In and Out of Class
Self-paced testing	Assigned homework - practicing and preparing ASL exercises.	In and Out of Class
Student participation/contribution	In class participation	In and Out of Class
Mid-term and final evaluations	Interactive final skills display in ASL.	In and Out of Class
Tests/Quizzes/Examinations	Certain exams and/or quizzes	In and Out of Class
Group activity participation/observation	Small group display of ASL skills prior to an exam.	In and Out of Class
Presentations/student demonstration observations	Presentations in ASL.	In and Out of Class
Laboratory projects	Attendance at language lab.	In and Out of Class

### Assignments

#### Other In-class Assignments

1. Practice assigned exercises in text book.
2. Work in small groups and review vocabulary.
3. Present assigned exercises or mini-presentations.
4. Work collaboratively on ASL grammar exercises.

**Other Out-of-class Assignments**

1. Complete textbook and related video assignments.
2. Reading and study guide questions.
3. Prepared simple presentations demonstrating appropriate non-manual markers, accurate grammar, and correct sign production.
4. Participation in a Deaf cultural community activity, providing a written report.
5. Read the assigned materials.
6. Record additional signs acquired in a vocabulary journal.

**Grade Methods**

Letter Grade Only

**Distance Education Checklist**

Include the percentage of online and on-campus instruction you anticipate.

Online %

50

On-campus %

50

**Instructional Materials and Resources****Effective Student/Faculty Contact**

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

**Within Course Management System:**

Chat room/instant messaging  
Discussion forums with substantive instructor participation  
Online quizzes and examinations  
Private messages  
Regular virtual office hours  
Timely feedback and return of student work as specified in the syllabus  
Video or audio feedback  
Weekly announcements

**External to Course Management System:**

Direct e-mail  
E-portfolios/blogs/wikis  
Listservs  
Posted audio/video (including YouTube, 3cm mediasolutions, etc.)  
Synchronous audio/video  
Teleconferencing  
Telephone contact/voicemail  
USPS mail

**For hybrid courses:**

Field trips  
Library workshops  
Orientation, study, and/or review sessions  
Scheduled Face-to-Face group or individual meetings  
Supplemental seminar or study sessions

**Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.**

Students will read announcements, will be contacted by instructor in discussion boards, students can meet with instructor during scheduled office hours

**Other Information****COD GE**

C3 - Arts, Humanities, and Culture

**CSU GE**

C2 - Humanities

**IGETC GE**

6A - Language other than English

**MIS Course Data****CIP Code**

16.1601 - American Sign Language (ASL).

**TOP Code**

085000 - Sign Language

**SAM Code**

E - Non-Occupational

**Basic Skills Status**

Not Basic Skills

**Prior College Level**

Not applicable

**Cooperative Work Experience**

Not a Coop Course

**Course Classification Status**

Credit Course

**Approved Special Class**

Not special class

**Noncredit Category**

Not Applicable, Credit Course

**Funding Agency Category**

Not Applicable

**Program Status**

Program Applicable

**Transfer Status**

Transfer CSU, limited UC

**Allow Audit**

No

**Repeatability**

No

**Materials Fee**

No

**Additional Fees?**

No

**Approvals****Curriculum Committee Approval Date**

04/05/2022

**Academic Senate Approval Date**

04/28/2022

**Board of Trustees Approval Date**

06/16/2022

**Chancellor's Office Approval Date**

01/30/2013

**Course Control Number**

CCC000215871

**Programs referencing this course**Liberal Arts: Arts, Humanities Communication Studies AA Degree (<http://catalog.collegeofthedesert.eduundefined/?key=26>)English AA-T Degree (<http://catalog.collegeofthedesert.eduundefined/?key=6>)Health Science AS Degree (<http://catalog.collegeofthedesert.eduundefined/?key=65>)Police Science AS Degree (<http://catalog.collegeofthedesert.eduundefined/?key=74>)