

ASL R101: AMERICAN SIGN LANGUAGE 1

Originator

ezwaal

College

Oxnard College

Discipline (CB01A)

ASL - American Sign Language

Course Number (CB01B)

R101

Course Title (CB02)

American Sign Language 1

Banner/Short Title

American Sign Language 1

Credit Type

Credit

Start Term

Fall 2020

Catalog Course Description

Students with little or no prior knowledge of American Sign Language will be introduced to the natural language and culture of the American Deaf Community. This course provides basic vocabulary and preparation for visual/gestural communication. Emphasis will be on comprehension skills and the fundamentals of ASL grammatical structures.

Taxonomy of Programs (TOP) Code (CB03)

0850.00 - Sign Language

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Alternate grading methods

Credit by exam, license, etc.
Student Option- Letter/Pass
Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

70

Maximum Contact/In-Class Lecture Hours

70

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

70

Total Maximum Contact/In-Class Hours

70

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

140

Maximum Outside-of-Class Hours

140

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

210

Total Maximum Student Learning Hours

210

Minimum Units (CB07)

4

Maximum Units (CB06)

4

Student Learning Outcomes (CSLOs)

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

- | | |
|---|---|
| 1 | Students will articulate appropriate responses to a variety of wh- and yes/no questions. |
| 2 | Students will relay basic information about themselves, in ASL, that is customarily shared during an introductory conversation with a Deaf person. |
| 3 | Students will identify appropriate attention-getting behaviors, strategies for navigating a signing environment and other cultural behaviors observed by members of the Deaf community. |

Course Objectives

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

- | | |
|---|--|
| 1 | Compose simple sentences using selected vocabulary and various linguistic features of ASL. |
| 2 | Comprehend simple sentences as signed by the instructor. |
| 3 | Construct appropriate answers to instructor-generated "yes/no" and "wh" questions. |
| 4 | Compare various features of American Deaf culture to American hearing culture. |
| 5 | Describe basic information regarding deafness, which is commonly known by Deaf people and those who associate with them. |

Course Content

Lecture/Course Content

1. Opening and closing an introduction
 - a. Attention-getting behaviors
 - b. Exchanging names and basic, culturally-relevant information
 - i. Fingerspelling
 - ii. "Wh" and yes/no questions
 - c. Confirming and correcting information

- i. How to correct errors in one's own signing
 - ii. How to ask for confirmation or for repetition of a sign
2. Fingerspelling
 - a. Accurately producing fist letters, up letters and down letters
 - i. Handshape
 - ii. Palm orientation
 - iii. Movement
 - iv. Hand positioning in space
 - b. Modulations of letters in specific letter combinations
 - c. Names and lexicalized signs
3. Signing numbers
 - a. Accurately signing numbers 1 - 100 (palm orientation, movement)
 - b. Identifying signed numbers 1 – 100
 - c. Telling how long
 - i. Signing minutes and hours 1-9 versus 10 and up
 - d. Telling how old
 - i. Variations for signing ages 1 – 9, 10, 11 – 19, 20 - 66
 - ii. Signing ages in months
4. Spatial orientation and signer perspective
 - a. Applying signer perspective to understand and describe combinations of basic shapes
 - b. Applying signer perspective to pinpoint a location on a grid
 - c. Using "real world" spatial orientation to convey distance and relative location of places and objects (cognitive mapping)
 - d. Agreement verbs
 - e. Directional vocabulary
 - f. Establishing spatial locations for people & pronominal referencing
5. Asking "wh" and yes/no questions
 - a. Using appropriate non-manual elements to indicate the type of question
 - b. Employing appropriate grammatical structure for each type of question when:
 - i. Exchanging basic information
 - ii. Asking for directions
 - iii. Asking about likes/dislikes
 - iv. Asking about another's living situation or family
 - v. Asking about someone's needs, wants or possessions
 - vi. Asking about someone's everyday activities
 - vii. Asking about someone's livelihood
6. Identifying others
 - a. Topicalization
 - b. Grammatical structure for describing a person
7. Commands
 - a. Grammatical structure for giving commands involving:
 - i. Objects + person + action
 - ii. Location + object + person + action
 - iii. Topicalization for referencing a location, object or person
 - b. Using the non-dominant hand to establish a reference point
 - c. Using the spatial relationship of objects and locations to describe where to put an item
8. Giving basic directions
 - a. Grammatical structure for giving and asking for directions around the classroom/campus facilities
 - b. Non-manual grammatical markers to convey distance/proximity
 - c. Topicalization
9. Discussing living situations
 - a. Using contrastive structure to:
 - i. Talk about one's family members, pets
 - ii. Ask questions about another person's living situation
 - b. Using non-manual grammatical markers to:
 - i. Convey size of one's home, pets
 - ii. Convey age of one's home
 - c. Using descriptive classifiers (DCL)
10. Discussing immediate and extended family

- a. Contrastive structure
- b. Personal and possessive pronouns to explain relationships
- c. Plural pronouns
- d. Rhetorical questioning
- e. Ranking siblings on non-dominant hand
- f. Grammatical structure for identifying relationships
- g. Setting up spatial locations for people
- 11. Discussing possessions, likes, wants and needs
 - a. Grammatical structure and vocabulary for asking and answering questions
- 12. Discussing everyday activities
 - a. Establishing tense in question and statement forms
 - b. Agreement verbs
 - i. Orienting and moving the hand to reflect the action between subject and object
 - ii. Modifying verbs involving first, second and third person
 - c. Listing activities/chores using non-dominant hand
 - d. Telling frequency of an activity
 - e. Grammatical sequencing of activities
- 13. Discussing one's livelihood
 - a. Classifiers and gesturing
- 14. Storytelling
 - a. Understanding and replicating elements of an ASL story
 - i. One and two-person role shifting
 - ii. Establishing story cohesion
 - iii. Character development
 - iv. Transitions and pausing
 - v. Maintaining spatial agreement
 - vi. Eye gaze and facial expression
 - vii. Classifiers [instrument (ICL), descriptive (DCL), bodypart (BPCL), semantic (SCL) and locative (LCL)]
 - viii. Weak hand
 - 1. As a reference point
 - 2. Functioning as a dominant hand
- 15. Negation
 - a. Distinguishing between various ways of negating information
 - b. Non-manual elements
- 16. Communication strategies
 - a. Employing strategies for asking when one doesn't know a sign
 - i. Pointing
 - ii. Drawing
 - iii. Listing
 - iv. Using opposites
 - v. Describing/acting out
 - b. Responding to a request for a sign
- 17. Culture
 - a. Culturally-appropriate behaviors
 - i. Walking through signers in conversation
 - ii. Language etiquette in a Deaf environment
 - iii. Focusing on the face when conversing
 - b. Negotiating a signing environment
 - i. Attention-getting behaviors
 - 1. Touch
 - 2. Waving
 - 3. Vibrations
 - 4. Lights
 - 5. Use of a 3rd person
 - ii. Maintenance of appropriate sightlines during conversation
 - c. ASL as a language
 - i. Definition of ASL
 - ii. Historical emergence and preservation of ASL
 - iii. Exposing myths regarding lipreading, fingerspelling, ASL and the Deaf

- d. Appropriate and inappropriate ways of identifying Deaf people
- e. Technology
 - i. Videophones and TTYs
 - ii. CRS and VRS
 - iii. Signal Flashing systems
- f. Deaf education (residential schools versus mainstreaming)
- g. Important Deaf historical figures
- h. Cochlear implantation controversy

Laboratory or Activity Content

There is no laboratory component to this course.

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Skills demonstrations
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essays
Film/video productions
Group projects
Individual projects
Monologues
Oral analysis/critiques
Objective exams
Performances
Projects
Quizzes
Recitations
Research papers
Skills demonstrations
Skill tests

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Distance Education
Demonstrations
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Internet research
Lecture
Role-playing
Small group activities

Describe specific examples of the methods the instructor will use:

1. Possible video logs for self-assessment, peer and instructor feedback
2. In-class and online quizzes using the college LMS
3. In-class or online examinations and performance assessment
4. Analysis and retelling of ASL stories
5. Class and online discussions using the college LMS
6. Self-assessment rubrics
7. In-class small and large-group exercises
8. Online peer groups (for online courses)

9. Viewing and discussion of documentaries, TedTalks and other visual sources
10. In-class or synchronized online lectures
11. In-class monologues

Representative Course Assignments

Writing Assignments

1. Written essays chronicling the student's experience attending a Deaf community event
2. Discussion board posts and responses to various prompts
3. Book review on selected topics in Deaf heritage and history
4. Paper after viewing a television program via captions only, with research

Critical Thinking Assignments

1. Reflections on readings, documentaries and other source materials about Deaf culture and ASL via written papers, whole-class and small-group discussions in-class and discussion boards in the course LMS

Reading Assignments

1. Language and cultural notes from the student text, *Signing Naturally, Units 1-6*
2. Selected chapters from texts, such as: *For Hearing People Only*
3. *Selected articles from journals and periodicals pertaining to the American Deaf community*

Skills Demonstrations

1. Retell an ASL story
2. Carry on an introductory-level conversation in ASL
3. Comprehension quizzes and examinations

Other assignments (if applicable)

1. Comprehending an ASL narrative on video and summarizing it in ASL
2. Attendance at a Deaf community event where students are expected to mingle with Deaf people

Outside Assignments

Representative Outside Assignments

1. Viewing videos that accompany the required *Signing Naturally Units 1 - 6 Student Workbook* and completing the corresponding workbook exercises
2. Preparing monologues for class
3. Completing story quizzes and other assignments in the course LMS
4. Posting to discussion boards after reading/viewing assigned content
5. Conducting signed recordings based on assigned prompts and analyzing one's work

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
Cal State University - Northridge	DEAF 160	American Sign Language 1	4
Gallaudet University			

Comparable Courses within the VCCCD

SL V10A - American Sign Language: Beginning

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Pierce College	ASL 1	American Sign Language 1	4

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

C2. Humanities

Proposed

Date Proposed:

06/24/2020

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

C2 Humanities: Literature, Philosophy, Languages Other than English

Approved

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Area 6: Languages Other than English (LOTE)

Approved

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Smith, Lentz Mikos (2008). *Signing Naturally, Units 1-6, Workbook and Video/DVD*. Dawn Sign Press.

Resource Type

Other Resource Type

Description

Additional texts: Lane, Bahan, Hoffmeister. *A Journey into the Deaf World*, Dawn Sign Press, 1996.

Resource Type

Other Resource Type

Description

Instructional software: Ready, Set, SIGN!, RSS-LCC, Arlington, VA (2001).

Resource Type

Other Resource Type

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion board posts and responses to various prompts (videos, TedTalks, readings, documentaries, etc.) Flipgrid Q&A trains
Other DE (e.g., recorded lectures)	Recorded lectures and Google slide lessons that guide students through units and link them to other video/reading sources for learning content
Other DE (e.g., recorded lectures)	Student-recorded video logs and completion of self-assessment rubrics

Other DE (e.g., recorded lectures)	Comprehension and performance assessments in the DE format are possible
Hybrid (51%–99% online) Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion board posts and responses to various prompts (videos, TedTalks, readings, documentaries, etc.) Flipgrid Q&A trains
Other DE (e.g., recorded lectures)	Recorded lectures and Google slide lessons that guide students through units and link them to other video/reading sources for learning content
Other DE (e.g., recorded lectures)	Student-recorded video logs and completion of self-assessment rubrics
Other DE (e.g., recorded lectures)	Comprehension and performance assessments in the DE format are possible
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion board posts and responses to various prompts (videos, TedTalks, readings, documentaries, etc.) Flipgrid Q&A trains
Other DE (e.g., recorded lectures)	Recorded lectures and Google slide lessons that guide students through units and link them to other video/reading sources for learning content
Synchronous Dialog (e.g., online chat)	Assigned peer groups for conversational practice, small-group projects and study sessions
Synchronous Dialog (e.g., online chat)	Weekly virtual class sessions in Zoom to apply newly learned skills as a class and using the small-group "breakout rooms" feature.
Other DE (e.g., recorded lectures)	Student-recorded video logs and completion of self-assessment rubrics
Other DE (e.g., recorded lectures)	Regular comprehension and performance assessments
Video Conferencing	Teacher-student meetings in ConferZoom during scheduled office hours
Examinations	
Hybrid (1%–50% online) Modality	
Online	
On campus	
Hybrid (51%–99% online) Modality	
Online	
On campus	

Primary Minimum Qualification
SIGN LANGUAGE-AMERICAN/DSP&S

Review and Approval Dates

Department Chair
06/25/2020

Dean
06/25/2020

Technical Review
08/26/2020

Curriculum Committee
08/26/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

11/25/2020

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000562051

DOE/accreditation approval date

MM/DD/YYYY