

# ASL R110: INTRODUCTION TO DEAF STUDIES

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**Originator**

ezwaal

**College**

Oxnard College

**Discipline (CB01A)**

ASL - American Sign Language

**Course Number (CB01B)**

R110

**Course Title (CB02)**

Introduction to Deaf Studies

**Banner/Short Title**

Introduction to Deaf Studies

**Credit Type**

Credit

**Start Term**

Fall 2021

**Catalog Course Description**

This interdisciplinary course introduces a range of issues that are developed within Deaf Studies: ASL linguistics, Deaf education, sociology of Deaf culture, intersectionality and ASL interpreting. This class is conducted in ASL, therefore a minimum level of language proficiency is required.

**Taxonomy of Programs (TOP) Code (CB03)**

0850.10 - \*Sign Language Interpreting

**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)**

D - Possibly 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

**Faculty notes on field trips; include possible destinations or other pertinent information**

Field trips to social and cultural events in the local Deaf community may be required.

**Grading method**

Letter Graded

**Alternate grading methods**

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**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity**

**Laboratory**

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

## Outside-of-Class

### Internship/Cooperative Work Experience

Paid

Unpaid

### Total Outside-of-Class

#### Total Outside-of-Class

##### Minimum Outside-of-Class Hours

105

##### Maximum Outside-of-Class Hours

105

### Total Student Learning

#### Total Student Learning

##### Total Minimum Student Learning Hours

157.5

##### Total Maximum Student Learning Hours

157.5

### Minimum Units (CB07)

3

### Maximum Units (CB06)

3

### Prerequisites

ASL R102

## Entrance Skills

### Entrance Skills

Be able to articulate oneself and comprehend information delivered at an intermediate-level of ASL and apply Deaf behavioral norms in the classroom setting.

### Prerequisite Course Objectives

ASL R102-Retell an ASL story using 1 and 2-person role-shifting.

ASL R102-Formulate ASL sentences that express degrees of certainty/uncertainty, describe other people, describe spaces, give directions, offer assistance, ask for clarification and offer contradicting opinions.

ASL R102-Differentiate between hearing and Deaf expressions of cultural etiquette.

ASL R102-Comprehend and correctly produce number forms for years/months, phone numbers, time and money.

ASL R102-Retell an ASL story that incorporates grammatical features of ASL including one and two-person role shifting and appropriate non-manual markers.

## Requisite Justification

### Requisite Type

Prerequisite

### Requisite

ASL R102

### Requisite Description

Course in a sequence

### Level of Scrutiny/Justification

Required communication/computation skill

**Student Learning Outcomes (CSLOs)**

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

- |   |                                                                                                                                                                       |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Students will define the terms audism and linguicism and explain how these ideologies form the basis of oppressive behaviors toward deaf and hard of hearing peoples. |
| 2 | Students will be able to define the linguistic qualities of American Sign Language that mark it as a human language, including the five parameters of a sign.         |
| 3 | Students will reconstruct the origins of the Deaf community in America by defining pivotal events and key figures in its history.                                     |
| 4 | Students will identify the six different categories of Deaf performance and art that contribute to the notion of Deaf as a culture.                                   |

**Course Objectives**

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

- |   |                                                                                                  |
|---|--------------------------------------------------------------------------------------------------|
| 1 | Identify the linguistic qualities of American Sign Language that mark it as a human language.    |
| 2 | Identify values, social rules, norms, behaviors, and traditions of Deaf people in the U.S.       |
| 3 | Compare and contrast Deaf culture to hearing culture.                                            |
| 4 | Describe the basic concepts of the oppression of Deaf people, including audism and linguicism.   |
| 5 | Identify various ways that Deaf people are perceived in literature, the media and organizations. |
| 6 | Describe the various Deaf movements and laws that impact Deaf people.                            |
| 7 | Reconstruct the basic history of the origins of the Deaf community in the U.S.                   |
| 8 | Identify elements of Deaf history, folklore, literature, and diversity.                          |
| 9 | Identify various dialects of ASL and subcultures of the American Deaf community.                 |

**Course Content****Lecture/Course Content**

1. Sociology of Deaf Culture
  - a. Understanding culture
  - b. Values, social rules, norms, behaviors, and traditions of Deaf people
  - c. Deaf community vs. Deaf culture
  - d. Factors that determine membership in the Deaf community/culture
  - e. Definition of "Deaf"
  - f. Hearing vs. Deaf perspectives
  - g. Bilingual and bicultural deaf people
  - h. The erroneous metaphor of "silence"
    - i. Where deaf people live
    - j. Reciprocity in the Deaf community
  - k. Deaf civil rights movements in the U.S.
    - l. Diversity in the Deaf community
  - m. Intersectionality
2. Sociology of Oppression
  - a. Discrimination and marginalization
  - b. Audism
  - c. Linguicism and phonocentrism
  - d. Characteristics of oppressed and oppressor; advocate and ally
3. Linguistics
  - a. History and evolution of ASL
  - b. Linguistics of ASL
  - c. How ASL fits into a linguistic framework and pattern
  - d. Comparison of ASL and English linguistics
  - e. Dialectical variations of ASL
4. Education of Deaf people

- a. Early and contemporary views of “deafness” and deaf education
- b. Being deaf in the hearing world
- c. Laws affecting deaf education
- d. Deaf people with minimal language skills/high visual orientation
- 5. Technology and Deaf people
  - a. Early technology: flashing lights
  - b. Videophones and video relay services
  - c. The internet: vlogs (videologs)
  - d. Hearing aids and their meaning to Deaf people
  - e. Cochlear implant controversy
  - f. Deaf people in the media
- 6. Deaf artists
  - a. Folklore
  - b. ASL literature
  - c. Mixed media
  - d. Film
  - e. Music
- 7. Interpreting
  - a. History of the field
  - b. CODA's – Children of Deaf Adults
  - c. Educational requirements
  - d. Certification
  - e. Where interpreters work
  - f. Legislation affecting interpreters

### 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):**

Essay exams  
Essays  
Film/video productions  
Group projects  
Individual projects  
Journals  
Monologues  
Objective exams  
Oral presentations  
Performances  
Projects  
Quizzes  
Recitations  
Role playing  
Reports/papers  
Research papers  
Simulations  
Written creation (poem, screenplay, song)

### 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  
Instructor-guided use of technology  
Internet research  
Lecture  
Role-playing  
Small group activities

**Describe specific examples of the methods the instructor will use:**

1. Video logs to summarize/reflect on assigned viewing content
2. In-class and online quizzes using the college LMS
3. In-class or online examinations
4. Analysis and retelling of ASL stories, handshape stories and/or poems
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, films, TedTalks and other visual sources
10. In-class or synchronized online lectures
11. In-class monologues
12. Role-play simulations

## Representative Course Assignments

### Writing Assignments

1. Written essay chronicling the student's experience attending a Deaf community event, a Deaf West theater performance in ASL or other culturally/socially-relevant event.
2. Book review on selected topics in Deaf heritage and history (Gallaudet University, Deaf athletes, Deaf leaders, the history of Deaf education, CODA (children of deaf adults) experiences, origin of ASL, foreign signed languages, ASL dialects, Native American sign languages, Cistercian sign language, Deaf artists, intersectionality and sign language interpreters.
3. Discussion board posts, responses to various prompts and peer responses
4. Translation of ASL literature selections or other ASL source material

### Critical Thinking Assignments

Reflections on readings, documentaries and other source materials about Deaf culture and history, sign language variation, audism/oppression, intersectionality 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 textbooks.
2. Selected chapters from primary source books such as: *Understanding Deafness: In Search of Deafhood*, *Open Your Eyes: Deaf Studies Talking*, *Deaf in America: Voices from a Culture*
3. Selected articles from journals and periodicals pertaining to the American Deaf community, such as *American Deaf Culture*, [www.deafnation.com](http://www.deafnation.com) (<http://www.deafnation.com>), and [www.deafnewspaper.com](http://www.deafnewspaper.com), *The Daily Moth* and *D-PAN News*.

### Skills Demonstrations

1. Signed presentation on a significant event in deaf history, a notable Deaf figure or important issue
2. Role playing a simulated real-world scenario with a small group
3. Comprehension quizzes and examinations

### Other assignments (if applicable)

1. Viewing films pertaining to the Deaf community and culture, such as *Through Deaf Eyes*, *Sound and Fury*, *Children of a Lesser God*, and *Audism Unveiled*.
2. Attendance at a Deaf community event where students are expected to mingle and converse with Deaf people.

## Outside Assignments

### Representative Outside Assignments

1. Preparing summaries, reflections or presentations to share in class
2. Completing story quizzes and other assignments in the course LMS
3. Posting to discussion boards after reading/viewing assigned content
4. Conducting signed recordings based on assigned prompts

## Articulation

### Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
California State University, Northridge	DEAF 200	Introduction to Deaf Studies	3

### Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Pierce College	ASL 40	Introduction to Deaf Culture	3

## District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

## CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

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)

## Textbooks and Lab Manuals

### Resource Type

Textbook

### Description

Lane, H., Hoffmeister, R., and Bahan, B (1996). *A Journey into the Deaf-World* (Both texts are classic works that are used at our transfer institution, CSUN.) (most recent). San Diego, CA Dawn Sign Press. 0915035626

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### Resource Type

Textbook

### Description

Ladd, P. (2003). *Understanding Deaf Culture: In Search of Deafhood* (most recent). Tonawanda, NY Multilingual Matters. 1853595454

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### Resource Type

Textbook



**Classic Textbook**

No

**Description**Bauman, Dirkesen. *Open Your Eyes: Deaf Studies Talking*. University of Minnesota Press, 2008.**Resource Type**

Other Resource Type

**Description***The Lives of Deaf Mexicans: Struggle and Success*. Mucino Adams, Margarita. Dawn Pictures, 2006.**Resource Type**

Other Resource Type

**Description***Audism Unveiled*. Bahan, Bauman & Montenegro. Dawn Sign Press, 2008.**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 posts
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:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Discussion board posts and responses to various prompts (videos, TedTalks, readings, documentaries, etc.) Flipgrid posts
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:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Discussion board posts and responses to various prompts (videos, TedTalks, readings, documentaries, etc.) Flipgrid posts
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
Synchronous Dialog (e.g., online chat)	Assigned peer groups for small-group projects and study sessions
Synchronous Dialog (e.g., online chat)	Weekly virtual class sessions in Zoom
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

**Additional Minimum Qualifications**

**Minimum Qualifications**

Sign Language/English Interpreting

**Review and Approval Dates**

**Department Chair**

09/01/2020

**Dean**

09/01/2020

**Technical Review**

09/23/2020

**Curriculum Committee**

09/23/2020

**DTRW-I**

02/10/2021

**Curriculum Committee**

11/25/2020

**Board**

03/09/2021

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000570363

**DOE/accreditation approval date**

MM/DD/YYYY