



ASL-100: AMERICAN SIGN LANGUAGE I

Effective Term

Fall 2023

BOT Approval Date

12/15/2022

Discipline

ASL - ASL Interpretation & Translation

Course Number

100

Course Title

American Sign Language I

Short Title

American Sign Lang I

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

4.00

Total Units

4.00

Hours**Lecture Contact Hours**

64-72

Out of Class Hours Lecture

128-144

Total Contact Hours

64 - 72

Total Out of Class Hours

128 - 144

Total Student Learning Hours

192 - 216

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course is designed to introduce American Sign Language as it is used within the Deaf community and to introduce students to the basic structure, vocabulary, and conversational strategies of the language. American Deaf Culture will also be studied, and will include significant historical events and prominent figures within the Deaf community, as well as discussions of appropriate cultural behaviors when interacting with Deaf people.

Codes

TOP Code (CB 03)

0850.00 - Sign Language

CIP Code

16.1601 - American Sign Language (ASL).

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS C - Humanities

Learning Objectives

Learning Objectives

Learning Objective

1. Produce accurate conversational American Sign Language techniques covering the following topics: personal information, exchanging personal information with another individual, discussing living situations, describing family in detail and topics of storytelling.
2. Produce ASL core vocabulary, accurately incorporating the five parameters of handshape, location, orientation, movement, and non-manual behavior.
3. Compare ASL and spoken languages and other manual signing systems, thus encouraging critical thinking with respect to languages in general.

4. Demonstrate comprehension of cultural conversation facilitating behaviors and production of regulating behaviors (i.e. attention getting techniques, turn taking signals, and others).
5. Demonstrate comprehensive mastery of target, content-specific commands, questions, and statements in ASL.
6. Compose, conduct, and close short content-specific conversations designed to introduce appropriate interpersonal interactions.
7. Examine diversity within the American Deaf community through an exploration of culture, language variations, and community identities, as well as the history of the Deaf community and historical deaf figures.
8. Explore the foundations of Deaf art, literature, education, history and politics

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
The student will demonstrate comprehensive mastery of basic terms and concepts in simple dialogues and narratives.
The student will demonstrate comprehensive mastery of target, content-specific commands, questions, and statements in ASL.
The student will demonstrate comprehension of conversation norms. "
The student will discover valuable cultural information in the Deaf community.
The student will discover valuable historical information (events and significant figures) in the Deaf community.

Program Learning Outcomes

Learning Outcome
Acquire information and recognize distinctive viewpoints that are only available through American Sign Language and Deaf culture.
Demonstrate expressive and receptive competence and interpersonal communication using visual language between individuals.
Demonstrate expressive and receptive competence of ASL grammatical features when communicating with the Deaf/Hard of Hearing people.
Engage in one-to-one conversations using ASL with the Deaf community to access information about Deaf culture that will lead to lifelong learning experiences.
Examine expected social behaviors when interacting with mixed groups of Deaf/Hard of Hearing and hearing individuals at Deaf events (e.g., handwaving to show enjoyment of entertainment).

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

Note: These topics are to be integrated through the course design.

1. Parameters of core vocabulary
 - a. Handshape
 - i. Correct formation
 - ii. Symmetrical vs. asymmetrical
 - iii. Location
 - b. Neutral space
 - c. Face
 - d. Trunk
 - e. Orientation
 - i. Directional verbs
 - ii. Subject denotation
 - iii. Movement Verbal agreement
 - iv. Real-world orientation
2. Non-manual behaviors
 - a. Yes/no questions
 - b. "Wh" questions Emotive behaviors
 - c. Grammatical accuracy
 - d. Emphatic expression
3. Conversational Skills
 - a. Initiating dialogue
 - b. Appropriate greetings
 - c. Acceptable introductory information
4. Lexical and grammatical aspects
 - a. Sign variations by region
 - b. Sign variations by generations
 - c. Rules of syntax and structure
 - d. Semantic comparisons
5. Classifiers
 - a. Subject references and omission of pronouns
 - b. Describing others' basic appearance
 - c. Establishing locations Incorporating movement to signify verb classifiers
6. Content-specific dialogues Introducing oneself
 - a. Appropriate greetings
 - b. Changes in register
 - c. Introducing a third party
 - d. Terminating dialogue
7. Executing commands
8. Describing others Physical appearance
 - a. Clothing Exchanging personal information
 - b. Establishing hearing status
 - c. Establishing academic position
 - d. Responding to yes/no questions
 - e. Affirming information Negating information
9. Discussion language skills
 - a. Past language skills Present language skills
10. Hobbies Outdoors Indoors
 - a. Likes vs. dislikes
 - b. Varying degrees of likes and dislikes
11. Signer's perspective
 - a. Geometric shapes
 - i. Symmetrical
 - ii. Asymmetrical
 - iii. Linear
 - iv. Directional commands
12. Preferences

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- a. Hobbies
 - b. Foods
 - c. Beverages
 - d. Literature
13. Discussing Living Situations
- a. Familiarizing with real world orientation
 - b. Commands involving a location
 - c. Contrastive structure
 - d. Comparing two choices
 - e. Housing Types of housing
 - f. Describing structure of house
 - g. Exterior design
 - h. Giving directions
 - i. Within a building
 - ii. From one building to another
 - iii. Describing the campus layout
 - iv. Academic information
 - v. Courses taken
 - 1. Current course schedule
 - 2. Course preferences
14. Talking About Family
- a. Contrastive Structure Comparing two individuals
 - b. Ranking amongst siblings
 - c. Explaining ages
 - d. Days
 - e. Months
 - f. Years
 - g. Immediate family members
 - h. Extended family members
 - i. Differentiating pronouns and possessives
 - j. Starting a family
 - k. Stages of relationships
 - l. Family variations
 - m. Sexual orientation
 - n. Special occasions
15. Storytelling
- a. "Timber"
 - i. Recognizing linguistic inaccuracies Retaining narratives
 - ii. Vocabulary development
 - iii. Creative adjustments to existing storylines
 - b. "The Gum Story"
 - i. Multiple character plots
 - ii. Assuming the role of various individuals
 - iii. Directional verbs
 - iv. Classifier development
 - v. Transitions
16. Deaf Culture
- a. Introduction to American Deaf culture
 - b. Social etiquette
 - c. Historical development of Deaf culture
 - d. Development of Deaf community
 - i. Notable Deaf figures such as Andrew Foster, Douglas Tilden, Marie Jean Phillip, Regina Olsen Hughes
 - ii. Foundations of art, literature, education, history and politics
 - e. Getting attention

- i. Close proximity
- ii. From a distance
- iii. Emergency situations
- iv. Groups
- v. Backchannel feedback
- vi. Active "listening"
- vii. Appropriate fillers
- viii. Negotiating signing environments
- ix. While sitting
- x. While standing
- xi. While walking
- xii. Asking for repetition
- xiii. Integrity in the Deaf community
- xiv. Appropriate etiquette when interrupting
- xv. Meeting others
- xvi. Name signs
- xvii. Interaction with the Deaf community at social events
- xviii. Language policies
- xix. Establishing modes of communication
- xx. Sign choice variations
 - 1. Regional and personal
 - 2. Comparison of ASL with spoken languages and other manual signing systems
 - 3. Differences and similarities Syntax Production order
 - 4. Tone
 - 5. "Borrowed" language

Methods of Instruction

Method

Discussion

Integration

Students will be presented with a video narrative discussing oppression within the Deaf community and will engage in a class discussion to explore power and privilege and systematic barriers for Deaf people.

DE Adaptations for MOI

Online discussion prompts (in the form of video-recorded ASL narratives) will be provided via the CMS under the Discussions tab. Students will view the source material and answer prompt-based questions to explore systematic oppression within the Deaf community.

Method

Homework

Integration

Homework assigned will integrate information from the classroom with information from textbooks and supplemental materials (which may include but are not limited to websites, research, journals and current popular books), as well as attendance of Deaf cultural events. Homework will be discussed at the beginning of each class to ensure understanding and promote discussion.

DE Adaptations for MOI

Students will complete homework and submit it online through the CMS under the Assignments tab to be assessed by the instructor. Homework content and answers will then be discussed in the next online lecture posted to the CMS under each weekly module. Feedback will also be provided for individual students using the comments tool in the CMS.

Method

Lab Activities

Integration

Lab activities are specifically designed to provide additional exposure to Deaf culture and ASL and provide students with the opportunity to engage in signed dialogue with their peers in a monitored environment. Specific activities include the study and analysis of Deaf Literature/Art (storytelling, poetry, sculpture, painting etc.) Students will attend the lab outside of classroom hours and are required to attend at least one hour per week.

DE Adaptations for MOI

Language Lab activities will be housed within the CMS and will be comprised of accessible videos to watch and write a reflection on, as well as interactive language-development activities including RSVP and fingerspelling word recognition. These activities will also be available through the CMS.

Method

Lecture

Integration

Lecture and discussion of course material will be used to help introduce basic targeted vocabulary and cultural norms

DE Adaptations for MOI

Online lectures will be provided to students in both synchronous and asynchronous forms using accessible video conferencing software or posted directly to the CMS under each weekly module. Lectures will introduce content from various sociocultural groups within the Deaf community.

Method

Role Playing/Simulation

Integration

Role-playing and simulation will ensure students' successful application of linguistic skills in appropriate scenarios. Students will work in partners or small groups, and with the instructor one-on-one.

DE Adaptations for MOI

Role-playing will be conducted by students via accessible video-conferencing software available through the CMS to allow students to interact with one another while exploring the content assigned (dialogues, terminology, etc.)

Methods of Evaluation**Method**

Research Projects

Integration

Deaf event reports are used as a kind of research where students participate in the Deaf community in a culturally appropriate manner. Students' reports are a reflection of their comprehension of cultural and linguistic understanding and their observational research of the Deaf community. Students will attend Deaf events outside of scheduled class time and write a summary of their interactions, focusing on comparing what they have learned in class to what they experienced in the community, including – as appropriate – art, literature, education, history or politics.

DE Adaptations for MOE

In lieu of attending a deaf event, students will explore the Deaf community and its culture through a cultural research report that will highlight art, literature, education, history, and politics within the Deaf community. Students will be provided with access to online databases housed within the CMS. Students will compare and contrast what they have learned in class to what they have discovered in their own original research. Reports will be evaluated with a standardized rubric provided to students prior to the due date. Students will receive grades and feedback on their reports through the CMS within one week of the due date.

Method

Homework

Integration

Homework assignments from the textbook will be evaluated on a daily basis. Homework assignments are given to evaluate the understanding of new grammar and vocabulary. Homework is corrected in class for clarification. Students will be assessed on their completion of the homework as well as the accuracy of their answers.

DE Adaptations for MOE

Homework will be assigned through the Assignments tab of the CMS and will be completed using the textbook; it will also be available within each lecture page on the CMS. Students will submit homework directly through the CMS to be graded by the instructor. Rubrics are provided within the CMS for additional guidance. Students will be assessed on their completion of the homework as well as the accuracy of their answers. Grades and feedback will be provided via the CMS within one week of submission.

Method

Exams/Tests

Integration

The instructor will provide students with unit-based exams where students will answer questions to assess their knowledge and retention of recent vocabulary, culture, and grammar concepts. Exams will be provided at the discretion of the instructor and are signed live in class.

DE Adaptations for MOE

Students will meet with the instructor via an accessible web conferencing system within the CMS to take comprehension and knowledge-based questions. Exams are completed within the Quizzes tab of the CMS while the instructor signs the exams live through an accessible video conferencing system. Students will receive their base grade immediately upon completing the quiz through the CMS and will receive feedback on their answers within one week of completing the exam/test.

Method

Papers

Integration

Papers will be evaluated throughout the course to assure proper use of grammar and vocabulary. Writing prompts will be assigned by the instructor, at their discretion, focusing on cultural topics, and applying to everyday life. All written assignments will be collected and graded by the instructor to evaluate the student's writing abilities. A single videotape report will be assigned which focuses on basic questions in American Sign Language. Papers are graded using a standard rubric which awards points based on content, accuracy in following the given prompt, and spelling and grammar. Ultimately, the paper will serve to prove thorough understanding of concepts related to asking and answering questions.

DE Adaptations for MOE

Students will be provided with accessible videos through the CMS which will explore various aspects of American Sign Language and American Deaf Culture. After viewing these videos, students will write a two-page reflection paper answering prompt-based questions provided in the syllabus. Papers will be submitted through the CMS and will be graded using a rubric provided for students in advance. Students will receive feedback and their grade via the CMS within one week of submitting their papers.

Method

Class Participation

Integration

Students will be evaluated on receptive comprehension of ASL and expression in ASL through live interactions with their peers and with the instructor during class time. Students will receive feedback on their expressive skills each day in class.

DE Adaptations for MOE

Students will meet with the instructor via an accessible web conferencing software within the CMS to interact with each other and the instructor and receive feedback on their receptive and expressive skill sets during targeted, content-specific dialogues and narratives. Class participation will be documented throughout the semester and participation points will be input into the CMS every two weeks.

Assignments**Assignment Type**

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Discuss cultural norms, comparing your own culture to Deaf Culture, personal feelings regarding cultural conflicts, and historical moments in Deaf history. Also, discuss personal experiences you might have within the Deaf community and how these experiences relate to what you have learned in class. Feedback will be provided within one week of submission via the CMS and grades will also be posted within one week.

How assignment will be adapted in online format

Participate in a weekly discussion board by posting a new thread answering the question posed and responding to at least two other students via the CMS. You will discuss cultural norms, compare your own culture to Deaf Culture, personal feelings you have regarding cultural conflicts, and historical moments in Deaf history. Also, discuss personal experiences you might have within the Deaf community and how these experiences relate to what you have learned in class. Feedback and grades will be posted to the CMS through the Discussions tab within one week of completing the discussion.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Complete cultural readings from the textbook and reflect upon the information read by producing concise reflections that include opinions on the content, thoughts on what you learned, how or why it was impactful, and how the knowledge applies to your understanding of the language. Submissions will be graded using a standardized rubric made available at the start of the term and students will receive their grade and feedback within one week of submission.

How assignment will be adapted in online format

Readings will be provided in the required textbook and you will complete your reactions via the CMS under the Assignments tab (also accessible through each lecture page within the Modules) to reflect upon the information read by producing concise reflections that include opinions on the content, thoughts on what you learned, how or why it was impactful, and how the knowledge applies to your understanding of the language. Submissions will be graded using a standardized rubric made available at the start of the term and students will receive their grade and feedback within one week of submission.

Assignment Type

Writing



In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Complete knowledge-based quizzes to assess your understanding of cultural norms and expectations within the Deaf community. These quizzes will be assigned after the completion of each unit. Quiz scores will be available immediately via the CMS and feedback on responses will be provided through the comments feature of the CMS within one week of completing the quiz.

How assignment will be adapted in online format

Complete knowledge-based quizzes via the Quizzes tab in the online CMS to assess your understanding of cultural norms and expectations within the Deaf community. These quizzes will be assigned after the completion of each unit. Quiz scores will be available immediately via the CMS and feedback on responses will be provided through the comments feature of the CMS within one week of completing the quiz.

Course Materials**Textbooks**

Cheri Smith/ Ella Mae Lentz/ Ken Mikos (2008). Signing Naturally: Student Workbook Level 1 (Most Recent/e). Dawn Sign Press.

ISBN: 0-915035-20-0

Peters, Megan Michelle (2014). It's A Sign: The American Sign Language Alphabet CreateSpace Independent Publishing Platform.

ISBN: 978-1499127928

Thomas K. Holcomb/Anna Mindess (2008). A Sign of Respect Eye2Eye Productions. ISBN: 978-1932501520

Other Resources

National Technical Institute for the Deaf, CD: American Sign Language Vocabulary, RIT 2004 or most recent version

Class Size Information**Class Size**

30

Class Size Category

F - Individualized, skills#based instruction/field practice 30

Diversity and Inclusion**Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

This course, as an introductory course, touches on the basics of cultural identity and intersectionality in the American Deaf community. The fundamentals of gender identity, racial identity, sexual orientation, and language use are all explored in this course to allow students the opportunity to share personal information about themselves with others. Basic terminology will be explored so that students are able to effectively identify themselves to their classmates in an effort to capitalize on the diversity that they bring to the classroom and learning experience.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Assignments are varied both in design and modality, allowing students to work independently, with peers, in small groups, and one on one with the instructor. Students will also have the opportunity to engage in the course content through various mediums, such as readings, videos, interactive discussions, personal reflections, and assigned textbook work. Students will also have the opportunity at this level to decide whether to complete their assigned work in written English or signed ASL, whichever is most effective for them (in our department we serve many native signers who prefer to express themselves in ASL rather than written English). Allowing students to explore American Sign Language through various modalities will provide them with the rich opportunity to gain exposure to more diverse language styles and cultural diversity within the Deaf community.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will work with one another in pairs and in small groups to explore variations in fingerspelling, numbers, and classifiers in ASL. Students will practice dialogues, create original narratives, develop original stories to share with the class, and work together outside of class through various accessible interactive softwares (Zoom, Canvas, Glide, etc.). Online options for student-to-student interactions will include accessible interactive softwares mentioned above.

Explain how the course will incorporate instructor-to-student interaction.

Students will interact regularly in class with the instructor who will provide them feedback on their use of expressive signing skills based on their interactions; these interactions will focus on describing oneself, interacting with others, discussing where one lives, and talking about family. In addition, students will be assessed by the instructor on an individual basis throughout the semester to allow for more individualized instruction. Students may also interact with the instructor virtually using an accessible video conferencing software to practice dialogues presented in class and to review the content and vocabulary included in the course content.

Explain how the course will incorporate student-to-content interaction.

The students will interact with the content by watching signed videos provided by the instructor (or selected by the student themselves) that focus on fingerspelling in action, use of numbers in ASL, and application of classifiers, and participating in discussions with their peers about the content being studied (content-specific vocabulary surrounding introductions and interactions, as well as personal narratives). Videos may be watched in class and/or online as they will be made available on the CMS under the "Resources" page. Additionally, students will apply the content to their own signed discourse to refine their expressive and receptive skills. Students will also have the opportunity to use the content in organic signed conversations both with their peers and with the instructor. For online students, using an accessible, interactive video conferencing software will be an option for engaging with the content organically.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students will regularly reflect on their learning experiences in the class and practice self-assessment of both linguistics and cultural understanding to assess their command of American Sign Language and the basics of American Deaf Culture (introductory vocabulary and dialogues, as well as the basics of navigating a signed environment and negotiating signed space with Deaf people). There is also an opportunity to develop a better understanding of their own learning styles and preferences and also to develop goals for further growth and improvement. Self-assessments may be completed in class for face-to-face courses, or online via the CMS for online students.

Key: 279