



ASL-501: FINGERSPELLING, NUMBERS & CLASSIFIERS (FORMERLY ASL-102)

Effective Term

Fall 2023

BOT Approval Date

06/23/2022

Discipline

ASL - ASL Interpretation & Translation

Course Number

501

Course Title

Fingerspelling, Numbers & Classifiers (formerly ASL-102)

Short Title

Fingerspelling

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

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 provides an in-depth study of fingerspelling techniques and study of number systems in ASL. The course will focus on the 26 hand configurations of the manual alphabet, numbers and Lexicalized Fingerspelling. This course addresses the use of classifiers and complex grammatical features in ASL. Classifiers will be defined and categorized. (formerly ASL 102)

Requisites

Pre or corequisite(s)

Prerequisite or corequisite(s) (must be taken simultaneously if not taken before)

ASL-201 (with a grade of C or better).

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

Learning Objectives

Learning Objectives

Learning Objective

1. Assess fingerspelled words and numbers across various regional and sociocultural language styles.
2. Compose lexicalized fingerspelling with accuracy, clarity, and fluency.
3. Recognize and execute proper numbering rules in ASL in a variety of applications.
4. Create appropriate linguistic and grammatical structures of Fingerspelling and Numbers within specific contexts and various settings.

5. Define Classifiers and the categories and components and types of classifiers and how to apply them correctly to signed narratives.
6. Assess expansion techniques to classifier translations.
7. Demonstrate an understanding of the linguistic rules of Fingerspelling, Classifiers and Numbers as they exist between different cultures within the Deaf community.
8. Produce transitions between fingerspelled letters and numbering systems accurately and cohesively in signed narratives.
9. Recognize and differentiate between factors that influence signed discourse, including age, race, sexual orientation, gender, and regional location.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. The student will demonstrate comprehension of the linguistic rules of fingerspelling, numbers and classifiers.
2. The student will produce fingerspelling, numbers and classifiers within conversational norms.
3. The student will demonstrate the ability to incorporate contextual clues to aid in closure when words are missed.
4. The student will, using critical thinking, compare ASL and spoken languages regarding fingerspelling, numbers and classifiers. "

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.
- Civic
Personal
and Professional Responsibility

Content

Course Lecture Content

1. Expressive and receptive skills in ASL Fingerspelling and Numbers with increased accuracy, clarity, and fluency in each of the following interactive contexts:
 - a. Speed
 - b. Lexicalized Fingerspelling: Evolution of lexicalized fingerspelling
 - c. Rhythm Fluidity Transitional Handshapes Patterns in signed discourse
 - d. Movement/Hold models Number drills Time, age, years, mathematical functions, etc.
 - e. Cardinal/Ordinal Numbers:

- i. Counting
 - ii. Ranking
 - iii. Listing
 - iv. Prioritizing
- f. Expand expressive and receptive skills with ASL Classifiers for increased accuracy, and clarity in each of the following interactive contexts:
 - i. Descriptive: Physical descriptions of people, surfaces, objects, etc.
 - ii. Locative: Distinguish distance and location of objects/people in relation to one another.
 - iii. Semantic: Incorporate activities as they relate to objects/people
 - iv. Body / Body part: Describe movements of body parts or individual persons, demonstrating speed, direction, etc.
 - v. Instrumental: Describe the usage of objects manipulated manually
 - vi. Plural: Numerical incorporation to represent the number of objects/people involved
 - vii. Elemental: Correctly describe the elements of water, air, fire, light, and earth in different contexts as they occur both in nature and in controlled settings
- 2. Introduction to Black American Sign Language and the history of its development
- 3. Introduction to Indigenous signed languages and analysis of their influences on modern American Sign Language
- 4. Exploration of gender-based language differences as they apply to community members' signed production
- 5. Exploration of language revolving around sexuality and sexual orientation and differentiating between member-only signs

Methods of Instruction

Method

Experiments

Integration

Students will use the William Stokoe system to analyze fingerspelling variations. Students will be provided with a legend of Stokoe's notation system and will be assigned an ASL sign to decode and notate using the system. Students will then present their notations to the class for discussion. Students are graded on participation for this assignment, there is no rubric.

DE Adaptations for MOI

Students will use the William Stokoe system to analyze fingerspelling variations. Students will be provided with a legend of Stokoe's notation system which will be posted to the "Resources" page of the CMS, and will be assigned an ASL sign in the form of a signed video shared through the CMS. Students will decode and notate their sign using the system and share their notations with the class for via the Discussions tab of the CMS. Students are graded on participation for this assignment, there is no rubric.

Method

Film/video Viewing and Discussion

Integration

Short films will be provided in class to demonstrate visual depictions of fingerspelling styles, numbers and classifiers. Films will reflect the diversity of the Deaf community in the form of various presenters from different ethnic and racial backgrounds. Students will produce an example of ASL Folklore, ABC stories, number stories, and/or handshape stories. Stories will be signed live in class to share with peers.

DE Adaptations for MOI

Short films will be provided via the CMS under the "Resources" page to demonstrate visual depictions of fingerspelling styles, numbers and classifiers. Films will reflect the diversity of the Deaf community in the form of various presenters from different ethnic and racial backgrounds. Students will produce an example of ASL Folklore, ABC stories, number stories, and/or handshape stories and record their story using an accessible video recording and sharing platform through the CMS. Stories will be made visible to all students in the class to watch one another's stories.

Method

Lecture



Integration

Lecture and discussion of course material will be used to analyze fingerspelling, numbers and classifiers of ASL in conversational and narrative settings. Lectures will introduce content from various sociocultural groups within the Deaf community.

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

Discussion

Integration

Students will be presented with a video recorded clip of an ASL narrative and will work together in groups to translate the narrative into written English. The purpose of these discussion prompts is to expose students to diversity in signed language and opportunities for further understanding language patterns in BIPOC communities.

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 work together to produce an English translation of the source using threaded responses monitored by the instructor through the CMS, or synchronously via accessible video conferencing software located in the CMS to explore and discuss the before working together to produce an English translation.

Method

Role Playing/Simulation

Integration

Participation in role playing/simulations offers students the opportunity to practice the use of new lexicalized items and regional signs in assigned dialogues, as well as community-specific signs that may align with students' individual identities.

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

Class Participation

Integration

Students will participate in group and whole-class discussions that will evaluate students' abilities to compare and contrast abstract ideas regarding complex linguistic concepts (lexicalized fingerspelling, regional sign dialects, sociocultural factors influencing language) and will measure their ability to apply course material to real-world discussions. Students will contribute their own prompts to be discussed by their peers. Students will be evaluated on their discussion participation via a rubric.

DE Adaptations for MOE

Discussions will take place via the CMS under the Discussions tab and students will be assigned a week in which they will contribute their discussion topic. Students and the instructor will discuss the prompts online in threaded replies via the CMS. Students will be graded via a rubric which includes feedback on their participation through the grades tool of the CMS.

Method

Homework



Integration

Homework assignments assigned from the textbook will be evaluated on a daily basis as answers will be discussed in class. Homework assignments are given to evaluate the understanding of new grammatical concepts surrounding fingerspelling, numbers and classifiers. Homework is discussed as a group in class for clarification. Homework is graded for participation, there is no rubric.

DE Adaptations for MOE

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

Other

Integration

One-to-one interviews will be conducted between instructor and student to monitor the accuracy of lexicalized usage, classifiers and number signs. Evaluation will be based on the ACTFL (American Council on the Teaching of Foreign Languages) rubric.

DE Adaptations for MOE

Students will meet virtually with the instructor during predetermined meeting hours to demonstrate their command of the content and skill sets that are being focused on in class. Feedback will be provided through meetings conducted via an accessible video conferencing platform accessible through the CMS.

Method

Projects

Integration

Students will be evaluated on their expressive signed narratives. The grade will be based on the quality of production, proper ASL grammar, non-manual signals and syntax.

DE Adaptations for MOE

Students will complete assigned video-recorded assignments via an accessible online video-sharing platform via the CMS that allows instructors to embed feedback directly into students' videos.

Method

Self-Evaluation

Integration

Students will evaluate their own linguistic and cultural competencies regularly throughout the term in regard to comprehension of fingerspelling, numbers and classifiers, as well as understanding of diverse language patterns, on a set rubric system. Rubrics will be provided in class for students to complete and will be graded on participation.

DE Adaptations for MOE

Students will be provided with online rubrics to assess their own work; these rubrics will be accessed through the CMS and will allow students to track their progress over the course of the semester. Feedback will also be provided for individual students using the comments tool in the CMS.

Assignments

Assignment Type

Other

In-class and/or outside of class

In-class



Formative or Summative

Formative

Assignment

Participate in in-class discussions regarding recognition of rhythm in ASL and fingerspelling, recognition of different classifiers in a particular sample, numerical incorporation as it occurs in both English and ASL, and recognition and appreciation for cultural identities within the Deaf community. Active engagement in the discussion is required and participation will be graded using a rubric.

How assignment will be adapted in online format

Participate in a weekly discussion board by posting a new thread about the question posed and respond to at least one other student. Topics will include recognition of rhythm in ASL and fingerspelling, recognition of different classifiers in a particular sample, numerical incorporation as it occurs in both English and ASL, and recognition and appreciation for cultural identities within the Deaf community. Discussions will be completed under the Discussions tab of the CMS.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Read articles related to comprehension of fingerspelling, numbers, and classifiers, and barriers that second language adult learners face in developing these skills, in order to better understand how to troubleshoot their own language learning. Reflect on your growth and development in the course after reading each of the articles.

How assignment will be adapted in online format

Articles will be provided for students online and students will complete their reflections using GoReact, an online video-recording platform that allows for instructors to interact with students and provide feedback embedded directly into their work.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Complete self-assessment reflections on both expressive and receptive fingerspelling skill sets, numerical skills, and classifier employment skills. These reflections will take place at the end of each class period to allow you to reflect on what you have learned and why it is valuable to you.

How assignment will be adapted in online format

Online free-writing submission links will be made available for students to complete each week via the CMS. Students will be able to access the submission links in each weekly module.

Course Materials

Textbooks

Groode, Joyce Linden (2004). Fingerspelling: Expressive & Receptive Fluency on DVD (most recent /e). DawnSignPress. ISBN: 1-58121-046-9

Patrie, Carol J., Ph.D. (2012). Fingerspelled Word Recognition through Rapid Serial Visual Presentation (RSVP) (most recent/e). DawnSignPress. ISBN: 978-1-58121-039-2

Other Resources

Cartwright, Brenda (2007). Fingerspelling in American Sign Language - 2nd Edition. RID. ISBN : 978-0916883478

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.

The Deaf community is as diverse as any other community, which means there are excellent opportunities to discuss linguistic parameters related to cultural and personal identities and how these identities influence expression of self through ASL. Parameters such as age, gender, sexual orientation, race, ethnicity, and regional location will be explored throughout this course as students learn to appreciate language as a spectrum. Students will explore variations in fingerspelling, numerical incorporation, and classifier usage among various signing communities to differentiate between stylistic differences and community-based differences in production.

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 fingerspelling, numbers, and classifiers 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 interactive platforms (Zoom, Canvas, Glide, etc.)

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 fingerspelling skills, numerical incorporation, and classifier employment, based on their interactions. 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 platform.

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. 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.

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 their fingerspelling, number, and classifier skills and abilities, both linguistically and culturally, 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 or online via the CMS.

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