SIGN 125

ASL: Beginning Communication With the Deaf

Formerly listed as: SIGN - 125: Asl: Beginning Comm With Deaf

Recommended for Success: Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 50.

Introduction to American Sign Language, designed to provide basic conversational skill in the language used among Deaf people in the United States. This course is equivalent to the first two years of high school ASL.

Field trips might be required. (A-F or P/NP - Student choice) Lecture

Transfer: (CSU, UC) General Education: (MJC-GE: C ) (CSU-GE: C2 ) (IGETC: 6A )

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content: 

   a. American Manual Alphabet

      i. Fingerspelling for uniform rhythm within and between words

      ii. Fingerspelling acronyms and proper nouns

      iii. Fingerspelled loan signs

      iv. Expressive and receptive fingerspelling

   b. Signed numbers

      i. Receptive and expressive signed numbers

      ii. Non-specific number signs

      iii. Numbers incorporating sign

      iv. Pronoun referencing numbers

   c. 1000 American Sign Language glosses (vocabulary)

      i. Introductions and personal Information

      ii. Politeness, feelings and emotions

      iii. Family and friends

      iv. Requests and Descriptions
v. Daily Living
vi. Food and shopping
vii. Directions, instructions and asking for help
viii. Travel
ix. Current events and activities
x. Sign formation, appropriate use, and origination
d. Major idiomatic expressions
   i. Common English expressions translated into ASL
   ii. Common ASL expressions translated into glosses
   iii. Analysis of idiomatic oral English conversation
e. Important aspects of Deaf culture
   i. Social norms and values
   ii. Interaction and socialization
   iii. Folklore
   iv. Cultural organizations and activities
   v. Cultural etiquette
f. Major features of ASL
   i. Pronominalization
   ii. Tense indicators
   iii. Conditional statements
   iv. Interrogatives
   v. Non-manual facial grammar
   vi. Declarative statements
   vii. Classifiers
   viii. Structuring space
g. Sign language systems other than ASL
   i. Signing Exact English (SEE)
   ii. Manually Coded English (MCE)
   iii. Pidgeon Signed English (PSE)
h. Basic grammatical differences between ASL and oral English
i. Verb usage for subjects, objects and location
ii. Adjective usage
iii. Question formation including rhetorical questions
iv. Use of inflection
v. Mouthing and voicing

i. History and development of ASL and Deaf culture
   i. French educator's influence on ASL
   ii. Deaf community at Martha's Vineyard
   iii. First educational institutions in America
   iv. Development and significance of residential schools
   v. Laws effecting Deaf education and Deaf culture
   vi. Technological developments for the Deaf

B. ENROLLMENT RESTRICTIONS
   1. Advisories
      Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 50.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)
   Instructors of the course might conduct the course using the following method:
   1. Assign ASL drills and exercises
   2. Demonstrate ASL drills of grammatical structures
   3. Translate receptive ASL sign comprehension exercises
   4. Assign practice of memorized ASL dialogues
   5. Assign communication activities with members of the Deaf community
   6. Assign reading articles related to ASL and Deaf culture
   7. Present aspects of Deaf culture and contrast with hearing culture
   8. Assign written exercises for translating English into ASL
   9. Assign readings on ASL and Deaf culture
10. Translate oral English exercises into ASL

11. Assign signed presentations of cultural and historical significance

12. Assign essays and written critiques of readings on ASL and Deaf Culture

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   Students typically will be assigned
   a. Daily ASL dialogues, ASL grammar and reading assignments
   b. Daily memorization of vocabulary and grammar structures
   c. Weekly performances and in-class projects
   d. Preparation for quizzes and exams, such as a grammar midterm and final
   e. Preparation for weekly comprehension exams
   f. Preparation for final in-class performance
   g. 5 hours per term of Deaf community involvement
   h. Out-of-class writing assignments

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   The following out-of-class assignments demonstrate the appropriate level of critical thinking for this course:
   A. A Loss for Words Writing Assignment
      1. Throughout the text, the author finds herself in the role of an interpreter for her parents. Describe in detail two of these situations.
      2. Interview a Deaf person who uses ASL (not a hard of hearing person) and discuss with them what qualities/qualifications describe an appropriate interpreter.
      3. In your opinion, are professionally trained interpreters or children of Deaf parents who function as interpreters more beneficial for Deaf people and why?

   B. Communication with a Deaf person Requirement
      1. Attend a Deaf Community event and analyze and compare the facial expression, characterization, signing style/system, and types of signs used.

   The following typical in-class assignments demonstrate the appropriate level of critical thinking for this course:
   A. Translate the following sentences into ASL
      1. After work, I will go out to dinner and then I will go shopping (finish as a conjunction)
      2. I will drive to North Dakota next summer. (verb tense, topicalization)
      3. I always eat dinner at Bill's house. (possessive pronoun)
      4. I will go to Mexico six years from now. (incorporation of number with future tense)

   B. Sign an example of each of the following in a sentence.
      1. Rhetorical question
      2. Fingerspelled loan sign
      3. Classifier
      4. Incorporation of number with pronouns
      5. Conditional clause
F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:

communicate effectively with members of Deaf culture at a basic level using American Sign Language in a variety of settings.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

a. Demonstrate receptive and expressive knowledge of the manual alphabet by appropriate use of fluency, accuracy and contextual cues

b. Demonstrate receptive and expressive knowledge of signed numbers by appropriate use of fluency and accuracy

c. Demonstrate receptive and expressive knowledge of a minimum of 1,000 ASL signs when presented in a conversation or narrative

d. Demonstrate at a basic level how to combine finger spelling, lexicon, classifiers, structuring space and mime when communicating with the Deaf

e. Demonstrate at a basic level ASL grammar and syntax

f. Translate basic written/oral English sentences into ASL

g. Read texts on Deaf culture and ASL

h. Identify people and events of historical and cultural importance to the Deaf

i. Identify the unique and distinctive components of Deaf culture

j. Describe educational philosophies for the Deaf

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Sign proficiency demonstrated in class exercises

2. Proficiency in communication as observed by the instructor in the course of class demonstration or other exercises
3. Quizzes testing comprehension of American Sign Language
4. Written quizzes and examinations of students command of ASL grammatical structures and vocabulary
5. Signed quizzes and examinations of ASL grammatical structures and vocabulary
6. Midterm exam on ASL grammar and syntax

B. **SUMMATIVE ASSESSMENT**
1. Essays on sign language systems.
2. Written critiques of readings on Deaf Culture and ASL
3. Final written exam covering ASL syntax and grammar
4. Final performance demonstrating command of ASL vocabulary, syntax, grammar, rate, fluency, and facial grammar at a basic level.
5. Essay documenting interaction with/and understanding of members of the Deaf community