

CUYAMACA COLLEGE
OFFICIAL COURSE OUTLINE

AMERICAN SIGN LANGUAGE 120 – AMERICAN SIGN LANGUAGE I

4 hours lecture, 4 units

Catalog Description

The beginning course in a series of four American Sign Language courses. Introduction to American Sign Language as used within the Deaf culture. Instruction in the basic structure of the language and development of its use. Introduction to the Deaf culture and history of the language.

Prerequisite

None

Course Content

Four Course Series with increasing depth in the following content areas:

- 1) Cultural Analysis and Comparisons
- 2) Language and Communication: Receptive Comprehension
- 3) Language and Communication: Expressive Production
- 4) General Linguistics
- 5) Linguistics of American Sign Language (ASL)

Course Objectives

Students will be able to:

Cultural Analysis and Comparisons: The Nature of Culture and Cultural Processes

- 1) Demonstrate an understanding of the nature and components of culture by defining culture and knowing Deaf community members expectations, values, and beliefs

Cultural Analysis and Comparisons: Cultural Processes in American Deaf Culture

- 2) Demonstrate an understanding of how cultural processes exemplify cultural perspectives in American Deaf culture including the dynamics of audism (e.g., oppression, discrimination) that affect American Deaf culture

Cultural Analysis and Comparisons: Cultural Practices in American Deaf Culture

- 3) Demonstrate an understanding of how cultural practices exemplify cultural perspectives in American Deaf culture including rituals, values, and traditions (e.g., rituals of greeting and leave-taking)
- 4) Demonstrate an understanding of how cultural practices exemplify cultural perspectives in American Deaf culture including rules governing social and communication interactions (e.g., attention getting, sight lines, turn taking)

Cultural Analysis and Comparisons: Cultural Products of Deaf Culture

- 5) Demonstrate an understanding of how the products of American Deaf culture exemplify its cultural perspectives, through an introduction to media (e.g., publications, websites) and its importance to the Deaf community
- 6) Demonstrate an understanding of introduction to the role of technology in improving Deaf people's lives
- 7) Demonstrate an understanding of introduction to the role of television, video, film in the Deaf community
- 8) Demonstrate an understanding of introduction to the importance of entertainment (e.g., Deaf sporting events, conferences, captioned movies) in the Deaf community

Language and Communication–Receptive Comprehension: Literal Comprehension of ASL Communication

- 9) Demonstrate an understanding of the main ideas and significant details of ASL conversation in a variety of contexts, both formal and informal.
- 10) Understand the main idea of a basic signed message
- 11) Respond appropriately to a basic request for information
- 12) Choose or provide an appropriate response to a basic signed question or comment
- 13) Recognize a stated cause or effect in a situation described in a basic ASL conversation

Language and Communication–Receptive Comprehension: Inferential and Interpretive Comprehension of ASL Communication

- 14) Make deductive and inductive inferences based on information contained in both formal and informal ASL conversation
- 15) Characterize the attitude or emotions of one or more signers
- 16) Recognize implied cause-and-effect relationships in a basic ASL conversation

Language and Communication–Expressive Production: Producing ASL Communication for a Variety of Purposes

- 17) Construct connected ASL conversations that communicate a message effectively in both formal and informal situations, demonstrating fluency and correct articulation, a wide range of vocabulary and inflectional and linguistic structures
- 18) Begin basic conversation skills within the context of everyday situations
- 19) Respond to a variety of unexpected situations by formulating a basic explanation or a basic description of events or by requesting assistance

- 20) Narrate or describe a simple personal experience

General Linguistics: The Nature of the Language

- 21) Demonstrate an understanding of the nature, purposes, and uses of language
- 22) Demonstrate a basic understanding of the elements of language structure, syntax, semantics and how they are interrelated
- 23) Demonstrate an understanding that languages can occur in different modalities
- 24) Demonstrate an understanding of the basic principles of grammar

General Linguistics: Language Use

- 25) Demonstrate an understanding of how people use language
- 26) Demonstrate an understanding of how sentences may communicate more than they literally say
- 27) Demonstrate an understanding of distinctions between different varieties of speech acts (e.g., commands, questions, assertions, exclamations)

General Linguistics: Applied Linguistics

- 28) Demonstrate an understanding of theories of language acquisition and learning
- 29) Understand the differences between learning first and second languages
- 30) Understand the developmental stages through which language learners acquire first and second languages
- 31) Understand the similarities and differences between learning a signed language and a spoken language

Linguistics of American Sign Language (ASL): Language Structures

- 32) Demonstrate an understanding of the structure of American Sign Language
- 33) Describe the primary structural features of ASL (e.g., handshape, movement, location, nonmanual markers, orientation)
- 34) Demonstrate an understanding of the syntax of ASL
- 35) Demonstrate an understanding of the rules that govern the formation of phrases and sentences (e.g., the use of classifiers)
- 36) Demonstrate a basic understanding of the significance of sign order in ASL
- 37) Demonstrate an understanding of the semantics of ASL
- 38) Demonstrate a basic understanding of how meaning is structured and communicated in ASL
- 39) Demonstrate a basic understanding of the cultural meaning of ASL signs and sentences

Linguistics of American Sign Language (ASL): Error Analysis

- 40) Identify, analyze, and correct basic grammatical and mechanical errors in ASL

Linguistics of American Sign Language (ASL): Sociolinguistics

- 41) Demonstrate an understanding of the origins and social implications of variations within ASL
- 42) Describe factors that account for the variations in ASL (e.g., culture/ethnicity, political background, level and/or background of education, gender, social class)

Special Materials Required of Student

Blank VHS tape and/or blank burnable DVD

Minimum Instructional Facilities

- 1) Standard classroom large enough to accommodate U-shape seating (provides students with unobstructed line of sight to each other and instructor)
- 2) Wrap around white boards
- 3) Bulletin boards for Deaf community news and activities
- 4) Audiovisual: dual VCRs, slide projector, television monitor
- 5) Multimedia computer station (computer capable of burning DVDs)
- 6) LCD projector and large screen (to see hand shapes and facial expressions)
- 7) Camcorder and tripod to record student project demonstrations and final projects
- 8) Storage cabinet for reference dictionaries, videotapes, slides, review materials (flash cards), final project notebooks

Method of Instruction

- 1) Lecture and discussion
- 2) Signed demonstrations
- 3) Receptive and expressive practice in fingerspelling, numbers and sign
- 4) Videotapes, slide presentations
- 5) Hands-on final projection demonstrations
- 6) Student signed interactions in dyads and triads
- 7) Computer-generated presentations and demonstrations of interactive software

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Attendance, participation
- 2) Skills progression (fingerspelling, basic sign vocabulary, sentence structure, classifiers numbers)
- 3) Cultural activity paper
- 4) Final project presentation and sign scripted notebook (term paper)
- 5) Quizzes, exams (signed, written)

Texts and References

- 1) Required (examples):
 - a. Humphries, T. and C. Padden. Learning American Sign Language. 2nd edition. Allyn and Bacon Pearson Education, 2004.
 - b. Guillory, L. M. Expressive and Receptive Fingerspelling for Hearing Adults. Claitors Publishing Division, 1966 (latest edition).
- 2) Supplemental (examples):
 - a. Videotape: Learning American Sign Language. 2nd edition. Allyn and Bacon Pearson Education, 2004.
 - b. Schein, J. and D.A. Stewart. Language in Motion. Gallaudet University Press, 2002.
 - c. Sternberg, Martin L.A. American Sign Language: (Unabridged Edition). Harper Collins Publishers, 1998.

- d. Costello, Elaine. The Random House American Sign Language Dictionary. Random House, 1994.
- e. Shroyer, Edgar H. Signs of the Times. Clerc Books, Gallaudet University Press, 1991. (Fifth printing)

Exit Skills

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Recognize the members of the Deaf community as a cultural or linguistic minority with their own language (ASL), and how this recognition is part of understanding the sociological aspects of all cultures
- 2) Interact with members of the Deaf community showing respect and value for the diversity within this community and the hearing community
- 3) Analyze ASL as a unique language with its own linguistic and grammatical structure; recognize the similarities and differences between English and ASL; use this knowledge to better understand the English language and American culture and its relationship to the Deaf culture
- 4) Use a teletypewriter (TTY) and the California Relay System
- 5) Analyze the history of programs and leaders (Deaf and hearing men and women) who have shaped and defined Deaf education, politics, advocacy, athletics, language, literature, and arts including the role of Gallaudet University in the Deaf and hearing communities
- 6) Recognize the importance of bilingualism in society and the work-force and explain the different sign systems used in American education programs
- 7) Fingerspell, use numbers and classifiers
- 8) Comprehend (receptive) and produce (expressive) basic ASL vocabulary and sentences
- 9) Formulate a research strategy, including but not limited to periodical/journal, internet, and library sources, to write (script) and present a research paper (final project) in ASL (for stories) or Total Communication (for songs)
- 10) Conduct a peer critique of classmates' final projects using an evaluation instrument and presentation comment form