

## CUYAMACA COLLEGE OFFICIAL COURSE OUTLINE

### **AMERICAN SIGN LANGUAGE 299 – INTRODUCTION TO FINGERSPELLING**

3 hours lecture, 3 units

#### **Catalog Description**

Introduction to the American manual alphabet of fingerspelling and its use within American Sign Language. Upon completion of this course, students will demonstrate increased ability to accurately produce and comprehend ASL numbers and fingerspelling. Extensive drills and practice in both receptive and expressive use will be implemented.

#### **Recommended Preparation**

ASL 120 or a beginning American Sign Language course

#### **Course Objectives**

Students will be able to:

- 1) Identify and use appropriate fingerspelling palm orientation and arm positioning
- 2) Identify and correct common fingerspelling problems
- 3) Produce and read two-letter combinations
- 4) Express and read three-to-five letter words
- 5) Recognize and use rhythm, smoothness and clarity in expressive production
- 6) Recognize words in contextual sentences while focusing on production, pausing and receptive comprehension
- 7) Recognize numbers from one to one million, with proper formation, common shortcuts, and appropriate use

#### **Special Materials Required of Student**

None

#### **Minimum Instructional Facilities**

- 1) Standard classroom large enough to accommodate student seating in U shape to provide unobstructed line of sight to each other and instructor
- 2) VCR/monitor, slide projector, multimedia computer station, white boards
- 3) Storage cabinet for reference dictionaries, videotapes, slides, review materials (flash cards), final project notebooks

#### **Course Content**

- 1) Introduction to dactylology (fingerspelling)
- 2) Identification of palm orientation, arm positioning, common problems
- 3) Production and reading of two-letter combinations
- 4) Expressive production of 3-5 letter words
- 5) Importance of rhythm, smoothness and clarity in expressive production
- 6) Words in contextual sentences focusing on production, pausing and receptive comprehension
- 7) Numbers (one to one million), formation, common shortcuts, use

#### **Method of Instruction**

- 1) Lecture and discussion
- 2) Signed demonstration
- 3) Receptive and expressive practice in fingerspelling, numbers and sign
- 4) Videotapes, slide presentations
- 5) Computer generated presentations, 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
- 2) Participation

- 3) Skills progression
- 4) Quizzes, exams (objective, written)

**Texts and References**

- 1) Required: Guillory, LaVera M. Expressive and Receptive Fingerspelling for Hearing Adults. Claitors Publishing Division, 1966.
- 2) Supplemental: Padeen C. and T. Humphries. Deaf in America: Voices form a Culture. Harvard University Press, 1988.

**Exit Skills**

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

- 1) Identify and use appropriate fingerspelling palm orientation and arm positioning
- 2) Identify and correct common fingerspelling problems
- 3) Produce and read two-letter combinations
- 4) Express and read 3-5 letter words
- 5) Recognize and use rhythm, smoothness and clarity in expressive production
- 6) Recognize words in contextual sentences while focusing on: production, pausing and receptive comprehension
- 7) Numbers from one to one million, with proper formation, common shortcuts, and appropriate use