

GROSSMONT COLLEGE

Official Course Outline

AMERICAN SIGN LANGUAGE 130 – SIGN LANGUAGE: FINGERSPELLING

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
ASL 130	Sign Language: Fingerspelling	3	3 hours lecture

2. Course Prerequisites

None.

Recommended Preparation

A “C” or “CR” grade or higher in ASL 120 or equivalent ability to sign.

3. Catalog Description

This course is taught using American Sign Language. 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 number systems and fingerspelling uses. Extensive drills and practice in both receptive and expressive use will be implemented.

4. Course Objectives

The student will:

- a. Accurately produce the fingerspelled alphabet in American Sign Language.
- b. Produce and recognize fingerspelled items within a larger context.
- c. Analyze and evaluate communication contexts to determine appropriate use and placement of fingerspelled words.
- d. Recognize and formulate ASL numbers within the appropriate context.
- e. Compare and contrast appropriate expressive and receptive fingerspelling.
- f. Understand and implement ordinal and cardinal number systems.
- g. Comprehend 70% of ASL numbers and fingerspelling in the context presented using “closure” and other receptive concepts.
- h. Identify acronyms, names, titles, and places of popular Deaf Culture organizations and publications.
- i. Explore aspects of ASL grammar, vocabulary and cultural issues as it relates to the use of fingerspelling.
- j. Recognize and formulate common Deaf Culture acronyms, titles, and loan signs.

5. Instructional Facilities

Standard classroom.

6. Special Materials Required of Student

None.

7. Course Content

- a. Proper handshapes for fingerspelling.
- b. Proper handshapes for numerical use.
- c. Grammatical structure and syntax of ASL for fingerspelling use.
- d. Concepts dictating numerical usage within ASL syntax.
- e. Practice expressive and receptive fingerspelled words in language contexts.
- f. Strategies to improve receptive skill development of fingerspelled words and numbers within a conversation.
- g. Names and places representative of Deaf Culture and its community.
- h. Apply concepts learned in lecture to common fingerspelled abbreviations and loan signs within the context of conversation.

8. Method of Instruction

Lecture, demonstration, expressive and receptive drills, videotape instruction, and conversational practice.

9. Methods of Evaluating Student Performance

- a. Participation of in-class assignments.
- b. Fingerspelling skill production.
- c. Quizzes, exams, including final.
- d. Expressive and receptive skills evaluation.

10. Outside Class Assignments

- a. Viewing of videotapes in the Learning Resource Center.
- b. Hands-on exercises for skill development.
- c. Participation with the Deaf Culture and Deaf Community activities.

11. Texts

- a. Required Text(s):
 - (1) Guillory, VaVera M. Expressive and Receptive Fingerspelling for Hearing Adults. Baton Rouge, LA: Claitor's Publishing Division, 13th reprint, 1998.
- b. Supplementary texts and workbooks:

None.

Date approved by the Governing Board: 4/04