

GROSSMONT COLLEGE

Official Course Outline

AMERICAN SIGN LANGUAGE 150 – INTRODUCTION TO THE LANGUAGE STRUCTURE OF ASL

<u>1. Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
ASL 150	Introduction to the Language Structure of ASL	3	3 hours lecture

2. Prerequisites

A “C” or “CR” grade or higher in American Sign Language 220 or equivalent.

Corequisite

None.

Recommended Preparation

None.

3. Catalog Description

Introduction and practice of the fundamental grammar structures of ASL. This course will examine the function and use of classifiers, syntax, semantics, phonology, morphology, discourse, sentence types, fingerspelling and lexicalized (loan) signs. Cultural aspects of language, bilingualism and society are presented. This course is designed for the student majoring in ASL.

4. Course Objectives

The student will:

- a. Identify the parts of a sign.
- b. Distinguish various sentence types of ASL.
- c. Compose grammatically correct sentence types in ASL.
- d. Discuss and describe what phonology and morphology is in ASL.
- e. Explain nouns and verb types.
- f. List examples of numeral incorporation.
- g. Produce loan signs and comprehend the notion of “lexicalized borrowing.”
- h. Examine how the aspect of time functions in ASL.
- i. Analyze the cultural implications of bilingualism in society.
- j. Identify grammar features when observing conversations in ASL.

5. Instructional Facilities

- a. Access to the Internet.
- b. Standard classroom with TV monitors/overhead projectors for DVD/videotapes.

6. Special Materials Required of Student

Electronic storage media.

7. Course Content

- a. Instruction in the Phonology of ASL:
 - (1) Identify the parts of a sign.
 - (2) Introduction to the descriptions of signs and fingerspelling.
- b. Instruction in the Morphology of ASL:
 - (1) Introduction to lexicalized fingerspelling.
 - (2) Instruction in numeral incorporation.
 - (3) Definition and use of noun and verb types.
 - (4) Explanation and use of Classifiers: semantic, locative, element, instrument, and body.
 - (5) Function of space and location.
- c. Instruction in the Syntax of ASL:
 - (1) Explanation and use of basic and complex sentence types.
 - (2) Learn sentence types with verb agreement.
 - (3) Aspects of present, future, and past tense in ASL.
- d. Instruction in the Semantics of ASL:
The meanings of sign and sentences and their use.
- e. Instruction in cultural implications:
 - (1) Sign Language and English grammar differences.
 - (2) Bilingual impact on social and educational systems.
 - (3) Bilingual impact on Deaf education.

8. Method of Instruction

- a. Lecture.
- b. Demonstration.
- c. Expressive skill practice.
- d. Hands-on experience.
- e. DVD/Videotape instruction.
- f. Role play.

9. Methods of Evaluating Student Performance

- a. Participation of in-class assignments.
- b. Written reports.
- c. Sign Language skill production.
- d. Quizzes, written exams, including final.
- e. Expressive and receptive skills evaluation.
- f. Group projects and/or student presentations.

10. Outside Class Assignments

- a. Viewing of DVD/videotapes in the Learning Resources Center.
- b. Hands-on exercises for skill development.
- c. Preparation of collaborative assignments for in class presentations.

11. Texts

- a. Required Text(s):
 - (1) Lucas, C., Valli, C. and K. J. Mulrooney. Linguistics of American Sign Language. Washington, D.C. Gallaudet University Press, 4th edition, 2005.
 - (2) Lucas, C., Bayley, R. and C. Valli. What's Your Sign for Pizza? An Introduction to Variation in American Sign Language. Washington, D.C., Gallaudet University Press, 2003.
- b. Supplementary texts and workbooks:
None.