



## COURSE OUTLINE

**Course Number**  
ASL101

**Course Title**  
American Sign Language I

**Credits**  
3

**Hours: 3 Lecture**

**Co- or Pre-requisite: none**

**Implementation  
Semester & Year**

**Fall 2022**

**Catalog description:** For students with little or no prior knowledge of American Sign Language. Voiceless communication in ASL is both the end goal and the means of instruction. Communicative skills and basic grammar are introduced in a culturally authentic context.

**General Education  
Category:**  
**Goal 6: Humanities**

**Course coordinator:** Daniel D'Arpa, (609) 570-3318,  
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### **Required texts & Other materials:**

Signing Naturally Units 1-6 (Student Workbook and 2 DVDs); C. Smith, E. Lentz, K. Mikos; 2014; DawnSignPress

### **Information Resources**

The following websites are recommended to support student learning for this course, and include ASL dictionaries, sign language practice activities, ASL grammar rules, and Deaf culture information:

- [lifeprint.com](http://lifeprint.com)
- [aslpro.com](http://aslpro.com)
- [www.signingsavvy.com](http://www.signingsavvy.com)
- [commtechlab.msu.edu/sites/aslweb/browser.htm](http://commtechlab.msu.edu/sites/aslweb/browser.htm)
- [www.jalc.edu/ipp/fingerspell](http://www.jalc.edu/ipp/fingerspell)
- [start-american-sign-language.com](http://start-american-sign-language.com)
- [pbs.org/wnet/soundandfury/culture/sign\\_flash5.html](http://pbs.org/wnet/soundandfury/culture/sign_flash5.html)
- [www.aslaccess.org](http://www.aslaccess.org)
- [www.terptopics.com](http://www.terptopics.com)

### **Other Learning Resources**

As the most efficient method of learning ASL and its subtle nuances, as well as Deaf culture is to socialize with Deaf individuals whose native language is ASL, student participation in Deaf clubs, events, festivals, etc. throughout the course is highly recommended. Events, clubs, and other information related to the Deaf community can be found at the following websites:

- [www.state.nj.us/humanservices/ddhh/newsletters/communicator](http://www.state.nj.us/humanservices/ddhh/newsletters/communicator) - *Monthly Communicator* newsletter
- [www.nad.org](http://www.nad.org) - *National Association of the Deaf*

Additional American Sign Language curricular materials are available in the MCCC library. Videos/Movies depicting Deaf culture are available through local libraries, video stores, and Netflix.

### **Course Student Learning Outcomes (SLO):**

***Upon successful completion of this course the student will be able to:***

do the following using the formal constructs of American Sign Language (ASL):

1. Demonstrate intelligible signing abilities to expressively converse with others about basic topics that are common of the Deaf culture [ILG 4, 6, 10, PLO 1]
2. Demonstrate receptive understanding (“listening” comprehension) of his/her communicative partner [ILG 4, 6, 10, PLO 1]
3. Identify and use essential grammatical elements of ASL sentence structures [ILG 4, 6, 10, PLO 1]
4. Demonstrate knowledge of ASL history and Deaf culture, from its roots in America to the present day. [ILG 6, 8, PLO1]

### **Course-specific Institutional Learning Goals (ILG):**

Goal 4. Technology: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 6. Humanities: Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

### **Program Learning Outcomes for Liberal Arts (PLO)**

1. Speak, write, read, and comprehend a world language commensurate with the level of study.

### **Units of study in detail – Unit Student Learning Outcomes:**

#### **Cultural and Historical ASL Project [SLO 4]**

Throughout the semester, the student will demonstrate understanding of Deaf Culture and the history of American Sign Language in written English through required homework assignments, and by viewing an assigned movie that includes Deaf culture and writing a reaction essay.

#### **Unit 1: Getting to Know You [SLO 1-3]**

The student will demonstrate in American Sign Language how to:

1. introduce self and others
2. open/close conversations
3. fingerspell names
4. describe, and identify descriptions of, people and objects
5. give and follow commands/directions involving object and body position;
6. appropriately get another person's attention
7. sign the manual alphabet and cardinal numbers 1-15

### **Unit 2: Exchanging Personal Information [SLO 1-3]**

The student will demonstrate in American Sign Language how to:

1. take signer's perspective
2. ask yes/no questions
3. converse using narrative structure, contrastive structure, and topicalization
4. ask/describe personal condition (i.e., How are you?)
5. ask about/describe preferences
6. physically negotiate a signing environment
7. ask for clarification of a sign/message
8. accurately fingerspell double letters and sign cardinal numbers 1-29

### **Unit 3: Discussing Living Situations [SLO 1-3]**

The student will demonstrate in American Sign Language how to:

1. ask/tell where live and describe residence
2. use and understand facial expressions to confirm and negate information, and indicate size
3. state an opinion
4. give directions to places using real-world orientation
5. express emotions, need, and gratitude
6. describe pets including use of Classifiers
7. tell length of time for an activity
8. use spatial agreement
9. sign cardinal numbers 1-66

### **Unit 4: Talking About Family [SLO 1-3]**

The student will demonstrate in American Sign Language how to:

1. describe family composition; use "listing principle"
2. responding to yes/no questions using negation, correction, or both techniques
3. ask WH- questions
4. use rhetorical questions
5. shift body to contrast information
6. sign ages
7. use personal and possessive pronouns for persons present in the environment
8. rock numbers (67-69, 76-79, 86-89, 96-98); sign cardinal numbers 1-100

### **Unit 5: Talking About Activities [SLO 1-3]**

The student will demonstrate in American Sign Language how to:

1. discuss past and future activities/plans/errands
2. use "time" signs at beginning of ASL sentences
3. sign directionally using certain verbs to show subject and object
4. use personal and possessive pronouns for persons not present in the environment

5. discuss household duties
6. sequence activities/plans/errands using FINISH and “listing” principle
7. discuss employment
8. invite person to join in or help with an activity/task

### **Unit 6: Story Telling [SLO 1-3]**

The student will demonstrate in American Sign Language how to create and tell narrative stories using the following elements:

1. one-person, two-person, and up and down role shift;
2. locative, instrument, descriptive, body part, and semantic classifiers;
3. eye-gaze to indicate distance and size;
4. facial expressions to exhibit attitude and reaction;
5. background, body, and conclusion
6. effective transitions and pauses;
7. strategies to clarify meaning of story parts;
8. effective use of sign space and maintaining spatial agreement

### **Evaluation of student learning:**

- Active class participation requirements (as measured by instructor-devised Participation Rubric) (20%)
- Expressive quizzes and unit tests (6) via video recording or in front of class to include the individual presentation of information and small peer group conversations; and a final examination in the form of a video recorded conversation with the instructor (10%)
- Receptive unit tests (6) at the single vocabulary word, phrase/sentence, and paragraph/story levels (10%)
- Written unit tests (6) regarding linguistic rules of ASL, ASL history, and Deaf culture (10%)
- Creation and presentation of a story in ASL (10%)
- Written reaction essay of an assigned viewing of a film depicting various aspects of Deaf culture/experience (10%)
- Homework assignments in preparation for each class include the expressive practice of vocabulary and sentences using proper ASL grammatical constructs; receptive practice of viewing recorded conversations in ASL and responding to questions to determine comprehension; reading/researching and responding in writing to various aspects of Deaf culture and ASL history. (30%)