



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Sign Language/Interpreter Training 111
Descriptive Title: American Sign Language I

Course Disciplines: Sign Language, American

Division: Health Sciences and Athletics

Catalog Description: This beginning course, taught within the context of deaf culture, introduces students to signing and comprehending elementary American Sign Language (ASL). Through a visual-gestural approach and multimedia activities, students develop basic vocabulary and grammar that deal with everyday topics. *Note: This course is comparable to two years of high school sign language.*

Conditions of Enrollment: You have no defined requisites.

Course Length: ☒ Full Term ☐ Other (Specify number of weeks):
Hours Lecture: 4.00 hours per week ☐ TBA
Hours Laboratory: 0 hours per week ☐ TBA
Course Units: 4.00

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: ☒ Effective Date: Prior to 7/1992
Transfer UC: ☒ Effective Date: Fall 2006

General Education:
El Camino College: 3 – Humanities
 Term: _____ Other: _____

CSU GE: C2 - Humanities
 Term: Spring 2007 Other: _____

IGETC: 6A - Languages other than English (UC Requirement Only)
 Term: Spring 2007 Other: _____

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

- Given a set of basic signed ASL sentences and short stories, write appropriate English equivalents that convey (with a minimum of 70% accuracy) signed, fingerspelled, and prosodic content; using technically correct English grammar, sentence structure, spelling, and idiomatic word usage..
- Given a signed text, students will demonstrate understanding by providing accurate signed or written responses.
- Given a topic, students will prepare a 2 - 5 minute signed ASL presentation using appropriate phonology, facial grammar, sign vocabulary, and fingerspelling.
- Given a selection of topics on Deaf Culture, students will read an article or book on two selected topics and write two two-page reaction papers responding to reading.
- Students will attend a deaf event, interact with a minimum of two deaf individuals, and evaluate success in interacting linguistically and culturally.
- Upon successful completion of these courses, students should be able to demonstrate comprehension and communicative competence in ASL (American Sign Language) related to oneself, family, academic, and real-world surroundings.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

- Spontaneously generate introductory American Sign Language sentences and short interactive dialogues about oneself, family, everyday topics, character descriptions, everyday routines, and real world surroundings.

Performance exams

2. Deduce meaning and respond appropriately to simple and direct commands, questions and conversations of familiar topics.

Class Performance

3. Demonstrate comprehension of short stories and basic ASL narratives.

Quizzes

4. Recognize and produce basic non-manual markers, mouth morphemes, and grammatical features embedded in sentences both through receptive and expressive interactions.

Embedded questions

5. Demonstrate and comprehend beginning level fingerspelling and numbers as signed in common situations.

Class Performance

6. Prepare and report on contemporary topics, trends, or issues of current concern in the deaf community and how they impact the culture.

Written homework

7. Identify prominent deaf individuals and important historical events within the American deaf community.

Essay exams

8. Compare basic ASL and English sentence types to demonstrate basic knowledge of the structural difference between the languages.

Matching Items

9. Demonstrate knowledge of rules of social interaction with deaf individuals.

Other (specify)

Role-play

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	10	I	Introduction of American Sign Language Skills a. Visual readiness skills b. Visual discrimination practice c. Introduction of fingerspelling and the manual alphabet d. Facial expression and facial grammar e. Yes/No questions f. Wh questions: who, when, where, why, what, how and how many g. Body Language and gestures h. Confirming or correcting information
Lecture	12	II	ASL Linguistics a. Basic Morphology such as mouth morphemes, non-manual markers, and spatial reference b. Phonology (ASL parameters) c. Basic ASL syntax such as topicalization, negation, affirmation, questions d. Comparison of basic ASL and English sentence structure
Lecture	17	III	Grammar a. Non-manual markers b. Pronouns, noun/verb pairs c. Classifiers and classifier predicates d. Sentence types e. Conversational openers f. Tense: Time indicators g. Verb forms h. Directional, temporal, and distributional aspects of some signs
Lecture	20	IV	Sign Vocabulary development a. Family and friends b. Signs to describe oneself and others c. Signs for food, around the home, school, and environment d. Feelings and emotions e. Negative responses f. Basic numbers g. Basic Fingerspelling
Lecture	13	V	Cultural topics a. Sign Language and its origins b. Values of the deaf community c. Rules of etiquette d. Negotiating a signed environment e. Deaf Profiles (famous people)
Total Lecture Hours		72	
Total Laboratory Hours		0	
Total Hours		72	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Skills demonstrations

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

After preparing a sign language story with specific requirements for grammar and vocabulary embedded, construct and sign/demonstrate the story to the teacher.

Stories will be signed and exchanged among classmates for review and analysis.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. In groups, examine and discuss two early cultural philosophical beliefs about deafness and debate the differences.
2. Differentiate nouns from verbs, yes/no questions from "wh" question formats, and then provide a representative signed sample of their use by demonstrating each to a classmate.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams

Performance exams

Other exams

Embedded questions

Quizzes

Reading reports

Written homework

Laboratory reports

Class Performance

Term or other papers

Completion

Matching Items

V. INSTRUCTIONAL METHODS

Demonstration

Discussion

Group Activities

Lecture

Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study

Skill practice

Required reading

Written work

Observation of or participation in an activity related to course content

Estimated Independent Study Hours per Week: 8

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Lentz. Signing Naturally: Level 1 Student workbook and DVD. Dawn Sign Press, 2008.

Qualifier Text: This text is the most current edition and discipline standard.,

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

Deaf Culture Our Way, 4th edition. Samuel K. Holcomb (ed). Dawn Sign Press, 2011.

D. OTHER REQUIRED MATERIALS

Sign Language 15, Student Packet, El Camino Bookstore

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
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D. Recommended Skills

Recommended Skills
none

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Maria Sheehan on 09/01/1975.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by Susan Marron on 02/25/2013