

DFST 0001 - AMERICAN SIGN LANGUAGE I

Catalog Description

Hours: 72 lecture

Description: Introduction to the fundamental principles of American Sign Language (ASL). Preparation for visual/gestural communication including basic information relating to Deaf culture, intensive work on comprehension skills and grammatical structures. (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Recognize a series of basic commands/questions and respond appropriately in classroom dialogues using vocabulary from text.
- CSLO #2: Evaluate a short dialogue/questions in ASL and respond to instructor using appropriate ASL grammar included in text.
- CSLO #3: Compose and demonstrate a short ASL conversation with another individual in class using appropriate conversational techniques to include eye contact, body orientation and social behaviors related to communication interaction.
- CSLO #4: Design a presentation using instructor's guidelines and selected vocabulary from the text.
- CSLO #5: Compare and contrast appropriate etiquette based on discussion of Deaf Culture as it is related to the course throughout classroom role-play.

Effective Term

Fall 2020

Course Type

Credit - Degree-applicable

Contact Hours

72

Outside of Class Hours

144

Total Student Learning Hours

216

Course Objectives

1. Use ASL skills with the Deaf community.
2. Recognize a series of basic commands/questions and respond appropriately in classroom dialogues through using vocabulary learned from text.
3. Evaluate a short dialogue/question in ASL and respond to instructor using appropriate ASL grammar included in text.
4. Compose and demonstrate a short ASL conversation with another individual in class using appropriate conversational techniques to include eye contact, body orientation and social behaviors related to communication interaction.
5. Create appropriate grammatical facial expression to show ASL meaning and response through classroom interaction.

6. Design presentation using instructors' guidelines and selected vocabulary from text.
7. Use appropriate etiquette based on discussion of Deaf culture as it relates to the course through classroom role-play.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Literature & Language
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSUGE - C2 Humanities
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
 - IGETC - 6A Lang other than Eng

Articulation Information

Methods of Evaluation

- Essay Examinations
 - Example: 1. Write an essay explaining how American Sign Language (ASL) developed in America and list all the key people who were instrumental in the development of ASL. Make sure to describe the following people: T.H. Gallaudet, Dr. Cogswell, Alice Cogswell, Abbe Charles-Michel De L'Epee, Sicard, Clerc, Massieu, and Edward Miner Gallaudet. Rubric Grading. 2. Describe LSF (French Sign Language) and explain how it is a part of today's ASL.
- Objective Examinations
 - Example: 1. Using information from the assigned readings and class lectures/activities, answer 10 multiple-choice and 10 fill-in-the-blank questions regarding the history and culture of the American Deaf culture.
- Reports
 - Example: 1. Students will write a report to explain what happened in Hartford, Connecticut in 1817.
- Skill Demonstrations
 - Example: 1. Design an estimated five-minute presentation/video taped exam using selected vocabulary from your text. Make sure to add appropriate grammatical facial expressions as needed. Hand in a typed dialogue of your presentation written in appropriate ASL syntax.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Lecture/discussion: Instructor will provide a brief lecture that demonstrates the use of dialogue in ASL. Students will then be guided, first in a whole class discussion and then in small groups, to develop their own dialogue. The instructor will refer students to their textbook reading to reinforce the class discussion.
2. Video: In a later class meeting, the instructor will show a video illustrating a dialogue in ASL at a level appropriate to the course.

Students will then apply what they have learned from the video to make changes to their on dialogue.

Distance Learning

1. a. Lecture: i. Each unit will be divided into manageable learning “chunks” over a 2 – 3 week period. This information will be provided through instructor – recorded videos and online videos that can reinforce learning. Students will have the ability to practice materials repeatedly until they feel comfortable with the material. If instructors scheduled optional classroom times via ConferZoom, or other interactive modalities, students will have the opportunity to practice with other students in breakout rooms. Students who are not able to attend the optional ConferZoom classes will have the opportunity to practice through online discussion assignments (below), and within group application projects (below). The Signing Naturally curriculum provides videos for students to learn as well. CSLO 1 ii. Homework assignments from the Signing Naturally curriculum augment learning and will follow the instruction provided by the instructor. b. Discussion: i. Discussion posts will have 1 person signing a dialogue/ story/description using signs and concepts learned in each unit. Following the dialogue - each team will have 5 questions that refer to the signed conversation. Each person must answer questions from at least 2 other groups using ASL. CSLO 2 ii. Because each unit is two-three weeks, group projects and discussions will alternate weeks. Discussion boards will emphasize conversational ASL. All discussion posts – also taped – will be completed by Wednesdays; responses will be due the following Saturday. Each student will respond to two other students. The instructor will have the opportunity to review each student’s video and respond to individual signs, ASL grammatical concepts, and examine both expressive and receptive skills. CSLO 1 c. Group Projects: i. Group Projects: Each of the 6 units will have a group project and/or a discussion board assignment. ii. Group projects will allow classmates to collaborate on writing dialogues/stories in ASL and helping each other during this process to help improve ASL structure and grammar and practice expressive skills. All group projects will be recorded and submitted by the due date and time. Students can use the Canvas camera for some assignments and others will require the use of ConferZoom or a similar tool where multiple people can be recorded on the same page. The instructor will have the opportunity to review each student’s video and respond to individual signs, ASL grammatical concepts, and examine both expressive and receptive skills.

Typical Out of Class Assignments

Reading Assignments

Students will be assigned reading material of no less than one chapter per week from the text, including handouts. Sample Assignments: 1. Differentiate between American Deaf culture and the Hearing culture through reading Units 1-5 in the text. Be ready to discuss in class. 2. Research and identify an online or printed article on Deaf culture. Read and provide a 1-page summary.

Writing, Problem Solving or Performance

Writing assignments include (but are not limited to): A research paper on a related topic in the field of deafness or Sign Language; 2-3 assigned reaction papers to handouts given by the instructor, guest speakers, or visited Deaf cultural events; and/or observation/reaction papers on viewed video tapes in the Media Center or assigned YouTube videos. Sample Assignments: 1. Compare the differences between Deaf culture and Hearing culture’s rules of behavior through writing a reaction paper

to a visited Deaf event. 2. Sign a self-introduction and childhood story as a presentation for the class. 3. Complete a graphic organizer comparing Deaf vs. Hearing Culture.

Other (Term projects, research papers, portfolios, etc.)

Students will be required to attend at least one Deaf cultural event where members of the Deaf community are present. Sample assignment: Compose an analysis of a Deaf cultural event. Students will stay at least an hour; mingle and communicate with Deaf people in attendance; collect a flyer/receipt/photo as proof of attendance; and write a two-three page reflection paper to include ALL of the following: a) A brief description of the type of event b) Observations c) Interactions d) New learning/ questions that came up e) Personal reflections about experience f) Connections with class content.

Required Materials

- Signing Naturally - Leve One Units 1-6
 - Author: Lentz, Mikos, and Smith
 - Publisher: Dawn Sign Press
 - Publication Date: 2008
 - Text Edition:
 - Classic Textbook?:
 - OER Link:
 - OER:
- For Hearing People Only
 - Author: Matthew S. Moore and Linda Levitan
 - Publisher: Harris Communication
 - Publication Date: 2016
 - Text Edition: 4
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.

Special note: Due to the specialized field of Deaf Studies more recent textbooks do not exist. Since this is a predominantly historical, cultural and factual course, the textbook Signing Naturally is not out of date to the subject matter.