COURSE OUTLINE

Course Number  
ASL 101

Course Title  
American Sign Language 1

Credits  
3

Hours  
3 Lecture

Co- or Pre-requisite  
None

Implementation  
Fall 2012

Catalog Description

ASL 101 is the first of a series of introductory courses designed for students with little or no prior knowledge of American Sign Language. Voiceless communication in ASL is both the end goal the means of instruction. Communicative skills and basic grammar are introduced in a culturally authentic context.

Is Course New, Revised, or Modified? Revised

Required Texts/Other Materials

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

Revision Date  
Spring 2017

Course Coordinator  
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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
- aslpro.com
- www.signingsavvy.com
- commtechlab.msu.edu/sites/aslweb/browser.htm
- www.jalc.edu/ipp/fingerspell
- start-american-sign-language.com
- pbs.org/wnet/soundandfury/culture/sign_flash5.html
- www.aslaccess.org
- 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 - Monthly Communicator newsletter
- 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 Competencies/Goals

Upon successful completion of the 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;
2. demonstrate receptive understanding (“listening” comprehension) of his/her communicative partner;
3. identify and use essential grammatical elements of ASL sentence structures;
4. demonstrate knowledge of ASL history and Deaf culture, from its roots in America to the present day.

Course-specific General Education Knowledge Goals and Core Skills

**General Education Knowledge Goals**

**Goal 1. Communication.** Students will communicate effectively both expressively and receptively.

**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 7. History.** Students will understand historical events and movements in World, Western, non-Western or [Deaf] American societies and assess their subsequent significance.

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

**Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations [related to the Deaf Community].

**MCCC Core Skills**

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in writing and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

**Goal D. 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.

**Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.
Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of Study in Detail

Cultural and Historical ASL Project

Learning Objectives
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.

(Course Goals: 4; General Education Goals: 1, 4, 6, 7, 8, 9; Core Skills: A, B, C, E, F, G)

Unit 1: Getting to Know You

Learning Objectives
The student will demonstrate in American Sign Language how to:

1. introduce self and others
   (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)
2. open/close conversations
   (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)
3. fingerspell names
   (Course Goals: 1, 2, 3; General Education Goals: 1, 6; Core Skills: E, F)
4. describe, and identify descriptions of, people and objects
   (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)
5. give and follow commands/directions involving object and body position;
   (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)
6. appropriately get another person’s attention
   (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)
7. sign the manual alphabet and cardinal numbers 1-15
   (Course Goals: 1, 2, 3; General Education Goals: 1, 6; Core Skills: E, F)

Unit 2: Exchanging Personal Information

Learning Objectives
The student will demonstrate in American Sign Language how to:

1. take signer’s perspective
   (Course Goals: 1, 2, 3; General Education Goals: 1, 6; Core Skills: E, F)
2. ask yes/no questions
   (Course Goals: 1; General Education Goals: 1, 6; Core Skills: E, F)
3. converse using narrative structure, contrastive structure, and topicalization
   (Course Goals: 1, 2, 3; General Education Goals: 1, 6; Core Skills: E, F)
4. ask/describe personal condition (i.e., How are you?)
   (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)
5. ask about/describe preferences
   (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)
6. physically negotiate a signing environment
   (Course Goals: 4; General Education Goals: 8; Core Skills: E, F)
7. ask for clarification of a sign/message
   (Course Goals: 1, 2, 4; General Education Goals: 1, 6; Core Skills: E, F)
8. accurately fingerspell double letters and sign cardinal numbers 1-29
   (Course Goals: 3; General Education Goals: 1, 6; Core Skills: E, F)
Unit 3: Discussing Living Situations

Learning Objectives

The student will demonstrate in American Sign Language how to:

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

Unit 4: Talking About Family

Learning Objectives

The student will demonstrate in American Sign Language how to:

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

Unit 5: Talking About Activities

Learning Objectives

The student will demonstrate in American Sign Language how to:

1. discuss past and future activities/plans/errands
   (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)
2. use “time” signs at beginning of ASL sentences
   (Course Goals: 1, 2, 3; General Education Goals: 1, 6; Core Skills: E, F)
3. sign directionally using certain verbs to show subject and object
   (Course Goals: 1, 2, 3; General Education Goals: 1, 6; Core Skills: E, F)
4. use personal and possessive pronouns for persons not present in the environment
   (Course Goals: 1, 2, 3; General Education Goals: 1, 6; Core Skills: E, F)
5. discuss household duties  
   (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)
6. sequence activities/plans/errands using FINISH and “listing” principle  
   (Course Goals: 1, 2, 3; General Education Goals: 1, 6; Core Skills: E, F)
7. discuss employment  
   (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)
8. invite person to join in or help with an activity/task  
   (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)

Unit 6: Story Telling

Learning Objectives
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;  
   (Course Goals: 3; General Education Goals: 1, 6; Core Skills: E, F)
2. locative, instrument, descriptive, body part, and semantic classifiers;  
   (Course Goals: 3; General Education Goals: 1, 6; Core Skills: E, F)
3. eye-gaze to indicate distance and size;  
   (Course Goals: 3; General Education Goals: 1, 6; Core Skills: E, F)
4. facial expressions to exhibit attitude and reaction;  
   (Course Goals: 3; General Education Goals: 1, 6; Core Skills: E, F)
5. background, body, and conclusion  
   (Course Goals: 1, 2, 3; General Education Goals: 1, 6; Core Skills: E, F)
6. effective transitions and pauses;  
   (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)
7. strategies to clarify meaning of story parts;  
   (Course Goals: 1, 2, 3; General Education Goals: 1, 6; Core Skills: E, F)
8. effective use of sign space and maintaining spatial agreement  
   (Course Goals: 3; General Education Goals: 1, 6; Core Skills: E, F)

Evaluation of Student Learning

- Active class participation requirements (as measured by instructor-devised Participation Rubric)
- 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
- Receptive unit tests (6) at the single vocabulary word, phrase/sentence, and paragraph/story levels
- Written unit tests (6) regarding linguistic rules of ASL, ASL history, and Deaf culture
- Creation and presentation of a story in ASL
- Written reaction essay of an assigned viewing of a film depicting various aspects of Deaf culture/experience
- 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.
Academic Integrity Statement

The Academic Integrity Policies of Mercer County Community College are based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate academic dishonesty in the college community, and (3) to foster a high sense of integrity and social responsibility on the part of the college community. Students should become familiar with and strictly adhere to MCCC's Academic Integrity policies. Refer to http://www.mccc.edu/admissions_policies_integrity.shtml.