

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	ASL 1140
COURSE TITLE:	American Sign Language I
PREREQUISITE(S):	None
COREQUISITE(S):	None
CREDIT HOURS:	4
CONTACT HOURS/WEEK:	4
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	4
Laboratory:	
Other _____:	
FACULTY WORKLOAD POINTS:	4
STANDARDIZED CLASS SIZE ALLOCATION:	24
CATALOG COURSE DESCRIPTION:	
	An introduction to the linguistic structure and basic vocabulary of American Sign Language as used by deaf adults with an emphasis on the development of basic receptive and expressive conversational skills. The course will introduce the history and values of Deaf culture in America. There will be additional costs required which will vary based on activities or projects such as attendance to the local Deaf club, and experiences within in the Deaf community or at the Florida School for the Deaf and the Blind in St. Augustine. Students will be expected to refine and practice their skills in the Sign Language Lab.
SUGGESTED TEXT(S):	<u>American Sign Language Curriculum Bravo!</u> ; J. Caswell <u>Signing Naturally Level I</u> , student handbook and video text. Mikos, Lentz, Smith
IMPLEMENTATION DATE:	November 14, 1987
REVIEW OR MODIFICATION DATE:	Fall Term, 1991 (921) Fall Term, 2002 (20031) Fall Term, 2005 (20061) (was SPA 1612) Fall Term, 2007 (20081) Spring Term, 2008 (20082) (was SPA 1602) Spring Term, 2009 (20092) (was ASL 1110)

REPLACEMENT

*Topics may be arranged to accommodate the professor's individual preference and techniques.

COURSE TOPICSCONTACT HOURS
PER TOPIC

4

I. INTRODUCING ONESELF (Signing Naturally Unit 1)

A. Vocabulary/Language Functions

1. basic sign vocabulary for introducing yourself
2. manual alphabet by asking for/giving names of people in class
3. confirming names
4. correcting names : negative headshake

B. Grammar - one character role shifting

1. yes/no questions
2. wh-question: "what"
3. personal pronouns
4. spatial referencing within the class environment
5. numbers: 1 - 10
6. non-manual signals (grammatical/emotive)
7. Suggested Supplemental Grammar - 4 Reality Rules of ASL, General Statements: OSV/SOV, Turn-Taking

C. Suggested Culture

1. introduction to American Sign Language and the Deaf community
2. use of the terms 'Deaf' and 'deaf'
3. name signs

4

II. EXCHANGING PERSONAL INFORMATION (Signing Naturally Unit 2)

A. Vocabulary/Language Functions

1. vocabulary for asking if deaf or hearing or asking where learning Sign Language
2. responding to information: OH-I-SEE
3. hand dominance/symmetry of signs

B. Grammar

1. agent marker
2. yes/no questions
3. wh-question: WHERE
4. negation: NOT
5. directional verb: SAME-AS

C. Suggested Culture

1. typical introductions in the Deaf community
2. commonly used phrases in the Deaf community

4

III. TALKING ABOUT SURROUNDINGS (Signing Naturally Unit 3)

A. Vocabulary/Language Functions

1. asking/telling where things are located
2. expressing wants
3. correcting information: "wave-no"
4. Suggested Classifiers: (CL:B, CL:BB, CL:C, CL:11)
- 5.

COURSE TOPICSCONTACT HOURS
PER TOPIC

<p>B. Grammar</p> <ol style="list-style-type: none"> 1. real world indexing/eye gaze 2. signer's perspective 3. non-manual markers: "cs", "far away", moderate (distance); nod- (identifying specific location) 4. negation (for correcting) 5. numbers: 11-15 <p>C. Suggested Culture</p> <ol style="list-style-type: none"> 1. directions are typically given from a general to specific manner 2. importance of listeners ability to visualize the route 	4
<p>IV. TELLING WHERE YOU LIVE (Signing Naturally Unit 4)</p> <p>A. Vocabulary/Language Functions</p> <ol style="list-style-type: none"> 1. asking/telling where you live 2. asking/telling how to come to class 3. use of Fingerspelling in ASL (lexicalized signs) <p>B. Grammar</p> <ol style="list-style-type: none"> 1. wh-questions: WHERE, HOW 2. real-world orientation (eye gaze) 3. noun-verb pairs 4. numbers 16-20 <p>C. Suggested Culture</p> <ol style="list-style-type: none"> 1. Influence of majority culture's language on the minority culture's language 2. Deaf community's preference for pointing, describing, acting out, gesturing, drawing prior to the use of fingerspelling 3. Deaf community's unique description of where they live in Florida 	4
<p>V. TALKING ABOUT YOUR FAMILY (Signing Naturally Unit 5)</p> <p>A. Vocabulary/Language Functions</p> <ol style="list-style-type: none"> 1. asking/telling about marital status; if you have children/siblings (including how many) 2. AGE+# <p>B. Grammar</p> <ol style="list-style-type: none"> 1. possessive pronouns 2. yes/no questions and use of negative responses: (#NO, NOT, NONE) 3. contrastive structure (establishing referents, shift of head and body) 4. numbers 21-25 5. Suggested Supplemental Grammar - NEVER, negative incorporation <p>C. Suggested Culture</p> <ol style="list-style-type: none"> 1. CODA (Child of Deaf Adults) 2. Deaf/Hard of hearing children born to hearing parents 3. Residential schools experiences 	4
<p>VI. TELLING ABOUT ACTIVITIES (Signing Naturally Unit 6)</p> <p>A. Vocabulary/Language Function</p> <ol style="list-style-type: none"> 1. apologizing for canceling or changing plan 	

COURSE TOPICSCONTACT HOURS
PER TOPIC

2. giving reasons for things
3. opinions of activities
4. suggesting activities or things to do
5. days of the week
6. Suggested Classifiers: (CL:3, CL:2, CL:22, CL:5)
7. TIME+#

B. Grammar

1. time line
2. general/specific time
3. use of time signs at the beginning of ASL sentences
4. incorporation of numbers in time signs
5. wh-question: (2h) #DO
6. dual pronouns: (TWO-OF-US)
7. phrasing: listing activities
8. number 26-30, 31 - 99
9. multiples of 5 (to 100)

C. Suggested Culture

1. Deaf community shares detailed information about family, friends, what they've been doing, community news and events
2. informing others why you are late, need to leave

2

VII. MEET THE BRAVO FAMILY (Bravo Lesson 1)

A. Vocabulary/Language Functions - family and home sign vocabulary

B. Grammar

1. non-manual markers: (yes/no &wh-questions)
2. ASL and English grammar differ (OSV/SOV)
3. directional verb: FOOL-YOU
4. Suggested Supplemental Grammar - compound signs

C. Suggested Culture

1. American Deaf Culture is a distinct culture
2. gaining attention appropriately
3. waking a Deaf person

2

VIII. READ ANY GOOD FINGERS LATELY? (Bravo Lesson 6)

A. Vocabulary/Language Function

1. manual alphabet for various reasons
2. color vocabulary

B. Grammar

1. Parameters of a sign (handshape, palm orientation, location/placement, movement, non-manual markers)
2. Suggested Supplemental Grammar - 3 C's of fingerspelling (context, configuration, closure)
3. lexicalized Fingerspelling

COURSE TOPICSCONTACT HOURS
PER TOPIC

<ul style="list-style-type: none"> C. Suggested Culture <ul style="list-style-type: none"> 1. Handshape stories: ABC stories 2. Importance of inclusion and accessibility in the Deaf community 	2
IX. BREAKFAST WITH THE BRAVO FAMILY (Bravo Lesson 2) <ul style="list-style-type: none"> A. Vocabulary/Language Functions - breakfast food sign vocabulary B. Grammar <ul style="list-style-type: none"> 1. use of adjectives in ASL (noun-adjective structure) 2. modifications of signs C. Suggested Culture <ul style="list-style-type: none"> 1. Two views of deafness: handicapped vs. cultural view 	2
X. WHERE'S THE TV REMOTE? (Bravo Lesson 3) <ul style="list-style-type: none"> A. Vocabulary/Language Functions - basic furniture in the home sign vocabulary B. Grammar <ul style="list-style-type: none"> 1. use of negation in ASL 2. Suggested Supplemental Grammar - (NO, NOT, NONE, NEVER, negative incorporation) 3. conceptually accuracy C. Suggested Culture <ul style="list-style-type: none"> 1. technology used in the homes of deaf/hard of hearing people 	2
XI. LET'S GO FOOD SHOPPING (Bravo Lesson 4) <ul style="list-style-type: none"> A. Vocabulary/Language Functions - food sign vocabulary B. Grammar - topic/comment structure C. Suggested Culture - Handshape stories: number stories 	2
XII. A School Daze (Bravo Lesson 7) <ul style="list-style-type: none"> A. Vocabulary/Language Function - vocabulary for school, math and verbs related to school B. Grammar <ul style="list-style-type: none"> 1. conceptually accuracy 2. directional use of (#NO) C. Suggested Culture <ul style="list-style-type: none"> 1. schools for the Deaf (advantages vs. disadvantages) and the view the Deaf community has for them 	12
XIII. PRACTICE AND PROJECTS - This time should be used for application and consolidation of language, grammar and cultural components studied in ASL 1140. It allows for expressive and receptive practice in the classroom or sign language lab.	12
XIV. REVIEW AND TESTING - This time should be used for review of specific sign vocabulary, quizzes/exams (written, expressive or receptive).	12

Additional Activities and Review:

Additional activities are at the discretion of the instructor. They may include class time spent in the sign language lab, readings from outside sources, class social activities with deaf/hard of hearing individuals, or guest speakers.

Additional video materials available in the sign language lab such as the Bravo videos are provided as a companion to the workbook and are to be completed by students during their own time. (Bravo Lesson, including the review lesson 5 may be completed in the sign language lab at the discretion of the professor.)

PROGRAM TITLE: Sign Language Interpretation

COURSE TITLE: American Sign Language I

CIP NUMBER: 0713.10031

LIST PERFORMANCE STANDARD ADDRESSED:

NUMBER(S): TITLES(S):

01.0 DEMONSTRATE KNOWLEDGE OF THE COMPONENTS & PRINCIPLES OF AMERICAN SIGN LANGUAGE

-- The student will be able to:

01.01 Identify the four parameters of ASL: handshape, placement, movement, and orientation

01.02 Recognize and demonstrate the use of ASL classifiers.

01.05 Discuss and demonstrate the proper use of space in ASL.

01.07 Identify patterns of sentence structure in ASL:

a) Time indicators

b) Visual topics

c) Directional verbs

d) Promotional reference

01.08 Demonstrate the ability to sequence working vocabulary into appropriate ASL forms.

01.09 Demonstrate and explain the role of natural gestures, facial expressions, and body movement in ASL.

01.10 Demonstrate the ability to choose conceptually accurate signs for production in ASL.

02.0 DEMONSTRATE KNOWLEDGE OF THE VARIOUS SIGN SYSTEMS-- The student will be able to:

02.01 Demonstrate knowledge to the history of invented sign systems e.g. LOVE, SEE I.

02.02 Use and understand fingerspelling.



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

Section 1 COURSE PREFIX AND NUMBER: <u>ASL 1140</u>		SEMESTER CREDIT HOURS: <u>4</u>												
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Section 2 TYPE OF COURSE: (Click on the box to check all that apply) <table style="width: 100%; margin-top: 10px;"> <tr> <td><input checked="" type="checkbox"/> AA Elective</td> <td><input type="checkbox"/> AS Required Professional Course</td> <td><input type="checkbox"/> College Prep</td> </tr> <tr> <td><input checked="" type="checkbox"/> AS Professional Elective</td> <td><input type="checkbox"/> AAS Required Professional Course</td> <td><input type="checkbox"/> Technical Certificate</td> </tr> <tr> <td colspan="3"><input type="checkbox"/> Other _____</td> </tr> <tr> <td colspan="3"><input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)</td> </tr> </table>			<input checked="" type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep	<input checked="" type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate	<input type="checkbox"/> Other _____			<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)		
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Section 3 (If applicable) INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES: <table style="width: 100%; margin-top: 10px;"> <tr> <td><input type="checkbox"/> Communication</td> <td><input type="checkbox"/> Social & Behavioral Sciences</td> <td><input type="checkbox"/> Mathematics</td> </tr> <tr> <td><input type="checkbox"/> Natural Sciences</td> <td><input type="checkbox"/> Humanities</td> <td></td> </tr> </table>			<input type="checkbox"/> Communication	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities							
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Section 5 LEARNING OUTCOMES		METHOD OF ASSESSMENT												
<ul style="list-style-type: none"> • 1. DEMONSTRATE KNOWLEDGE OF THE COMPONENTS & PRINCIPLES OF AMERICAN SIGN LANGUAGE 	In class observations; Sign Lab assignments; videotaped evaluations of student's ability to expressively produce grammatically and syntactically correct ASL utterances; in class written evaluations of student's receptively ability to understand ASL and its linguistic principles.													
<ul style="list-style-type: none"> • 2. DEMONSTRATE KNOWLEDGE OF THE VARIOUS SIGN SYSTEMS 	In class observations; Sign Lab assignments; videotaped evaluations of student's ability to expressively produce grammatically and syntactically correct ASL utterances from written or spoken stimulus; in class written evaluations of student's receptively ability to understand ASL and its linguistic principles.													
<ul style="list-style-type: none"> • 														
Section 6 Name of Person Completing This Form <u>L. Cimino</u>														