

Revised: Fall 2011
Spring 2012
Fall 2013
Fall 2014
Fall 2015
Fall 2016

ASL 101
American Sign Language I

COURSE OUTLINE

Prerequisites: None

Course Description:

Introduces the fundamentals of American Sign Language (ASL) used by the Deaf Community, including basic vocabulary, syntax, fingerspelling, and grammatical non-manual signals. Focuses on communicative competence. Develops gestural skills as a foundation for ASL enhancement. Introduces cultural knowledge and increases understanding of the Deaf Community. Part I of II.

Lecture 3-4 hours. Laboratory 0-2 hours. Total 3-5 hours per week.

3-4 credits (VCCS MCR Description)

This course introduces the fundamentals of American Sign Language (ASL) and is appropriate for students who have no knowledge of ASL or minimal signing skills. In addition to vocabulary we will study grammatical features, non-manual signals, ASL syntax, fingerspelling, and incorporation of gestural skills. We will explore Deaf culture and learn appropriate social norms for interacting in the Deaf community.

Semester Credits: 3 Lecture Hours: 3

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Course Outcomes:

At the completion of this course, the student should be able to:

- receptively understand conversational phrases and short narratives.
- expressively communicate using ASL structure & conceptual signs.
- formulate statements/assertions/negations using non-manuals.
- ask yes/no and wh- questions using grammatical facial expressions.
- fingerspell in appropriate context using crisp hand shapes and pace.
- have a basic introductory conversation with a member of the Deaf community using culturally appropriate social norms.

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Required Materials:

1. Textbook with DVD
2. Internet access
3. Blackboard

Textbook:

Smith, Cheri, Ella Mae Lentz, and Ken Mikos. Signing Naturally, Level 1. Ed. Lisa Cahn. San Diego: Dawn Sign Press, 1993. Print.

The following supplementary materials are available: None

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Topical Description:

UNIT 1, GETTING TO KNOW YOU: Students will introduce themselves to others and discern visual differences.

- Language Functions: asking for/giving name, confirming correct information/positive headnod, correcting information/negative headshake with WAVE-NO, determining visual similarities and differences
- Grammar: visual orientation, spatial referencing, dominant/non-dominant hand, yes/no questions, wh-questions WHAT/WHERE/WHO, personal and possessive pronouns, directional verb SAME-AS, DIFFERENT, cardinal numbers 1-10; asking for repetition
- Introduction of ASL (extension material below)
- Introduction to Rochester Method (extension material below)

UNIT 2, EXCHANGING PERSONAL INFORMATION: Students will relate, question, and receive basic information about each other including hearing status, where they learn, and languages they learn/know.

- Language Functions: asking if deaf or hearing, asking where learning ASL, conversational regulator OH-I-SEE, directional verb SAME-AS
- Grammar: compounds with agent marker, yes/no questions, wh-questions, assertions, negations, noun/verb pairs (repeat/single, verbs of process-repeated), symmetrical/non-symmetrical signs, parameters of a sign, glossing, manual alphabet- spelling names and double letters

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UNIT 3, TALKING ABOUT SURROUNDING: Students will give simple directions to a location and relate basic information about their surroundings. They will make simple requests and respond to others' requests.

- Language Functions: asking/telling locations, expressing wants, correcting information WAVE-NO, giving/following simple directions, following requests handling objects, maintaining eye gaze
- Grammar: real world orientation/spatial agreement- eye gaze and location agreement, signer's perspective, non-manual markers/facial adverbs; making requests, declining/accepting requests; instrument classifiers (flat O, flat C, bent 5, S), eye gaze and discourse distance

UNIT 4, DISCUSSING LIVING SITUATIONS: Students will have a basic conversation by asking and responding to questions about their residence and transportation. They will embellish concepts with descriptive information.

- Language Functions: asking/telling where live, asking/telling how come to class plus basic transportation, describing color/number of items, topic/comment structure, expressing wants
- Grammar: wh-question HOW, concept-based RIDE-IN vs RIDE-ON, noun/verb pairs (small & fast/big & slow), cardinal numbers 11-20, topic placed before descriptors (colors, numbers), visual referencing using grids, incorporation of mime, functions of fingerspelling, lexicalized fingerspelling/loan signs

UNIT 5, TALKING ABOUT YOUR FAMILY: Students will exchange basic information about their marital status and their families with others. They will compare and contrast people, places, and things.

- Language Functions: asking/telling about marital status, asking/telling if have children/siblings, asking/telling how many, including non-present people/referents, comparing and contrasting
- Grammar: personal pronouns, possessive pronouns, negative responses (#NO, NOT, NONE), wh-question HOW-MANY, setting up non-present referents (people, places, things), role shifting, contrastive structure

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UNIT 6, TELLING ABOUT ACTIVITIES: Students will discuss activities and share their opinions with others. They will suggest, plan and accept/decline activities.

- Language Functions: suggesting/planning activities, establishing time and tense, giving opinions, accepting/declining, giving reasons, apologizing, listing/multiple-phrase sentences
- Grammar: wh-question TIME and #DO, plural pronouns US-TWO/YOU-TWO/THEM-TWO, time fundamentals, past tense using FINISH, verb tense using time concepts, listing activities using FINISH, incorporation of mime/acting out activities, cardinal numbers 21-30

UNIT 1-6 CUMMULATIVE REVIEW (“D”eaf Norms)

- Sign Names
- Introductions (Deaf-hearing, Deaf-deaf, Deaf-Deaf)
- Getting Attention
- Asking for Repetition
- Negotiating Signing Environment
- Navigating Hearing World (captioning, tty, videophone, relays, signaling devices, etc)

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Notes to Instructors

UNIT 1-3, Extension of Introduction to ASL

- Introduction of ASL (similarities to spoken languages) autonomous, not universal, dynamic, regional variations and slang
- Introduction of ASL: (differences to spoken languages) transmitted differently to generations, grammatical use of facial expression, body language and space, concept-based, topic/comment structure
- Introduction to Rochester Method: fingerspelling code for English, handshapes not signs, manual alphabet, fingerspelling fundamentals
- ASL English Continuum- (manual codes for English along the continuum) Rochester/fingerspelling, Signed English (SEE, MCE, LOVE, etc), CASE including Stokoe's influence, PSE

UNIT 3-6, Receptive Extension

- Unit 3, Storytelling/Deaf Humor: hearing vs Deaf humor, opinion hearing puns, classic joke "Deaf Tree" (model role-shifting, classifiers, spatial)
- Unit 4, Storytelling/Deaf Humor: classic joke "Train with Russian, Cuban, Deaf American"
- Unit 5, Storytelling/Deaf Humor: classic joke "King Kong"
- Unit 6, Storytelling/Deaf Humor: classic joke "Please But"

UNIT 4-5, Deafness as Culture Extension

- Labels of individual with hearing loss; politically correct term- deaf
- Perspectives of Deafness: "D"eaf (cultural) vs "d"eaf (audiological); four parameters of "D"eaf
- "D"eaf and hearing cultural differences

