

# SIGN G180: AMERICAN SIGN LANGUAGE 1

Item	Value
Curriculum Committee Approval Date	10/15/2024
Top Code	085000 - Sign Language
Units	4 Total Units
Hours	72 Total Hours (Lecture Hours 72)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Local General Education (GE)	• Area 3 Arts and Humanities (GC)
California General Education Transfer Curriculum (Cal-GETC)	• Cal-GETC 6A Language Other Than English (6A)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 6A Lang other than Engl (6A)
California State University General Education Breadth (CSU GE-Breadth)	• CSU C2 Humanities (C2)

## Course Description

This course is an entry-level course in American Sign Language (ASL) introducing students to the basic features of the language with an emphasis on grammar, syntax, semantics, vocabulary development, fingerspelling, receptive skills, expressive skills. Included are basic knowledge of Deaf cultural pragmatics, and general information of American Deaf history. This course is equivalent to two years of high school ASL. Transfer Credit: CSU; UC: Credit Limitation: Corresponds to two years of high school study.

## Course Level Student Learning Outcome(s)

1. Course Outcomes
2. Translate signed ASL into written ASL gloss notation.
3. Produce signed ASL with correct parameters and grammar.
4. Analyze ASL for discourse form and meaning.
5. Produce signed ASL from ASL gloss notation.

## Course Objectives

- 1. Interpret basic ASL vocabulary signs.
- 2. Express oneself using the basic ASL vocabulary.
- 3. Produce basic ASL grammar structure and meaning through conversations and written gloss notation.
- 4. Recall significant historical facts and social cultural norms about American Deaf history and culture.

## Lecture Content

Introducing oneself and others Ask and give names Cardinal numbers 1-15 Fingerspelling-fist letters Contrasting same or different Introducing oneself Inquiring who Specifying locations using descriptive classifiers (DCL) and index pointing. Giving commands and understanding prepositional phrases Following one step directives Cultural norms: getting attention Deaf history: Andrew Foster Exchanging personal information Giving information about yourself use of agent suffix Confirm, negate, and clarify Cardinal numbers 16-29 Spatial referencing: identifying location in space Narrating experiences Contrastive structure Topicalization Transitioning in a series of time/timeline Fingerspelling: letters involving index fingers and double letters Narrating leisure activities Describing shapes from signer's perspective Identifying people Body classifiers (BCL) Instrument classifiers (ICL) Confirming and clarifying Cultural norms: Negotiating a signing environment Cultural norms: Inquiring how to appropriately sign Deaf history: Regina Olson Hughes Discussing living situations Telling where one lives Giving commands on locations Communicating with facial expressions Fingerspelling: moving Z and down letters P, Q, Y Defining residence Giving directions Around the classroom Expressing needs Traveling to school or work Spatial referencing-describing shapes Cardinal numbers 30-66 Ask and tell how long Cultural norms: asking what is the sign Deaf history: Douglas Tilden Talking about the family Contrastive structure-immediate family Ranking feature-siblings Extended family Relations to family members Changes in relationships over time Personal and possessive pronouns Rocking numbers 67-98 Cardinal numbers 1-100 Fingerspelling: letter J movement Cultural norms: maintaining appropriate clear sightline Deaf history: Marie Jean Phillip Telling about activities Talking about everyday activities Ask and tell activities that have happened or will happen Talk about chores Ask if completed tasks Sequencing Frequency-tell how often Tell about activities done with others Explain employment Agreement verbs Fingerspelling: words with G and H Deaf History: Clayton Valli Storytelling Timber Describe instrument classifiers (ICL) Narratives-one person role shift Narratives-two person role shift The Gum Story Descriptive classifiers (DCL) Body part classifiers (BCL) Sematic classifiers (SCL) Locative classifiers (LCL) Contrastive structure-character transitioning Character development The Gallaudet and Clerc Story Narratives-two person role shift Maintaining spatial agreement Childhood Stories "If Only I Could Fly" "A True Fish Story" "I Want to be Different" "Ghost in My Room"

## Method(s) of Instruction

- Lecture (02)

## Reading Assignments

Textbook and instructor handouts.

## Writing Assignments

Deaf history or culture essay.

## Out-of-class Assignments

Attendance at a Deaf community event.

## Demonstration of Critical Thinking

Analyze signed ASL for correct sign parameters. Assess signed ASL for correct grammatical structure. Reconstruct incorrect ASL into its correct form. Identify ASL discourse structures.

## **Required Writing, Problem Solving, Skills Demonstration**

Perform dialogues. Express complex English vocabulary/sentences in correct ASL structure.

## **Eligible Disciplines**

Sign language, American: Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.

## **Textbooks Resources**

1. Required Lentz, Mikos, Smith. Signing Naturally, Units 1-6 Student Set, Latest ed. Dawn Sign Press, 2008 Rationale: Most Current edition of the textbook. Used at most Colleges/Universities

## **Other Resources**

1. Lifeprint OER website by Dr. William Vicar (<http://www.lifeprint.com>) 2. Instructor handouts