

Course Syllabus

ASL 1010: Basic American Sign Language I

Arts & Sciences Division

Class Days: MW

Class Time: 2:30 – 4:20 p.m.

Location: Classroom:

Laboratory:

**Credit Hours: 4 Contact Hours: 4
Hours: 4**

Lab Hours: 0 Lecture

Instructor: Brent Borden

Office Location: A305

Phone: 419/559-2411 (for messages)

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Office Hours:

Division Office/Location: A202

Division Fax: 419/355-1248

Full-time Contact Person: Pam Aldrich

Phone(s): 419/559-2411

Course Description:

An introduction to the fundamentals of American Sign Language using a "Functional-Notional" approach. Primary attention is given to receptive skills and using the language in context. Areas of grammar covered include: Spatial referencing, WH questions, yes/no questions, non-manual markers, classifiers, possessive pronouns, negative responses, sentence types, role shifting, and topic/comment structure.

Prerequisite(s): None

Co-requisite(s): None

Entry Level Skills and Knowledge:

Required Texts, Supplies and Equipment:

Vista "Signing Naturally" -- Student Handbook -- Level 1

Vista "Signing Naturally" -- Student Video Test -- Level 1

COURSE REQUIREMENTS:

1. Signing is "Visual, therefore, regular attendance is required. (When a student cannot attend, if possible, please contact the Instructor.)
2. The student must leave their "Voices" and "English" outside the classroom, using Sign Language or mime as the mode of communication.
3. Interaction with fellow students using Sign Language.

4. Interaction with members of the Deaf Community who will visit the class from time to time. Every student is required to attend at least 2 Deaf events. The professor will provide directions and dates of these events.

Each student will be evaluated on their receptive and expressive skills in both Gesture and ASL.

Grading

Class participation	10%
Quizzes (3)	15%
Final Exam	25%
Social Event + research (2 hrs +)	25%

100 - 90 = A

89 - 80 = B

79 - 70 = C

Below 69 = F

(No D's)

Students who do not get a C or better will be required to retake the class before taking the next ASL language class. If a student has three unexcused absences in the class, the student's grade will be dropped by one letter grade.

Learning Outcomes:

Upon completion of this course, the student should be able to perform these competencies....

- a. develop an introductory level of expressive and receptive skills in gesture and mime utilizing appropriate forms, non-verbal expressions and grammatical signals for communicative purposes.
- b. apply how gesture and mime can be used in various professional and non-professional settings by persons without a common language base.
- c. express and receive given targeted ASL vocabulary with 75% accuracy.
- d. demonstrate receptive competency of given ASL dialogues, short narratives and stories with 75% accuracy.

Assessment of Student Learning:

Plan of Work:

This is a detailed description of what will take place each class session throughout the quarter. This plan is designed for a 15 week semester. The content will be adjusted for sessions which are not for a 15 week duration.)

(*Descriptions of the Course Content, Activity and Homework are taken from Signing Naturally Teachers Textbook and Student Workbook.)

Course Content

Activity

WEEKS ONE TO THREE -- Introducing Oneself (Unit 1)

Language Functions --
asking for/giving names
confirming information
correcting information
negative headshake

Grammar --
yes/no questions
wh-question: "what"
personal pronouns
spatial referencing
numbers: 1-10

Homework (Student Text) --
Culture/Language Notes:
* "Deaf Awareness Quiz"
* "Strategies for Learning
American Sign Language"
* Introduction to American
Sign Language
* Introduction to Deaf Community

A. Mirror Games --
To develop spatial awareness,
eye-hand/body coordination,
visual perception and
imitation skills

B. Rubber Face --
To develop skill in facial
expressions used in non-
manual behaviors

C. Same and Different --

Activity --
Do work on visual
discrimination,
especially for
distinguishing movements.

D. Numbers --
Introduce numbers 1-10

E. Picture It --
To develop students perception
of movement, shapes and
spatial relationships.

WEEKS THREE TO FIVE -- Exchanging Personal Information (Unit 2)

Language Functions --
asking if deaf or hearing
asking where learning Sign Language
responding to information:
OH-I-SEE

Grammar --
agent marker
yes/no questions
wh-question: WHERE
negation: NOT

Homework (Student Text) --
Culture/language Notes:

A. Commands -- Part I
To improve receptive skills
and internalize students'
comprehension as they perform
appropriate actions.

B. Captain Face --
To develop skill in facial
expressions used in non-
manual behaviors.

C. Who's The Leader?
To increase student's visual
perception skills; also to

- * "Forming Questions:
- * "Which Hand Do I Use"

encourage class members to become better acquainted.

- D. Picture It --
To develop student's visual memory and perception of shapes traced in the air.

WEEKS FIVE TO SEVEN -- Talking About Surroundings (Unit 3)

Language Functions --
asking/telling where
expressing wants
correcting information:
"wave-no"

Grammar
real-word orientation
non-manual markers:
"cs", "far away"
numbers: 11-15

Homework (Student Text) --
Culture/Language Notes:
* "Spatial Agreement"

- A. Commands - Part II
To have students manipulate objects and to increase the speed of student responses.
- B. Hot/Cold
To help students feel more comfortable using facial expressions.
- C. Numbers --
Review 1-10, Introduce 11-15
- D. Tic-Tac-Toe --
To develop spatial awareness and encourage use of confirming questions.
- E. Fingerspelling --
Fingerspell pairs of two letter combinations. (Some identical, some different); Ask student if same or different.

Quiz Units 1 & 2

WEEKS SEVEN TO NINE -- Telling Where You Live (Unit 4)

Language Functions --
asking/telling where
asking/telling how you come to class

Grammar --
wh-question: WHERE, HOW
real-world orientation
noun-verb pairs
numbers: 16-20

- A. Picture It --
To develop visual memory, spatialization and confirming skills.
- B. Command - Part III
To work on spatialization skills, establishing reference points and manipulating objects from the signers

Homework (Student Text) --
Culture/Language Notes:
* "When Do I Fingerspell?"

perspective.

- C. Numbers --
Review 1-15, Introduce 16-20
Practice addition.
- D. Silly Putty --
To work on visualizing skills
also in describing objects
and representing their
functions in a way easily
understood.

WEEKS NINE TO ELEVEN -- Talking About Your Family (Unit 5)

Language Functions --
asking/telling about
marital status
asking/telling if have
children/siblings
telling how many

Grammar --
possessive pronouns
yes/no questions
negative responses:
#NO, NOT, NONE
contrastive structure
numbers: 21-25

Homework (Student Text) --
Culture/Language Notes:
* "Forming Negative Statements"
* "Contrastive Structure"

- A. Numbers --
Review 1-20, Introduce 21-25
Practice simple subtraction.
- B. Paper Manipulation & Color Strips--
To develop spatial awareness,
signers perspective, and
ability to follow instructions;
also teach color sign.
- C. Command - Part IV
To have students practice
giving commands to each
other.
- D. Fingerspelling --
"Beginning and Endings" and
"Guess My Name"
- E. Limb Classifiers --
To introduce body
classifiers representing
limbs and facial
expressions accompanying
certain kinds of
movement.
- F. Picture It --
To integrate tracing and
spatial skills in the context
of communicative activity.

Midterm Unit 1 - 5

Telling About Activities (Unit 6)

Language Functions --
apologizing
giving reasons
giving opinions
suggesting activities

Grammar --
time signs
wh-question: (2h)#DO++
dual pronouns: US-TWO
phrasing: listing activities
numbers: 26-30, multiples of 5
(to 100)

Homework (Student Text) --
Culture/Language Notes:
* "Time Concepts"
* "Keeping Each Other Informed"

Units 1-6
Cumulative Review --
* "Getting Attention"
* "Meeting Others"
* "How Do Deaf People?"
* "Name Signs"

A. Numbers --
Introduce 26-30
Introduce multiples of 5
to 100

B. Acting Out --
By acting out everyday
activities, students will
expand their vocabulary,
develop skills in use of
body and instrument clas-
sifiers and gestures to aid
in communication, and learn
to narrate a sequence of
events.

C. Pass It On--
To help students use
non-manual behaviors
with
ease.

D. Fingerspelling --
Students will use a deck of
"NAME" cards containing
duplicates of each card. Each
player must find a match for
his/her card by fingerspelling
to the other players.

E. Picture It --
To work on
topic-comment structure,
eye gaze and spatial
agreement, and facial
expressions for describing
embedded shapes.

WEEKS ELEVEN TO THIRTEEN –Giving Directions (Unit 7)

Language Functions --
asking/telling where
explaining need
interrupting conversations
confirming: RIGHT
expressing uncertainty

Grammar -
ordinal numbers
topic/comment structure
spatial referencing

A. Fingerspelling-Speed
Reading --
The students will be divided
into teams. A list of words
will be on the board. The
instructor will fingerspell
one of the words and whoever

recognizes it first will win a
point for their team.

Homework (Student Text) --

Culture/Language Notes:

- * "Cross-Cultural Communication"
- * "Cardinal and Ordinal Numbers" to help the

B. At The Hotel --

A game designed to encourage the use of mime, descriptive and instrument classifiers, and correct spatial reference while communicating simple needs. This is where students develop alternative strategies for expressing things they do not know how to sign without resorting to fingerspelling.

C. Picture It --

To integrate skills in tracing and using signers perspective in the context of a communicative activity.

D. What's The Sequence --

To foster spontaneous interaction, practice asking and giving information and attention-getting behaviors.

Quiz Units 6 - 7

Describing Others (Unit 8)

Language Functions --

A. What Fell Out? --

identifying present
To help students use people: SEE instrument classifiers
and confirming: THAT-ONE appropriate eye gaze when
correcting: "wave-no" describing others.

Grammar --

wh-question: WHO

B. Picture It --

To practice using descriptive classifiers: and locative classifiers, body parts and clothing correct spatialization and eye contrastive structure gaze. Also to practice using numbers: multiples of 5, 10, 11 confirming and clarifying conversation strategies.

Homework (Student Text) --

Culture/Language Notes:

C. Numbers --

*"Identifying Others" Work on numbers in multiples of 5, 10, 11, i.e. 5: 5, 10, 15, 10: 10, 20, 30, 11: 11, 22, 33

WEEKS THIRTEEN TO FIFTEEN – Making Requests (Unit 9)

Language Functions – Giving directions Giving commands Offering assistance Accepting / declining offer Asking for clarification	A. Introduce numbers 51 - 75 - also money numbers
Grammar – Spatial verbs communication in Inflecting verbs Spatial referencing Role shifting Money numbers Numbers: 51 - 75	B. To review vocabulary, encourage a group and practice conversation strategies. C. Fingerspelling Same / Different and months
using	D. To practice facial expressions, body classifiers, descriptive and locative classifiers, correct spatialization and eye gaze. Also to practice
using	confirming and clarifying conversation.

Review for Final Exam

Final Exam –at end of fifteenth week

Course Requirements:

1. Signing is "Visual, therefore, regular attendance is required. (When a student cannot attend, if possible, please contact the Instructor.)
2. The student must leave their "Voices" and "English" outside the classroom, using Sign Language or mime as the mode of communication.
3. Interaction with fellow students using Sign Language.
4. Interaction with members of the Deaf Community who will visit the class from time to time.

Each student will be evaluated on their receptive and expressive skills in both Gesture and ASL.

Policies

Course Withdrawing: If for any reason you need to withdraw from this course, be certain that you do so according to College procedure. It is your responsibility to know and follow this procedure. If you simply stop coming to class, without officially withdrawing from the course, your grade is an automatic “F.” Please follow official College procedure for withdrawing from this or any course.

College Academic Policies are located in the College Catalog. A copy of the current catalog may be picked up in any of the division offices or admissions. The list of college policies is also available online at <https://www.terra.edu/register/Collegecat/policies.asp>.

Support Services: The College offers a number of support services to assist in your success in this course and all courses. Among these services are the Writing & Math Center in B105, the Office of Learning Support Services, which coordinates the campus disability services and tutoring programs, the computer labs, and the computers in the atriums.

Any student who feels he/she may need an accommodation based on the documentation of a disability should contact the Office of Learning Support Services privately to discuss his/her specific issues. Please contact the OLSS at (419) 334-2208 or visit Office 100, Roy Klay Hall (Building A) to coordinate reasonable accommodations.

If you have a documented disability and are receiving academic accommodations through the Office of Learning Support Services, please schedule a meeting with your instructor in a timely manner so that we may discuss how these services will be arranged.

Tutoring services are available to students beginning the second week of every quarter. Students requesting tutoring services should obtain a tutor request form from the OLSS in 100 Roy Klay Hall (Building A) or online at the Terra website. Please note that instructor verification and acceptance of the Student Learner Agreement is necessary for all tutoring requests. All requests should be submitted to Office 100, Roy Klay Hall (Building A).

General/Miscellaneous:

This syllabus is for student and instructional planning. It is subject to change at the discretion of the instructor. It will be followed as close as possible, but it is to serve as a guideline.