I. Catalog Information
SIGN 1 Elementary American Sign Language (First Quarter) 5 Unit(s)

(See general education pages for the requirement this course meets.)

Advisories: Reading 201 and English Writing 100A or Language Arts 200 or English as a Second Language 161-163.

Five hours lecture.

Development of and practice in elementary American Sign Language (ASL); preparation for acquiring a visual gestural language; finger spelling; vocabulary; modeling and use of basic grammatical structure. Beginning communication skill with emphasis on comprehension. Basic cultural aspects of deafness; historical and linguistic elements of sign language. Taught primarily in American Sign Language.

II. Course Objectives
A. Distinguish the basic linguistic principles that are the foundation for American Sign Language as a conventional language distinct from English.
B. Understand and apply the grammatical principles of American Sign Language structures introduced and demonstrate communicative competence in language functions through targeted social interactions.
C. Demonstrate comprehension mastery and production proficiency in the use of targeted vocabulary and finger spelling.
D. Formulate and employ appropriate visual gestural language skills.
E. Integrate basic elements of Deaf culture into appropriate interaction with members of the Deaf community.

III. Essential Student Materials
None

IV. Essential College Facilities
Videotape player and camera

V. Expanded Description: Content and Form
A. Differentiate ASL as a language distinct from English
1. Characteristics of ASL as a signed language
   a. Compare the modalities of written, spoken and signed languages
   b. Compare and contrast ASL to spoken languages, including foreign languages
   c. Compare the relationship of ASL to foreign signed languages, including historical links to French Signed Language (FSL)
   d. Compare ASL to manually-coded signed English
2. Compare and contrast ASL to English
   a. As systems of communication
   b. In conceptual qualities
   c. In language characteristics of productivity, arbitrariness and displacement

B. Develop and employ vocabulary and language structures for basic communicative competence in
1. Language Functions
   a. Use culturally appropriate social conventions for greeting, introduction and leave-taking, getting attention.
   b. Prepare and exchange basic personal information.
   c. Describe and discuss surroundings and family.
d. Identify persons, places, and common objects and describe basic characteristics including colors and cardinal numbers.

2. Language Structures
   a. Manual alphabet
   b. Cardinal numbers
   c. Personal and possessive pronoun and pronoun copy
   d. Simple question types
   e. Spatial referencing
   f. Noun/verb agreement
   g. Contrastive structure
   h. Affirmation and negation

C. Develop comprehension mastery and production proficiency through
   1. Observation, repetition and initiation of alphabet hand shapes, signed vocabulary and targeted language functions
   2. Asking and responding to questions
   3. Following a series of basic commands

D. Develop visual gestural accuracy and fluency through
   1. Visual discrimination and memory skills
   2. The application of hand shape, orientation, location, position and movement using one handed, two-handed, symmetrical and non-symmetrical signs.
   3. Use of basic non-manual markers
   4. Spatialization

E. Distinguish basic elements of Deaf culture and value and apply appropriate social interaction skills such as
   1. Cultural identity of deaf in hearing cultures
   2. Distinct communication behaviors and their cultural meanings
      a. Methods to obtain attention
      b. Greeting
      c. Ensuring communication
      d. Sharing information
      e. The effects of turning one's back
      f. Leave-taking

VI. Assignments

A. ASL as a distinct language
   1. Assigned readings from text and handouts
   2. Journal communication assignments
   3. Written assignment analyzing American Sign Language's relationship to the language theory introduced

B. Vocabulary and language structures for basic communicative competence
   1. Student video text/workbook assignments
   2. Attendance at Deaf cultural event
   3. Small group assigned communication activities
   4. Journal communication assignments

C. Comprehension mastery and production proficiency
   1. Student video text/workbook assignments
   2. Classroom dialogue and small group exercises

D. Visual-gestural accuracy and fluency
1. In-class exercises to follow live and videotape modeling
2. Student video text/workbook assignments

E. Language, culture and social interaction
1. Assigned readings from text and handouts
2. Classroom exercises
3. Attendance at Deaf cultural events
4. Cultural event response papers to include personal reaction and application to reading assignments and classroom exercises
5. Written assignments to analyze readings and demonstrate comprehension and synthesis of cultural and linguistic components

VII. Methods of Instruction
None

VIII. Methods of Evaluating Objectives

A. Quizzes
B. Midterm comprehension exam
C. Final comprehension exam
D. Evaluation of production proficiency by participation in communication activities in class
E. Written assignments and papers
F. Periodic journal communication assignments

IX. Texts and Supporting References

A. Examples of Primary Texts and References

B. Examples of Supporting Texts and References
2. Eastman, Gil, "From Mime to Sign," T.J. Publisher, Inc.: Silver Springs, Maryland, 1989. (videotape)