

COLLEGE OF THE DESERT

Course Code ASL-001

Course Outline of Record

1. Course Code: ASL-001
2. a. Long Course Title: Elementary American Sign Language I
b. Short Course Title: ELEMENTARY ASL I
3. a. Catalog Course Description:
This course presents the fundamentals of American Sign Language in an intensive method, with many lectures conducted in ASL. Students learn basic grammar and vocabulary of ASL, with an emphasis on both expressive and receptive skills. The history, values, and attitudes of American Deaf culture are explored.
b. Class Schedule Course Description:
Students acquire basic ASL vocabulary and grammar, surveying American Deaf history and culture at an accelerated pace.
c. Semester Cycle (if applicable): All sessions
d. Name of Approved Program(s):
 - COD GE Pattern
4. Total Units: 5.00 Total Semester Hrs: 90.00
Lecture Units: 5 Semester Lecture Hrs: 90.00
Lab Units: 0 Semester Lab Hrs: 0
Class Size Maximum: 35 Allow Audit: No
Repeatability No Repeats Allowed
Justification 0
5. Prerequisite or Corequisite Courses or Advisories:
Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)
N/A
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
 - a. Smith, C., Lentz, Ella Mae & Mikos, Ken (2008). *Signing Naturally: Units 1-6* San Diego, CA DawnSign Press. ISBN: 978-1-58121-2
College Level: Yes
Flesch-Kincaid reading level: 9.1
 - b. Moore, Matthew S. (1999). *For Hearing People Only: Answers to the Most Commonly Asked Questions About the Deaf Community, its Culture and the* (3rd/e). M S M Productions, Limited. ISBN: 9780963401618
College Level: Yes
Flesch-Kincaid reading level: 9.1
 - c. www.goreact.com
7. Entrance Skills: *Before entering the course students must be able:*
8. Course Content and Scope:

Lecture:

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| <ol style="list-style-type: none">a. Introducing Oneself:i. Getting to Know Youii. Cardinal Numbers 1-10iii. Fingerspelling: Fist Lettersiv. Same or Different 1 |
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- v. Introducing Oneself
- vi. Cardinal Numbers 11-15
- vii. Asking Who
- viii. Specifying Where
- ix. Giving Commands: Objects in the Classroom
- x. Following Instructions
- xi. Culture: Getting Attention
- xii. Unit 1 Review: Putting It All Together
 - b. Exchanging Personal Information
 - a) Giving Information about Yourself
 - b) Cardinal Numbers 16-19
 - c) Identifying Locations: Tic-Tac-Toe
 - d) Narrating Experience with Languages
 - e) Fingerspelling: Up Letters
 - f) Talking about Leisure Activities
 - g) Cardinal Numbers 20-29
 - h) Describing Three Types of Shapes
 - i) Identifying People
 - j) Fingerspelling: Double Letters
 - k) Culture: Negotiating a Signing Environment
 - l) Asking What Is The Sign
 - m) Unit 2 Review: Putting It All Together
 - c. Discussing Living Situations
 - a) Telling Where One Lives
 - b) Giving Commands: Locations
 - c) Fingerspelling: Moving Letter Z
 - d) Discussing One's Residence
 - e) Giving basic Directions: Around the Classroom
 - f) Identifying Which Square 1
 - g) Cardinal Number 30-66

- h) Talking about Roommates and Pets
- i) Giving Basic Directions: Expressing Needs
- j) Fingerspelling: Down Letters P,Q, Y
- k) Telling How Long
- l) Traveling to School or Work
- m) Identifying Which Square 2
- n) Asking What Is the Sign
- o) Reviewing Cardinal Numbers 30-66
- p) Unit 3 Review: Putting It All Together
 - d. Talking about Family
 - a) Talking about Immediate Family
 - b) Negation 1
 - c) Rocking Numbers 67-98
 - d) Have, Like, Want, and Need
 - e) Talking about Siblings
 - f) Moving Letter J
 - g) Telling How Old
 - h) Talking about Extended Family
 - i) Telling How Family Members Are Related
 - j) Negation 2
 - k) Discussing Family Variations
 - l) Review Cardinal Numbers 1-100
 - m) Getting Meaning Across
 - n) Commenting on Family Members
 - o) Culture: Maintaining a Clear Sightline
 - p) Unit 4 Review: Putting It All Together

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Lab: (if the "Lab Hours" is greater than zero this is required)

No lab.

9. Course Student Learning Outcomes:

1.
Demonstrate engagement in ASL conversation, exchanging information on a variety of topics.
2. Identify the basic structures ASL employs to convey linguistic features.
3. Describe and discuss the beliefs, values, attitudes and history of the American Deaf culture.
4.
Create ASL storytelling and narratives, utilizing Elementary/Level one, ASL skills.
5.
Demonstrate an Elementary level of comprehension of the grammar structure of ASL and apply them in dialogues.

10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. Students will be able to explain and share personal reactions to a variety of familiar contexts.
- b. Students will be able to illustrate their ability to relay factual information on topics related to people, places, and things.
- c. Students will be able to compose personal introductions and farewells that are appropriate to Deaf Culture.
- d. Students will be able to negotiate basic directions, requests, and demands.
- e. Students will be able to demonstrate their comprehension of the basic physical and personality descriptions learned.
- f. Students will be able to identify and apply proper names through the use of finger spelling via teacher-aided cues, and identify finger-spelled loan signs.
- g. Students will be able to recognize and demonstrate their ability to produce numbers 1-100.
- h. Students will be able to analyze similar signs and identify the different parameters.
- i. Students will be able to demonstrate an understanding of basic ASL syntax by using topic/comment and structure when asked simple questions, demonstrated through glossing simple English sentences into ASL order.
- j. Students will be able to use number incorporation in pronouns, age and time signs.
- k. Students will be able to apply knowledge of grammatical non-manual markers by identifying and producing the markers for the four basic types of sentences (declaratives, negatives, yes-no questions, -questions) in a prepared presentation.
- l. Students will be able to identify and demonstrate the meaning of basic selected classifiers.
- m. Students will be able to identify and demonstrate the meaning of basic selected classifiers.
- n. Students will be able to apply their knowledge of important dates, persons, and events in American Deaf history.
- o. Students will be able to values, attitudes, or opinions that would be considered Culturally Deaf.
- p. Students will be required to attend and participate in selected events where ASL is used, and exposure to cross-cultural variables is present.
- q. Students will be able to illustrate a basic introductory conversation in ASL by demonstrating their receptive/expressive skills by having one-on-one dialogue.
- r. Students will be able to compose their comprehension of Deaf history, Deaf culture and Community by writing papers, through participation in class discussions, and completion of written exams.
- s. Students will be able to sign a conversation in the context of everyday situations at a basic introductory level of signing fluency by producing dialogue measured by the instructor.

11. Methods of Instruction: *(Integration: Elements should validate parallel course outline elements)*

- a. Demonstration, Repetition/Practice
- b. Discussion
- c. Lecture
- d. Participation

Other Methods:

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a. Demonstration lectures – conducted in ASL b. Question-Answer sessions c. Discussions and presentations d. Internet-based resources e. Videos, DVDs, CD-ROMs f. Role-playing, skits, games, and hands-on materials g. Guests/invited speakers h. Collaborative and interactive group work inside and outside of the classroom

12. Assignments: *(List samples of specific activities/assignments students are expected to complete both in and outside of class.)*

In Class Hours: 90.00

Outside Class Hours: 180.00

a. In-class Assignments

a. Practice assigned exercises in text book. b. Work in small groups and review vocabulary. c. Present assigned exercises or mini-presentations. d. Work collaboratively on ASL grammar exercises.

b. Out-of-class Assignments

a. Complete textbook and related video assignments. b. Reading and study guide questions. c. Prepared simple presentations demonstrating appropriate non-manual markers, accurate grammar, and correct sign production. d. Participation in a Deaf cultural community activity, providing a written report. e. Read the assigned materials. f. Record additional signs acquired in a vocabulary journal.

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- Written homework
Questions regarding content of cultural text, and written representations of ASL structure.
- Laboratory projects
Attendance at language lab.
- Presentations/student demonstration observations
Presentations in ASL.
- Group activity participation/observation
Small group display of ASL skills prior to an exam.
- True/false/multiple choice examinations
Certain exams and/or quizzes
- Mid-term and final evaluations
Interactive final skills display in ASL.
- Student participation/contribution
In class participation
- Student preparation
Assigned homework - practicing and preparing ASL exercises.

14. Methods of Evaluating: Additional Assessment Information:

a. Skill demonstrations and presentations b. Quizzes c. Exams d. Tests e. Class participation f. Homework g. Interactive final with instructor

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

PO-GE C3 – Arts, Humanities, and Culture

Communicate effectively in many different situations involving diverse people and viewpoints.

IO - Critical Thinking and Communication

Utilizing various communication modalities, display creative expression, original thinking, and symbolic discourse.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
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17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item

Cost Per Unit

Total Cost

19. Provide Reasons for the Substantial Modifications or New Course:

Review.

20. a. Cross-Listed Course (Enter Course Code): ASL-001
b. Replacement Course (Enter original Course Code): N/A

21. Grading Method (choose one): Letter Grade Only

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000215871
b. T.O.P. Code [CB03]: 85000.00 - Sign Language
c. Credit Status [CB04]: D - Credit - Degree Applicable
d. Course Transfer Status [CB05]: A = Transfer to UC, CSU
e. Basic Skills Status [CB08]: 2N = Not basic skills course
f. Vocational Status [CB09]: Not Occupational
g. Course Classification [CB11]: Y - Credit Course
h. Special Class Status [CB13]: N - Not Special
i. Course CAN Code [CB14]: N/A
j. Course Prior to College Level [CB21]: Y = Not Applicable
k. Course Noncredit Category [CB22]: Y - Not Applicable
l. Funding Agency Category [CB23]: Y = Not Applicable
m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (if program-applicable): COD

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 0

Third Year: 0

24. Resources - Faculty - Discipline and Other Qualifications:

- a. Sufficient Faculty Resources: Yes
b. If No, list number of FTE needed to offer this course: N/A

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (Explain:)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Thomas O'Grady Origination Date 05/24/17