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Teacher Contact

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* **Was this course Previously Approved by UC?** No

* **Course Title:** a-g American Sign Language I

* **Transcript Title /Abbreviation:** **Transcript Title /Abbreviation: Course Code**
a-g American Sign Language I

* **Seeking "Honors" Distinction:** No

* **Subject Area:** Language Other than English

* **Category:**

* **Language:**

* **Grade Level for which this course has been designed:**
 9 10 11 12

* **Unit Value:** 1.0 (one year, 2 semesters, or 3 trimesters equiv.)

* **Is this course classified as a Career Technical Education:** No

* **Brief Course Description**

This is an overview of American Sign Language (ASL), its basic vocabulary, structure, syntax and grammar. Students will focus on mastering the basics of fingerspelling, numbers, colors, facial grammar and sentence structure; students will also learn conversational /cultural behaviors necessary to hold a beginning-level conversation in ASL, with deaf/hard-of-hearing native users of the language. Introductory information about deaf culture will also be presented, along with deaf history, to provide students with a broad picture of language and culture

Pre-Requisites

Co-Requisites

Context for Course (optional)

History of Course Development (optional)

Textbooks

TEXTBOOK 1

* **Title:** A Basic Course in American Sign Language

* **Edition:** Second Edition

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Publication Date: June 1994

*
Publisher: T J Publishers, Incorporated

*
Author(s): Tom Humphries, Carol Padden, Terrence J. O'Rourke and Frank A. Paul

URL Resource: ISBN: 093266642

* **Usage:**
Primary Text

Read in entirety or near entirety

Supplemental Instructional Materials

Supplemental instructional materials include online training videos, lessons, and quized located at www.lifeprint.com

* **Course Purpose**

This course concentrates on developing basic principles and skills of American Sign Language (ASL) through cultural appreciation and non-verbal instruction. Emphasis is placed on Deaf culture and Deaf people in history, visual training, sign vocabulary acquisition, comprehension and communicative skills development, as well as basic structural and grammatical patterns of ASL discourse at the beginning level.??

* **Course Outline**

I. Course Description:

Introduces ASL and focuses on the development of basic conversational sills, emphasizing receptive abilities.

II. Course Objectives or Outcomes:

- Recognize, produce and utilize signs (basic vocabulary) of American Sign Language.
- Recognize, produce and utilize basic sentence structure including: object + subject + verb, sentences with identifying nouns, using directional verbs, and verbs with classifiers.
- Recognize, produce and utilize language functions and grammar of standard American Sign Language including: confirming information, correcting information, negative markers, yes/no questions, Wh-questions, personal pronouns, spatial referencing and numbering.
- Introductions, exchanging personal information, describing surroundings, telling where you live
- discussing family, activities and corresponding basic vocabulary
- understand the importance of cultural traditions, diversity and ethics in the modern world
- have effective and efficient learning skills, including the location and evaluation of information

III. Linkage of course to educational program mission and at least one educational program outcome:

The General Education Mission is to provide a core of critical life skills. (American Sign Language I) addresses four specific general education student learning outcomes from all four major areas:

- Communication:
 - Communicate with persons who use sign language
 - Demonstrate knowledge of cultural aspects of persons who are deaf

- Analysis:
 - Compare and analyze the similarities and differences between English and ASL
 - Locate and evaluate information

- Personal Development:
 - Demonstrate ability to use a different modality and language
 - Develop knowledge of a different cultural and linguistic minority
 - Expand communication to include users of ASL

Community Commitment:

- - Understand the diverse needs of Persons who are deaf, hard of hearing or deafened
 - Use information presented in class to participate and possibly assist in equal opportunities for members of the Deaf Community

Key Assignments

- Weekly work assignments which will require students demonstrate comprehension of basic ASL phrases and short narratives related to oneself, family, and immediate and real-world surroundings. Bi-monthly Quiz that evaluates student's expressive and receptive abilities in both basic vocabulary and grammatical structure.
- 2 Mid-Terms and One Final Exam that that evaluates student's expressive and receptive abilities in both basic vocabulary and grammatical structure.
- Lab sessions where students will practice demonstrate communicative competence in ASL with familiar topics and activities requiring a simple and direct exchange of information.
- Monologue Sessions (4x/year) where students will demonstrate basic principles of ASL narratives through elementary story-telling.
- Brief Essay assignment where students 1) define historical characters within the formation of Deaf culture 2) Describe and model Deaf cultural norms and challenges
- Create a real life social interactions with members of the Deaf community. Student will be asked to conduct introductions and basic conversation.
- Year-end video project involving 2 other classmates in dialog with one another with emphasis on real-life conversational topics.

* Instructional Methods and/or Strategies

Methods of instruction used to achieve student learning outcomes may include, but are not limited to:

- Presenting lectures and discussions in American Sign Language in order to increase students' ability to comprehend the visual language; reinforce the targeted cultural, semantic, syntactical and morphological items; and guide students in the application of visual comprehension and expressive strategies
- Showing films/videos/interactive DVDs and selections taped from TV, the internet, or documented Deaf community events in order to help students improve their ability to comprehend ASL at native speed; provide them with virtual access to Deaf communities, cultures, and their products; stimulate discussions about Deaf people's lives, culture and history; and encourage the expression of opinions at the beginning level

Opinions at the Beginning Level:

- Presenting video/reading activities, which may include cultural selections and anecdotes, narratives, authentic ASL poems and stories, magazines, newspapers, ASL children's literature, web articles and grammar explanations in order to help students draw logical conclusions from their study materials and lead them in a sensitive comparison and contrast between the culture, history, current events, and daily life of Deaf communities and their own
- Creating and assigning pair and small group communicative activities such as in-class interviews, post-reading activities, dialogues, picture descriptions, games, skits, student creation of PowerPoint presentations, short group narratives, problem-solving fingerspelling puzzles, and other visual communicative activities in order to help students practice specific signing strategies and skills in the context of the target culture, vocabulary, and grammar
- Developing and assigning writing activities, which may include in-class English glossing for ASL sentences and dialogues, fingerspelling cloze activities in order to aid students in mastering beginning-level syntax, semantics, and morphology, using the target vocabulary and grammar
- Conducting individual conferences in order to advise students on their needs and progress
- Instructing and aiding students with computer-based language programs
- Developing and assigning online tasks such as written discussion board postings; viewing online PowerPoint presentations; viewing online signed presentations; completion of functionally-oriented website-specific vocabulary, cultural, and viewing tasks; interactive vocabulary, grammar and culture games; web quests; and textbook companion website interactive activities in order to reinforce targeted cultural, semantic, syntactical, and morphological items; provide an opportunity for the practice of viewing, writing strategies and skills; present students with up-to-date information on, and virtual access to, ASL and Deaf communities, locally, nationally, and globally and their respective cultures; encourage consideration of, and respect for, cultural differences as well as an awareness of similarities; and stimulate and guide signed and written interactive communication.

* Assessment Methods and/or Tools

Students will be evaluated for progress in and/or mastery of learning outcomes by methods of evaluation which may include, but are not limited to:

- Signed reports/presentations designed to evaluate students' ability to communicate about familiar topics and activities

- Written assignments designed to assess students' knowledge on Deaf history and culture, as well as ASL grammar
- Participation in class discussions and activities designed to evaluate competency in and understanding of assigned material
- Receptive and expressive quizzes/examinations designed to evaluate students' ability to understand and draw logical conclusions from conversations and authentic cultural material on targeted topics
- Student portfolios, workbook and textbook assignments designed to evaluate student mastery of specific vocabulary, grammatical, and cultural topics
- Class and individual projects designed to assess student ability to make thoughtful comparisons between the target culture and their own
- Mid-Term and Final examination designed to evaluate student learning outcomes and readiness for ASL 2???

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