



ASL 1010

Division: Social and Behavioral Science

Department: Social Sciences

Course: ASL 1010

Title: Basic Sign Language

Catalog Description:

This course teaches the basic elements of signed language, ASL grammar, and deaf culture.

General Education Requirements: N/A

Semesters Offered: Fall, Spring

Credit/Time Requirement: Credit: 3; Lecture: 3; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Justification:

This course developed out of expressed interest by the Snow College student body. American Sign Language is the 3rd most spoken language in the world. Many careers and/or programs of study support the learning of sign language as an asset: early childhood education, special education, speech and language development, and even medical careers.

Being a visual-gestural form of communication, signed language allows for the effective development of non-verbal communication skills, which makes up for 80% of all communication.

An increasing number of students enter college with some form of sign language experience offered by their high school. This course becomes an extension of that experience.

Currently, Salt Lake Community College offers the only ASL program, focused toward interpreter certification. Utah State University offers ASL as a part of their Speech and Language Pathology program of study. Other institutions offer sign language either for language or general education credit only.

Under the provision of House Bill 145, Amendments to Hearing and Speech Impaired Telecommunications Program, enacted by the State Legislature in 2005, institutions within the Utah System of Higher Education (as defined in Section 53B-1-102) which currently have a program approved by the Board of Regents that trains persons to qualify as certified interpreters are eligible to apply for funds to be allocated by the Public Service Commission. Given the demand for qualified interpreters, it is possible that Snow College could develop such a basic training program and qualify for this funding. Offering a basic sign class is the first step toward this process.

Student Learning Outcomes:

Students will understand the basics of signed language, including finger spelling, syntax, and grammar. Students will gain an appreciation for deaf culture: its history, development, and current issues.

Students will gain practical experience communicating with signed language to a level of basic fluency.

Content:

ASL 1010 covers the basic elements of signed language as follows:

- **Language:**
Alphabet and Numbering, Finger Spelling, Combined Signs, Basic Vocabulary, Syntax, Points of Reference, Personal Pronouns, Synonyms, Unnecessary Words, Facial Expressions, Time, Verb Tense, and Grammar.
- **Culture:**
Sign Name, Deaf Etiquette, History of Deaf Culture, Metaphor of Affliction, Viewing the World from a Different Center, Deaf Technology, and Current Issues facing deaf people and the Deaf Culture.
- **Practice:**
Basic Introductions, Basic Questions, Requests, The Signing Area, Getting Attention, Role Playing, Practice Sessions, Story Telling, and Interpreting for the Deaf (an introduction).
- **Texts:**
ASL Dictionary Basic Sign Language DVD, Snow College Signing Naturally Vocabulary Videos (Lucy A. Phillips Library, see attached) WebCT course instruction Deaf in America, Padden

General Education Outcomes:

3) Speak effectively in a variety of contexts.

Each student will have a wide range of opportunities to practice listening with their eyes and speaking with their hands. Their success in the course depends on their ability to practice and communicate without using their voice. In addition, the course is taught in silence, motivating each student to focus and attend to what is being communicated non-verbally.

4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

One of the key elements of Deaf culture is learning to manipulate the various forms of non-spoken communication currently available (email, text messaging, TTY, video phones, etc.). Much of this course is established on WebCT, which supports student use of non-verbal educational media. The DVD used as the course text employs the use of closed-caption media.

5) Apply a cultural and historical awareness to a variety of phenomena.

Quizzes, essays, examinations, and class discussions will ask students to consider the readings in a variety of contexts. The development of sign language skills will follow the same development of identity awareness found in deaf children. For example, learning the alphabet, finger spelling and lip reading correspond to the concept of metaphor of affliction, which is a condition deaf children develop as they realize they are different from other children (even their parents) and attempt to rationalize who is normal and who is not normal. An important goal of the course is to foster an appreciation of a culture that is often overlooked by society. The Deaf culture has just now come of age in terms of media and mainstream popularity (e.g. ER and CSI have dedicated episodes on signing and deaf topics depicted as parts of normal life). In addition, this is one of a few courses taught at Snow College that emphasizes cultural sensitivity and an appreciation for diversity through the study of a minority group.

Key Performance Indicators:

4-5 quizzes (short answers): 20% final grade

1 Written Final Examination (comprehensive): 30% of final grade

1 Practical Examination: 30% of final grade

1 Signing Presentation: 10% of final grade

2 Essays: 5% of final grade

4-5 Written Assignments: 5% of final grade

(Percentage values are approximate)

Representative Text and/or Supplies:

See Content (above)

Optimum Class Size: 15

Maximum Class Size: 20

Signatures:

I hereby submit this course syllabus:

Eldon Barnes, MSW, Assistant Professor

I hereby find this course consistent with the goals and resources of the Social Sciences Department:

Kerry Hansen, D.A., Professor, Chair

I hereby find this course consistent with the goals and resources of the Social and Behavioral Science Division:

Sue Dalley, M.S., Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)