1. **COURSE TITLE\*:** Beginning American Sign Language I
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:** FLNG 1120
3. **PREREQUISITE(S)\*:** None **COREQUISITE(S)\*:**
4. **COURSE TIME/LOCATION/MODALITY: (*Course Syllabus – Individual Instructor Specific*)**

**CREDIT HOURS\*:** 4 **LECTURE HOURS\*:** 4***(Insert sample course outline with learning outcomes tied to assignments / topics.)***

1. **LABORATORY HOURS\*:** 0  **OBSERVATION HOURS\*:** 0
2. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
3. **COURSE DESCRIPTION\*:**

This course is an introduction to the basic skills in developing production and comprehension skills in American Sign Language (ASL).  Students will learn ASL vocabulary, structure, and grammar.  Course content also includes the manual alphabet and numbers. Students will develop basic conversational abilities, culturally appropriate behaviors, and learn about the culture and history of Deaf communities.

1. **LEARNING OUTCOMES\*:**

**1. Communication** - Communicate in Languages Other Than English

**Standard 1.1:** Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.  
**Standard 1.2:** Students understand and interpret written and spoken languages on a variety of topics.  
**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**2. Cultures** - Gain Knowledge and Understanding of Other Cultures

**Standard 2.1:** Students demonstrate an understanding of the relationship between the perspectives and practices of the culture studied.  
**Standard 2.2:** Students demonstrate an understanding of the relationship between the perspectives and products of the culture studied.

**3. Connections** - Connect With Other Disciplines and Acquire Information

**Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.  
**Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

**4. Comparisons** - Develop Insight into the Nature of Language and Culture

**Standard 4.1:** Students demonstrate understanding of the nature of language though comparisons of the language studied and their own.  
**Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

**5. Communities** - Participate in Multilingual Communities at Home and Around the World

**Standard 5.1:** Students use the language both within and beyond the school setting.  
**Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

\*Excerpted from: Standards for Foreign Language Education: Preparing for the 21st Century. ACFTL, 1999.

1. **ADOPTED TEXT(S)\*:**

Signing Naturally  
Units 1-6 Student Set  
by Cheri Smith, Ella Mae Lentz, and Ken Mikos  
Dawn Sign Press

**Instructors may choose to use the print version or the interactive online materials.**

* **Print: ISBN 978-1-58121-210-5**
* **Interactive online materials: ISBN 978-1-58121-273-0**

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

Students will need to purchase a flash drive and have access to digital video equipment in order to record themselves in and out of class for analyzing their work and maintaining a video portfolio. Students may also be asked to read additional articles and/or books to emphasize the cultural perspectives of the course.

1. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points** | **%** |
| Unit Tests (2 at 100 points each) | 200 | 20% |
| Journal (50 points) | 50 | 5% |
| Childhood Stories (5 at 20 points each) | 100 | 10% |
| Homework (5 at 20 points each) | 100 | 10% |
| Midterm Expressive (100 points) | 100 | 10% |
| Cultural Experience Response (100 points) | 100 | 10% |
| Final Expressive (200 points) | 200 | 20% |
| Final Comprehension (Units 1-6) (100 points) | 100 | 10% |
| Through Deaf Eyes Reflection Paper (50 points) | 50 | 5% |
| **Total** | **1000** | **100%** |

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

This curriculum parallels what we know about language development and second language learning. We focus on introducing language in context and reinforcing what is learned by engaging you into various interactive activities. A conversational curriculum requires you to be an active learner. You need to come prepared to sign with other classmates. Our classes are conducted in American Sign Language (ASL) from the very first day. You are immersed in the language for approximately four hours a week to maximize your language learning. The teacher will use gestures, signs, drawings and act out situation to get the point across and you job is to keep trying. This may sound daunting at first, but trust me, it works!

1. **COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

***(Insert sample course outline with learning outcomes tied to assignments / topics.)***

|  |  |  |
| --- | --- | --- |
| Unit 1: Getting to Know You  Topics Covered: Fingerspelling, Parameters of a Sign, Cardinal Numbers 1-15, Wh-Word Questions, Identifying People, Commands Involving the Body and Objects, Signers Perspective (above and below), Non-Manual Grammatical Signals, Cultural Discussion on Attention Getting Strategies, Discussing Myths About Deaf Culture  Unit 6: Story Telling  Topics Covered: Folklore, Classifier Usage, Role Shift, Non-Manual Grammatical Signals, Adverbials, Spatial Agreement | | |
| **Week 1** | Introductions/Syllabus  American Deaf Culture Quiz 1.3 Fingerspelling Alphabet (pg. 19) 1.2 Numbers 1-10 Discuss Sign Parameters  1.1—Getting to Know You Letters 1.4—Same or Different 1 \*Tea Party/Name Game | |
| **Week 2** | 1.5—Introducing Oneself 1.6—Cardinal Numbers 11–15 1.7—Same or Different 2  \*NMGS Behind the Door Activity  1.8—Asking Who  1.9—Specifying Where  1.10—Giving Commands: Objects \*Q & A (who, where, what) \*Signers Perspective Activity | |
| **Week 3** | 1.11—Following Instructions  1.12—Culture: Getting Attention Unit 1 Review— Putting it all Together \*Go Fish Game  HW Unit 1 Questions to Ask | |
| Unit 2: Exchanging Personal Information  Topics Covered: Yes/No Questions, Dominant Hand Usage, Cardinal Numbers 16-29, Signers Perspective (Left and Right), Conversation Strategies, Negotiating Signing Environment, Identifying People Who Are Present  Unit 6: Story Telling  Topics Covered: Folklore, Classifier Usage, Role Shift, Non-Manual Grammatical Signals, Adverbials, Spatial Agreement | | |
| **Week 3** | 2.1—Giving Information about Yourself  2.2—Cardinal Number 16–19 | |
| **Week 4** | 2.3—Identifying Locations: Tic-Tac-Toe 2.4—Narrating Experience with Languages \*Tic Tac Toe Activity  2.5—Fingerspelling Up Letters  2.6—Talking about Leisure Activities | |
| **Week 5** | 2.7—Cardinal Numbers 20–29 2.8—Describing Three Types of Shapes 2.9—Identifying People \*Identify People Activity  2.10—Fingerspelling Double Letters 2.11—Culture: Negotiating a Signing Environment  2.12—Asking “What Is the Sign” (Storytelling Unit 6) Timber 6.1 only | |
| **Week 6** | Unit 2 Review— Putting it all Together \*Vocab practice “What’s The Sign Technique”  HW Unit 2 Questions to Ask  HW Students Autobiography  Comprehension Exam  Units 1 & 2 | |
| Unit 3: Discussing Living Situations  Topics Covered: Real World Orientation, Commands Involving Locations, Wh-Word-Which, Ordinal Numbers 1st-9th, Giving Basic Directions, Cardinal Numbers 3-66, Expressing Needs, Time Concepts, Spatial Agreements/Modifying Verbs, Visual Ways of Living, Speaking in the Presence of a Deaf Person/Impolite  Unit 6: Story Telling  Topics Covered: Folklore, Classifier Usage, Role Shift, Non-Manual Grammatical Signals, Adverbials, Spatial Agreement | | |
| **Week 7** | 3.1—Telling Others Where You Live 3.2—Giving Commands 3.3—Communicating with the Face 3.4—Fingerspelling Moving Letter Z  \*Objects/Locations Around the School  3.5—Discussing One’s Residence  3.6—Giving Basic Directions: Around the Classroom 3.7—Identifying Which Square 1  3.8—Cardinal Numbers 30—66 (Storytelling Unit 6) Gum Story 6.5 | |
| **Week 8 Midterm** | 3.9—Talking about Roommates and Pets 3.10—Giving Basic Directions: Expressing Needs 3.11—Fingerspelling Down Letters 3.12—Telling How Long (Storytelling Unit 6) Gum Story 6.6  3.13—Traveling to School or Work 3.14—Identifying Which Square 2 (Storytelling Unit 6) Gum Story 6.7  \*Living Situations Interviews  Midterm Expressive Due: Timber Story retold by student | |
| **Week 9** | 3.15—Asking What Is the Sign 3.16—Practicing Cardinal Numbers 30–66 \*Find My Pet Game  Unit 3 Review— Putting it all Together (Storytelling Unit 6) Gum Story 6.8 | |
| Unit 4: Talking About Family  Topics Covered: Contrastive Structure, Forming Negative Responses, Rocking Numbers 67-98, All Numbers 1-100, Ranking, Possessive Adjectives, Maintaining a Clear Sightline, Family Member Dialogue  Unit 6: Story Telling  Topics Covered: Folklore, Classifier Usage, Role Shift, Non-Manual Grammatical Signals, Adverbials, Spatial Agreement | | |
| **Week 10** | 4.1—Talking about Immediate Family 4.2—Negations 1 4.3—Rocking Numbers 67–98  4.4—Have, Like, Want, Need  4.5—Talking about Siblings  4.6—Moving Letter J 4.7—Telling How Old (Storytelling Unit 6) Gallaudet and Clerc Story 6.9 | |
| **Week 11** | 4.8—Talking about Extended Family 4.9—Telling How Family Members Are Related 4.10—Negation 2 (Storytelling Unit 6) Gallaudet and Clerc Story 6.10  4.11—Discussing Family Variation 4.12—Practice Cardinal Numbers 1–100 4.13—Describing or Acting Out to Get the Meaning Across (Storytelling Unit 6) Gallaudet and Clerc Story 6.11 | |
| **Week 12** | 4.14—Commenting on Family Members 4.15—Culture: Maintaining a Clear Sightline \*Student Survey/Present Findings  Unit 4 Review— Putting it all Together (Storytelling Unit 6) Gallaudet and Clerc Story 6.1 \*My Family | |
| **Week 13** | Comprehension Exam Units 3 & 4  Through Deaf Eyes Paper Due/In Class Discussion | |
| Unit 5: Telling About Activities  Topics Covered: Wh-Questions –When, Do-Do, For-For, Agreement Verbs, Setting Up Referents/Using Your Space, Sequencing Activities, Calendar Discussions  Unit 6: Story Telling  Topics Covered: Childhood Stories, Classifier Usage, Role Shift, Non-Manual Grammatical Signals, Adverbials, Spatial Agreement | | |
| **Week 13** | 5.1—Talking about Everyday Activities 5.2—Agreement Verbs 5.3—Fingerspelling Words with G and H (Storytelling Unit 6) Childhood Story: Wrong Name 6.13 If Only I Could Fly  \*Weekly Activity Dialogue | |
| **Week 14** | 5.4—Talking about Chores 5.5—Asking If Done (Storytelling Unit 6) Childhood Story: A True Fish Story 6.14  \*Monthly Activity Dialogue  5.6—Talking about Extended Family 5.7—Telling How Often (Storytelling Unit 6) Childhood Story: I Wanna Be Different 6.15 \*Frequency Activity | |
| **Week 15** | 5.8—Talking about Activities with Others 5.9—Talking about What One Does for a Living  (Storytelling Unit 6) Childhood Story: There’s a Ghost in My Room 6.16  \*Out Of the Ordinary Activities/Frequency Dialogue  Unit 5 Review— Putting it all Together (Storytelling Unit 6) Childhood Story Guidelines 6.17 | |
| **Week 16 Finals** | Comprehension Exam Units 1–6 | Expressive Exam: Your Own Childhood Story |

1. **SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

Students need to be aware that due to the nature of this course it may be necessary at times that the instructor or another student will come in contact physically with each other. Ex: Student is producing the sign incorrectly and the instructor needs to physically move the students hand to the proper location, shape, movement, or adjust palm orientation. All of which are crucial aspects of American Sign Language.

To protect all parties involved in this course, you are required to use your educational institution’s assigned e-mail account to communicate with your professor and classmates.  Please also use your institutional e-mail account to create accounts with, and log in to your courses. This ensures we all are in compliance with the Federal Educational Rights and Privacy Act (FERPA).

**16. FERPA: \***

Work submitted in this class may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Other instructors may also see your work during the evaluation/feedback process. Student assignments and exams are kept on file for review by various Accrediting Boards of both the Medical Assisting and Institutional Boards. On occasion papers may be traded with another student or work-study for grading purposes. There is also a possibility that your papers may be submitted electronically to other entities to determine if references are cited appropriately. Plagiarism is a serious offense. Work submitted by the student must be the students’ own creation. The instructor reserves the right to fail any student who submits plagiarized or duplicated work. A grade of “zero” will automatically be given to the duplicated submissions. The instructor will be the sole judge in such cases. If a student cannot demonstrate conclusively that a work was not copied or plagiarized or, in the case of the original author, was copied without consent, the penalty will stand.

**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at [rhall21@sscc.edu](mailto:rhall21@sscc.edu) or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

**Classroom Conduct:** Civility in the classroom is very important. As professionals, we expect students to conduct themselves in a courteous and respectful manner. Disruptive, rude, sarcastic, obscene or disrespectful speech or behavior have a negative impact on everyone, and will not be tolerated. Students need to remember that the online discussion boards and chat rooms in the online course are considered classrooms and the same rules apply. Students will use these tools in the online classroom for information that pertains to the course; it is not to be used for personal exchanges of a social nature. If you engage in any such conduct you will be asked to leave and you will receive a “zero” for any work completed on that day. The instructor reserves the right to permanently remove a student from the class for inappropriate conduct after consultation with the Department coordinator and Academic Dean.

**WITHDRAWING FROM CLASS:** Failure to officially withdraw from a course will result in a failing grade recorded on your transcript. Schedule adjustment forms are available from the Counseling/Advising Center or the Student Services.

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.