ASL 131

CONVERSATIONAL SIGN LANGUAGE

PRESENTED AND APPROVED: MAY 4, 2012

EFFECTIVE: FALL 2012-13
## Prefix & Number

| ASL 131 |

## Conversational Sign Language

### Repackage

- [ ] New
- [ ] Change/Updated
- [ ] Retire

### If this is a change, what is being changed? (Check all that apply)

- [ ] Update Prefix
- [ ] Course Description
- [ ] Title
- [ ] Course Number
- [ ] Format Change
- [ ] Credits
- [ ] Prerequisite
- [ ] Competencies
- [ ] Textbook/Reviewed Competencies-no changes needed

### Does this course require additional fees? [ ] No  [ ] Yes  If so, please explain.

- [ ] No
- [ ] Yes

### Is there a similar course in the course bank? [ ] No  [ ] Yes (Please identify)

- [ ] No
- [ ] Yes

### Articulation: Is this course or an equivalent offered at other two and four-year universities in Arizona? [ ] No  [ ] Yes

- [ ] No
- [ ] Yes

### Is this course identified as a Writing Across the Curriculum course? [ ] No  [ ] Yes

- [ ] No
- [ ] Yes

## Course Textbook, Materials and Equipment

<table>
<thead>
<tr>
<th>Textbook(s)</th>
<th>Title</th>
<th>Learning Sign Language I &amp; II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current edition: 2nd</td>
<td>Author(s)</td>
<td>Tom Humphries</td>
</tr>
<tr>
<td>Publisher</td>
<td>Allyn &amp; Bacon, Inc</td>
<td></td>
</tr>
<tr>
<td>ISBN</td>
<td>9780205275533</td>
<td></td>
</tr>
<tr>
<td>Barnes &amp; Noble price</td>
<td>$49.20</td>
<td></td>
</tr>
</tbody>
</table>

### Software/Equipment

Videotexts/CDs included in book

## Course Assessments

<table>
<thead>
<tr>
<th>Description of Possible Course Assessments (Essays, multiple choice, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exams/Tests/Quizzes (written and signed) on vocabulary, understanding</td>
</tr>
<tr>
<td>2. Sign Production/grammar, idioms.</td>
</tr>
<tr>
<td>3. Discussion/tests/reports on culture.</td>
</tr>
<tr>
<td>4. Writing (journals, compositions, reports, summaries).</td>
</tr>
<tr>
<td>5. Attendance and class participation (willing and enthusiastic response indicating evidence of having studied assigned material).</td>
</tr>
<tr>
<td>6. Assigned homework</td>
</tr>
</tbody>
</table>

MCC Form EDU 0007 (rev. 10/07/11)
### Exams standardized for this course?
- [ ] Midterm
- [x] Final

[Other (Please specify):]

### Are exams required by the department?
- [ ] No
- [x] Yes

If Yes, please specify:

**Where can faculty members locate or access the required standardized exams for this course?**

(Contact Person and Location)

Example: NCK – Academic Chair Office

**Student Outcomes:** Identify the general education goals for student learning that is a component of this course.

<table>
<thead>
<tr>
<th>Check all that apply:</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicate effectively.</td>
<td>Exams, tests, quizzes, sign production, class discussions, writing (journals, compositions, reports, summaries), class participation, homework.</td>
</tr>
<tr>
<td>a. Read and comprehend at a college level. [x]</td>
<td></td>
</tr>
<tr>
<td>b. Write effectively in a college setting. [x]</td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate effective quantitative reasoning and problem solving skills.</td>
<td>Quizzes, class activities, demonstrating accuracy of signs and evidence of understanding, testing of receptive and expressive skills, audio/visual presentations, midterm, final exam.</td>
</tr>
<tr>
<td>3. Demonstrate effective qualitative reasoning skills. [x]</td>
<td>Class activities, demonstrating accuracy of signs and evidence of understanding, testing of receptive and expressive skills, quizzes, midterm &amp; final exam, interview of student and instructor is on-going.</td>
</tr>
<tr>
<td>4. Apply effective methods of inquiry.</td>
<td></td>
</tr>
<tr>
<td>a. Generate research paper by gathering information from varied sources, analyzing data and organizing information into a coherent structure.</td>
<td></td>
</tr>
<tr>
<td>b. Employ the scientific method.</td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate sensitivity to diversity</td>
<td>Student will relate personal experience using sign language.</td>
</tr>
<tr>
<td>a. Experience the creative products of humanity.</td>
<td></td>
</tr>
<tr>
<td>b. Describe alternate historical, cultural, global perspectives.</td>
<td></td>
</tr>
</tbody>
</table>

**Office of Instruction Use only:**

**CIP Code:**

**ONET Code:**

**Minimum Qualifications:**

**COURSE INFORMATION**

<table>
<thead>
<tr>
<th>Initiator: Angelina Ortiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of proposal to Curriculum Sub-Committee: 5/4/12</td>
</tr>
<tr>
<td>Effective Semester/Year: Fall 2012, Spring, Summer</td>
</tr>
</tbody>
</table>

MCC Form EDU 0007 (rev. 10/07/11)
Prefix & Number: ASL 131

Full Title: (100 character limit)
Conversational Sign Language

Short Title: (30 character limit)

Catalog Course Description: This course introduces students to American Sign Language. Readiness activities are conducted focusing on visual/receptive skills and basic communication. Students will have an opportunity to develop a rudimentary syntactic knowledge of American Sign Language (ASL), a rudimentary vocabulary, and rudimentary conversational skills.

SUN Course Number:

Credit Hours: Three Credit
Lecture Hours: Three
Lab Hours: 0

Prerequisite(s) None
Co-requisite(s) None

Intended Course Goals

By the end of the semester, students will be able to:

1. Communicate in American Sign Language, given a highly sympathetic audience, at a beginning survival level of proficiency defined by the American Council on the teaching of Foreign Language (ACTFL) and to comply with the basic communication competencies set for ASL by the Arizona Languages Articulation Task Force (LATF).

2. Respond to signed formulaic questions on familiar topics.

3. Utilize frequently used expressions to describe self and others.

4. Formulate questions to satisfy basic needs.

5. Through research – reading, listening, and observing, identify, discuss, and describe aspects of the culture of the Deaf world and universally held norms, values, and beliefs of Deaf communities where ASL is used.

Course Competencies and Objectives

By the end of the semester, students will be able to:

Competency 1 Identify, recognize and use basic grammatical features of American Sign Language with a minimum of 70% accuracy.

Objective 1.1 Pronoun Copy
Objective 1.2 Here/There distinction
Objective 1.3 Inflecting verbs
Objective 1.4 Spatial verbs
Objective 1.5 Adjective use and placement
Objective 1.6 Noun/verb pairs
Objective 1.7 Negatives
Objective 1.8 Modals

Competency 2 Form, recognize and understand simple sentences, questions and answers.

Objective 2.1 Yes/no Questions
### Competency 3 Identify, recognize and use targeted vocabulary with a minimum of 70% accuracy.
- Objective 3.1 Introduction and Personal Information
- Objective 3.2 School/Classroom vocabulary
- Objective 3.3 Courtesy Expressions
- Objective 3.4 Descriptive Terms
- Objective 3.5 Vocabulary to express emotions
- Objective 3.6 Clothing vocabulary

### Competency 4 Identify, recognize and use basic ASL idioms.
- Objective 4.1 WOW!
- Objective 4.2 Don’t like/Don’t want/Don’t know
- Objective 4.3

### Competency 5
- Objective 5.1
- Objective 5.2
- Objective 5.3

### Competency 6
- Objective 6.1
- Objective 6.2
- Objective 6.3

### Competency 7
- Objective 7.1
- Objective 7.2
- Objective 7.3

### Competency 8
- Objective 8.1
- Objective 8.2
- Objective 8.3

### Competency 9
- Objective 9.1
- Objective 9.2
- Objective 9.3

### Competency 10
- Objective 10.1
- Objective 10.2
- Objective 10.3
Sign Language 101 is the new way to learn how to sign. Video lessons are taught by Deaf ASL Experts with learning previews and free sign language lessons. Start Signing Today! Free American Sign Language Instructional Videos. We believe that ASL should be accessible to everyone regardless of economic means so we publish our videos for free from the start! View all free videos. Free Sign Language Lesson 7 - ASL Level 1. Time & Calendar. Start lesson 7. Free Sign Language Lesson 8 - ASL Level 1. Verbs & Directions. Start lesson 8. Free Sign Language Lesson 9 - ASL Level 1. Food & Drinks. Start lesson 9. Free Sign Language Lesson 10 - ASL Level 1. Animals & Sports. Start lesson 10. Free Sign Language Lesson 1 - ASL Level 1. Gestures Learning a signed language as a second language is a rapidly growing interest, especially in ASL (American Sign Language). Begin with your self-paced ASL 101 lessons or browse a list of tutorials below. If you've learned some ASL before, reviewing ASL 100 may be helpful or refreshing. Posts may be continually added upon a request via email. Online lessons are, in any way, no substitute for face-to-face instruction. I strongly recommend you to take a face-to-face course to attain a high level of communicative competency as well as socializing with signers in the Deaf/ASL community. ASL Instructors and students. Got some memorable anecdotes, learning tips, and/or invaluable advices to share with others students and instructors?