

ASL 131

CONVERSATIONAL SIGN LANGUAGE

PRESENTED AND APPROVED: MAY 4, 2012

EFFECTIVE: FALL 2012-13

Prefix & Number ASL 131	Conversational Sign Language
Repackage	<input type="checkbox"/> New <input checked="" type="checkbox"/> Change/Updated <input type="checkbox"/> Retire
If this is a change, what is being changed? (Check all that apply)	<input type="checkbox"/> Update Prefix <input type="checkbox"/> Course Description <input type="checkbox"/> Title <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Format Change <input type="checkbox"/> Credits <input type="checkbox"/> Prerequisite <input type="checkbox"/> Competencies <input type="checkbox"/> Textbook/Reviewed Competencies-no changes needed
Does this course require additional fees? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes If so, please explain.	
Is there a similar course in the course bank? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (Please identify)	
Articulation: Is this course or an equivalent offered at other two and four-year universities in Arizona? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (Identify the college, subject, prefix, number and title: Eastern Arizona College - ASL 011 = ASL 131, Pima Community College -SLG 050 = ASL 131, Yavapai Community College - ASL 131 =ASL 131; ASU, NAU, and UA - Elective	
Is this course identified as a Writing Across the Curriculum course? <input type="checkbox"/> No <input type="checkbox"/> Yes	

Course Textbook, Materials and Equipment

Textbook(s)	Title	Learning Sign Language I & II
	Author(s)	Tom Humphries
	Publisher	Allyn & Bacon, Inc
	ISBN	9780205275533
	Barnes & Noble price	\$49.20
	Current edition: 2nd	
Software/ Equipment	Title	
	Author(s)	
	Publisher	
Videotexts/CDs included in book		

Course Assessments

Description of Possible Course Assessments (Essays, multiple choice, etc.) <ol style="list-style-type: none"> Exams/Tests/Quizzes (written and signed) on vocabulary, understanding Sign Production/grammar, idioms. Discussion/tests/reports on culture. Writing (journals, compositions, reports, summaries). . Sign presentations/reports. Attendance and class participation (willing and enthusiastic response indicating evidence of having studied assigned material). Assigned homework 	
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Exams standardized for this course? <input type="checkbox"/> Midterm x <input checked="" type="checkbox"/> Final <input type="checkbox"/> Other (Please specify):	Are exams required by the department? <input type="checkbox"/> No x <input type="checkbox"/> 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	Academic Chair Office
Student Outcomes: Identify the general education goals for student learning that is a component of this course.	
Check all that apply:	Method of Assessment
1. Communicate effectively. a. Read and comprehend at a college level. x <input type="checkbox"/> b. Write effectively in a college setting. x <input type="checkbox"/>	Exams, tests, quizzes, sign production, class discussions, writing (journals, compositions, reports, summaries), class participation, homework.
2. Demonstrate effective quantitative reasoning and problem solving skills. x <input type="checkbox"/>	Quizzes, class activities, demonstrating accuracy of signs and evidence of understanding, testing of receptive and expressive skills, audio/visual presentations, midterm, final exam.
3. Demonstrate effective qualitative reasoning skills. x <input type="checkbox"/>	Class activities, demonstrating accuracy of signs and evidence of understanding, testing of receptive and expressive skills, quizzes, midterm & final exam, interview of student and instructor is on-going.
4. Apply effective methods of inquiry. a. Generate research paper by gathering information from varied sources, analyzing data and organizing information into a coherent structure. <input type="checkbox"/> b. Employ the scientific method. <input type="checkbox"/>	
5. Demonstrate sensitivity to diversity a. Experience the creative products of humanity. x <input type="checkbox"/> b. Describe alternate historical, cultural, global perspectives. <input type="checkbox"/>	Student will relate personal experience using sign language.

Office of Instruction Use only:

CIP Code:

ONET Code:

Minimum Qualifications:

COURSE INFORMATION

Initiator: Angelina Ortiz			
Date of proposal to Curriculum Sub-Committee: 5/4/12			
Effective Semester/Year	Fall 2012	Spring	Summer

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

<p>Objective 2.2 Affirmative Sentences with Head nodding Objective 2.3 Negative sentences with head shaking Objective 2.4 Questions asking for information Objective 2.5 LOOK LIKE questions Objective 2.6 Polite commands Objective 2.7 Requests for help, etc. Objective 2.8 Requests to do something Objective 2.9 Expression and opinions</p>
<p>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</p>
<p>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</p>
<p>Competency 5 Objective 5.1 Objective 5.2 Objective 5.3</p>
<p>Competency 6 Objective 6.1 Objective 6.2 Objective 6.3</p>
<p>Competency 7 Objective 7.1 Objective 7.2 Objective 7.3</p>
<p>Competency 8 Objective 8.1 Objective 8.2 Objective 8.3</p>
<p>Competency 9 Objective 9.1 Objective 9.2 Objective 9.3</p>
<p>Competency 10 Objective 10.1 Objective 10.2 Objective 10.3</p>

This, as you will learn in Unit 6 of this free sign language class, is a wh-word question. These are questions that require more than a yes or no answer and normally use the words who, what, when, where, why, or how. Wh-word questions are signed with a specific facial expression that includes lowering your eyebrows. You will learn more about directional verbs in Unit 8. The sign SAME can translate to "together" in English. This sign can also be a directional verb. Signing SAME between people means it is those people who are similar. I started learning sign languages because I have a passion for languages and I am fascinated by it. The learn sign language website has helped me do that with clear videos and opportunities to stretch myself with things like watching the stories and conversations! Since starting learning sign, I have had the opportunity to speak to 3 or 4 deaf people and it has also paved the way for me to volunteer at a home for severely physically disabled adults! The LSL tutor in videos teaches at slow pace and it's suitable for new learner like me, so far I have learned alphabets , numbers and some greeting words. I am thankful to LSL and specially Sonia , she follows up to find out how I am getting on with the free program. Mandeep Ghai.