

**ASL 131**

**CONVERSATIONAL SIGN LANGUAGE**

**PRESENTED AND APPROVED: MAY 4, 2012**

**EFFECTIVE: FALL 2012-13**

Prefix & Number <b>ASL 131</b>	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)  Current edition: 2nd	Title	Learning Sign Language I & II
	Author(s)	Tom Humphries
	Publisher	Allyn & Bacon, Inc
	ISBN	9780205275533
	Barnes & Noble price	\$49.20
	Title	
	Author(s)	
	Publisher	
Software/Equipment	Videotexts/CDs included in book	

## Course Assessments

Description of Possible Course Assessments (Essays, multiple choice, etc.) <ol style="list-style-type: none"> <li>Exams/Tests/Quizzes (written and signed) on vocabulary, understanding</li> <li>Sign Production/grammar, idioms.</li> <li>Discussion/tests/reports on culture.</li> <li>Writing (journals, compositions, reports, summaries).</li> <li>. Sign presentations/reports.</li> <li>Attendance and class participation (willing and enthusiastic response indicating evidence of having studied assigned material).</li> <li>Assigned homework</li> </ol>	
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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
<b>Student Outcomes: Identify the general education goals for student learning that is a component of this course.</b>	
<b>Check all that apply:</b>	<b>Method of Assessment</b>
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>

Best Answer: Yes I learned sign language in the 7th grade; I am now 31 years old. The school I went to have (had) several deaf children and I wanted to learn how to communicate with them. The teacher assistant in my class knew how to sign so I asked her if she would teach me and feel in love with it. At one point I could sign the Star Bangle Banner song. I don't use signing much as I use to but I have thought my daughters some and will continue teaching them, they also learn some in school. My 5 yr old knows how to sign the alphabet and some words (apple, mother, father, thank you, etc) \* Sign languages (also known as signed languages) are languages that use the visual-manual modality to convey meaning. Sign languages are expressed through manual articulations in combination with non-manual elements. Sign languages are full-fledged natural languages with their own grammar and lexicon. Sign languages are not universal and they are not mutually intelligible with each other, although there are also striking similarities among sign languages.