



Division of Arts, Humanities and Wellness  
World Languages and Cultures Department

Course Outline  
AMERICAN SIGN LANGUAGE I  
LAN 170

Semester and Year:

Course and Section Number:

Meeting Times:

Location:

**INSTRUCTOR:**

Office Location:

Phone:

Office Hours:

Email:

Mailbox:

**COURSE DESCRIPTION:**

LAN 170 American Sign Language, is an introduction to the expressive and receptive skills required for communication in American Sign Language (ASL).

Through active class use of basic vocabulary, grammar, and syntax, students will begin exploration of Deaf culture and begin to learn the language of that culture. This course is recommended for students who have had less than one year of previous study of this language. 3 lectures, 1 lab, 3 credits. General Education Course.

**Student Learning Objectives:**

Upon completion of the course requirements, students will be able to:

1. Develop and practice basic introductions.
2. Respond and/or ask simple questions.
3. Give and inquire about simple personal information in basic ASL conversations.
4. Discriminate amongst finger spelled words and names.
5. Practice using various non-manual markers/behaviors (facial expression and body movements), spatial reference and negative statements.
6. Give and correct information in giving directions.
7. Apologize and give simple reasons.
8. Read and comprehend the information in the Deaf World related to Deaf community, sign language, family issue, education, evaluation, language & literacy of Deaf children and adults.
9. Comprehend and use basic grammatical features of ASL including:  
Wh-word-questions, Yes/No questions, Negative responses, Noun-verb pairs, Possessive pronouns, Contrastive structure and simple role-shifting, Time signs, Numbers 1-100.

**ASSESSMENT METHODS:**

Student will be assessed on the interpersonal communication: functional-notional approach, role-play situation, grammatical structures, and class activities: Each of these situations will be assessed as follows:

1. A student's ability to acquire ASL conversations by learning and practicing basic introductions will be determined by class participation, discussions, and workbook exercises.
2. A student's ability to respond from English (speaking) to ASL (signing) will be assessed by class participation, discussions, and workbook exercises.
3. A student's sign proficiency will be determined by class participation, independent or paired ASL presentations, daily ASL conversations with other student in class, lab time, and presentations.
4. A student's ability to develop basic finger spelling words and names in daily ASL conversations.
5. A student's ability to use appropriate non-manual markers, negation responses, and spatial reference in daily ASL conversations.
6. A student's ability to use appropriate basic ASL signs for giving good and clear directions.
7. A student's ability to respond to other person's questions with giving answers or simple reasons.
8. A student's ability to comprehend the information of the Deaf World such as Deaf community, family issue, education, evaluation, services, language & literacy of Deaf children and adults by reading the first part of the six chapters.
9. A student's ability to use and apply her/his knowledge of basic grammatical features of ASL in daily ASL conversations.

**Course Content and Class Schedule (Tentative – schedule is subject to change if necessary)**

<b>Week/Date</b>	<b>Chapter/Topic/Assignments</b>	<b>Lesson Learning Objectives</b>	<b>Student Learning Objectives</b>
Week 1	<b>Self –Introduction Course Introduction Review the course syllabus</b>	Self-Introduction Course Introduction Review the course syllabus Pre-Quiz ASL	1, 2, 8
Week 2	<b>Unit 1 Getting to Know You</b>	1. Ask/give name, 2. count off 3. Express pleasure in meeting 4. Ask/tell what's different	1,2,3,4,5,8,9
Week 3	<b>Unit 1 Getting to Know You</b>	1. Identify others 2. Give instructions to draw 3. Give/follow commands 4. Follow instructions 5. Get another person's attention	1,2,3,4,5,6,7,8,9
Week 4	<b>Unit 2 Exchanging Personal</b>	1. Ask/tell personal information 2. Ask/tell how many	1,2,3,4,5,6,7,8,9

	<b>Information</b>	<ul style="list-style-type: none"> <li>3. Give instructions</li> <li>4. Narrate about language(s) one grew up speaking and learning</li> <li>5. Give name</li> <li>6. Discuss leisure activities</li> </ul>	
Week 5	<b>Unit 2</b> <b>Exchanging Personal Information</b>	<ul style="list-style-type: none"> <li>1. Ask/give subtraction problems</li> <li>2. Describe shapes</li> <li>3. Identify person, give information</li> <li>4. Give names</li> <li>5. Ask for a sign</li> </ul>	1,2,3,4,5,6,7,8,9
Week 6	<b>Unit 3</b> <b>Discuss Living Situations</b>	<ul style="list-style-type: none"> <li>1. Ask/tell where person lives, in which area of the city</li> <li>2. Give commands</li> <li>3. Guide others with the face</li> <li>4. Ask/tell about residence; ask/give opinion</li> <li>5. Give directions to places around the classroom</li> <li>6. Follow instructions</li> </ul>	1,2,3,4,5,6,7,8,9
Week 7	<b>Unit 3</b> <b>Discuss Living Situations</b>	<ul style="list-style-type: none"> <li>1. Count off 1-66</li> <li>2. Tell about living arrangements, describe pets</li> <li>3. Express need, ask/give directions, express gratitude</li> <li>4. Give names/words</li> </ul>	1,2,3,4,5,6,7,8,9
Week 8	<b>Unit 3</b> <b>Discuss Living Situations</b>	<ul style="list-style-type: none"> <li>1. Ask/tell how long it takes</li> <li>2. Ask/give personal information</li> <li>3. Ask for a sign (review of Unit 2, Skill 2)</li> <li>4. Give instructions</li> </ul>	1,2,3,4,5,6,7,8,9

Week 9	<b>Unit 4</b>  <b>Talking About Family</b>	1. Ask/tell if married Ask/tell if have children Ask/tell desires for the future 2. Count off 67-98 3. Express likes, wants, and needs Tell what one has 4. Ask/tell about siblings: -who is oldest -Who close to Similarities and differences 5. Give name	1,2,3,4,5,6,7,8,9
Week 10	<b>Unit 4</b>  <b>Talking About Family</b>	1. Ask/tell age 2. Ask/tell about parents' family and grandparents 3. Ask/tell relationships Tell how two people are related 4. Discuss relationships, talk about changes in relationships 5. Give the next number, the number before, the number in between 6. Getting the meaning across 7. Commenting on family members 8. Check to be sure everyone can see the signer	1,2,3,4,5,6,7,8,9
Week 11	<b>Unit 5</b>  <b>Talking About Activities</b>	1. Ask/tell when someone did/will do activity 2. relay information 3. give name 4. Ask/tell what each person's household chores are; ask/give opinion	1,2,3,4,5,6,7,8,9

		5. ask if completed tasks	
Week 12	<b>Unit 5</b> <b>Talking About Activities</b>	<ol style="list-style-type: none"> <li>1. Discuss what errands one must do in the next few days</li> <li>2. Ask/tell how often person does a specific chore</li> <li>3. Talking about what person's been doing, talk about one "out of ordinary" activity person did over the weekend</li> <li>4. Talk about one's work</li> <li>5. Invite person to do something together, sign simple narrative</li> </ol>	1,2,3,4,5,6,7,8,9
Week 13	<b>Unit 6- Storytelling</b> <b>"Timber"</b> <b>One-person role shift, Two-person role shift, eye gaze, Instrumental Classifier, practice, understand, retell the cohesive story</b>	<ol style="list-style-type: none"> <li>1. Understand and retell the story; Instrumental Classifier (ICL)</li> <li>2. Practice one-person role shift to show how the lumberjack behaved</li> <li>3. Practice two-person role shift to show the interaction between the doctor and the lumberjack</li> <li>4. Practice elements needed to tell a cohesive story</li> </ol>	1,2,3,4,5,6,7,8,9
Week 14	<b>Unit 6 – Storytelling</b> <b>"The Gum Story":</b> <b>Understanding the Story</b>	<ol style="list-style-type: none"> <li>1. Understand and retell story</li> <li>2. Practice the direction of the character enters and exits the story and the placement of the gum</li> <li>3. Practice one-person role shift to describe each character's manner of walking (+ attitude) and become unstuck (+reaction)</li> </ol>	1,2,3,4,5,6,7,8,9

		4. Practice elements for tell the Gum Story well	
Week 15	<b>FINAL EXAMINATION</b>	Units 1-6	1,2,3,4,5,6,7,8,9

**COURSE TEXTS / OTHER STUDY MATERIALS:**

**REQUIRED:**

- Lane, Harlan, Hoffmeister, R., & Bahan, B. A Journey into the Deaf World, Part I. DawnSignPress. **ISBN: 0-915035-62-6**
- Lentz, Ella Mae, Mikos, Ken, & Smith, Cheri. Vista ASL Functional Notional Approach, Signing Naturally Student Workbook Level 1. DawnSignPress. **ISBN: 0-915035-20-0**

**RECOMMENDED** for further readings:

- Moore, Matthew & Levitan, Linda. For Hearing People Only. MSM Productions, Ltd. ISBN: 0-9634-0163-7
- Pizzo, Rose. Growing Up Deaf: Issues of Communication in a Hearing World. Xlibris Corporation. ISBN: 1-4010-2887-X

\*Web/Internet: *For more practice and study in ASL\**

- <http://www.lifeprint.com/aslu>
- <http://www.signingsavvy.com>
- <http://www.asl.bz/>
- <http://www.aslpro.com>

**PREPARATION EXPECTATIONS:**

**HOMEWORK/QUIZ/EXAM POLICY:**

Late homework, essays, and journals will be accepted no later than one class from the original due date and will be given half-credit. Quizzes will be given weekly, promptly at the beginning of the specified class period. Late students will not be given extra time in which to complete the quiz. There will be no make-up for a missed quiz; missing quiz is the equivalent to a zero. Student will be permitted to drop lowest quiz grade. A make-up for an exam will be given only in emergency situation. Official documentation to validate the nature of the absence is required.

**COMMUNICATION POLICY:**

This course is designed to develop communicative skills in ASL. These skills are most effectively developed by using the language to communicate. Therefore, with the expectation of the first class's orientation, and lectures on Deaf culture, this course will be taught using only in ASL in the classroom; spoken English will NOT be permitted during class. You may communicate by **WRITING, SIGNING, USING MIME, OR GESTURES. No talking will be allowed while signing.** Students are expected to follow the communication policy. **CELL PHONES MUST BE TURNED DOWN TO VIBRATE OR NO VOLUME;** students may not make calls, answer calls, send or respond to texts during class. **If your phone rings,** you will be

asked to leave class and be given an absence for the class meeting. Students who also violate the communication policy will be asked to leave the class and given an absence for the class meeting. In order for students to maximize their learning, they are encouraged to respect the communication policy.

**Grading:** The final grade in this course will be determined by a student's overall mastery of the subject matter as evidence on exams, quizzes, ASL presentations, homework assignments, and class participation.

Quizzes	20%
ASL Presentation (conversation/storytelling)	20%
Final	20%
Book Report	20%
Homework	10%
Participation & class work	10%

**BERGEN COMMUNITY COLLEGE ATTENDANCE POLICY:**

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

**ATTENDANCE POLICY IN THIS COURSE:**

The study of foreign language necessities that students attend classes regularly in order to achieve proficiency. Therefore, students are expected to attend and actively participated in every scheduled class meeting. Attendance will be taken at the beginning of each class session. Each student is responsible for all material presented. If absent from a class, students are responsible for obtaining all materials missed and information on assignments.

**WORLD LANGUAGES AND CULTURES PLACEMENT POLICY:**

Students interested in studying a world language course at Bergen Community College may choose to either begin a new one or continue the language studied previously. Students, who have studied a world language course in high school and have received a grade B or better, should enroll in the appropriate Bergen course as follows:

**Years of study:**  
Up to one year

**Register In:**  
Level I courses: ASL I

Two years  
Three or more years

Level II courses: ASL II  
Level III courses: Intermediate ASL I

## **STUDENT AND FACULTY SUPPORT SERVICES**

### **Services for Students with Disabilities**

A wide variety of services are available to students with documented disabilities through the Office of Special Services (OSS) [Room L-116; (201) 612-5270; [www.bergen.edu/oss](http://www.bergen.edu/oss) ]. OSS is dedicated to serving students with physical, visual, learning, hearing, and psychiatric disabilities. If a student has been classified in high school or had a 504 plan, it is highly recommended that the student contact OSS during the college application process. A more detailed explanation can be found on the College web site [www.bergen.edu](http://www.bergen.edu) Personal information is kept confidential. Examples of the types of accommodations and services include:

Extended test taking time  
Organizational strategies  
Tutoring  
Career counseling  
Adaptive equipment computer labs  
Note takers  
Sign language interpreters

### **The Sidney Silverman Library**

The Sidney Silverman Library is an integral part of the College's educational programs. To support the curriculum, the library acquires, organizes, and provides access to a variety, print, media, and electronic resources for individual and class room use. It is open whenever classes are in session and on a reduced schedule when classes are not in session. The library is open to all students, faculty, and the general public. (BCC Catalog)

The Library's webpage, [www.bergen.edu/library](http://www.bergen.edu/library) , is available for up-to-date information regarding library collections and services. All of the required texts for this course will be made available on the Reserve. Many videos for this course will be made available in the Media Center. The library also has journals and books that may be useful in your research; please go to the reference desk for more assistance, or use the website.

### **GENERAL:**

All students are subject to the rules, regulations, and policies set forth in the current Bergen Community College Catalog.

### **EMERGENCY CLOSINGS:**

In the event that the College will be closed or have delayed opening, official notification is available from the following source:

**Online:** <http://www.bergen.edu>  
<http://www.1010WINS.com> to sign up for e-mail notifications

**Radio:** WCBS/880, WOR/710, 1010WINS, WVNJ/1160

**TV:** Cablevision/News12NJ

**Phone:** (201) 447-7100 (recorded message)



