

**Skyline College**  
**Official Course Outline**

1. **COURSE ID:** ASL 100    **TITLE:** American Sign Language I  
**Units:** 5.0 units    **Hours/Semester:** 80.0-90.0 Lecture hours; and 160.0-180.0 Homework hours  
**Method of Grading:** Grade Option (Letter Grade or Pass/No Pass)
  
2. **COURSE DESIGNATION:**  
**Degree Credit**  
**Transfer credit:** CSU; UC  
**AA/AS Degree Requirements:**  
    Skyline - GENERAL EDUCATION REQUIREMENTS: 9C2. Arts and Humanities - Humanities  
**CSU GE:**  
    CSU GE Area C: ARTS AND HUMANITIES: C2 - Humanities (Literature, Philosophy, Languages Other than English)  
**IGETC:**  
    IGETC Area 6: LANGUAGES OTHER THAN ENGLISH (UC requirement only):  
    A: Languages other than English
  
3. **COURSE DESCRIPTIONS:**  
**Catalog Description:**  
    A beginning course designed to introduce students to the visual-gestural richness of American Sign Language as it is used within the Deaf culture. Introduces students to ASL's basic structure and vocabulary while developing students' expressive skills and understanding of fingerspelling and basic conversational strategies. Provides an introduction to the Deaf community and culture. Equivalent to two years of high school ASL.
  
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
    Upon successful completion of this course, a student will meet the following outcomes:
  - A. Express basic linguistic ASL principles
  - B. Explain elements of deaf culture and the deaf community
  - C. Apply correct etiquette to be used in deaf culture situations
  - D. Maintain a basic conversation in ASL, appropriate to level I
  
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
    Upon successful completion of this course, a student will be able to:
  - A. Expressively use basic vocabulary
  - B. Understand receptively basic vocabulary
  - C. Understand receptively beginning level fingerspelling
  - D. Demonstrate correct facial expressions in a given situations
  - E. Fingerspell clearly basic vocabulary of the course
  - F. Understand and apply grammar skills as required
  - G. Function comfortably in a wide variety of situations in the deaf community

- H. Demonstrate appropriate behaviors, showing awareness of and respect for the deaf culture
- I. Establish and maintain basic social relationships in American Sign Language

6. **COURSE CONTENT:**

**Lecture Content:**

1. Introducing Oneself

- A. Exchanging names
- B. Cardinal numbers 1-15
- C. Fingerspelling fist letters
- D. Comparisons & categories
- E. Introducing oneself
- F. Asking who
- G. Specifying where: inside, above, and below
- H. Giving commands
- I. Follow instructions
- J. ASL culture: Get another person's attention (tap shoulder/ look at)

2. Exchanging personal information

- K. Giving personal information
- L. Cardinal numbers 16-29
- M. Identifying locations
- N. Narrating experience with languages
- O. Fingerspelling up letters
- P. Talking about leisure activities
- Q. Shapes
- R. Identify people
- S. Fingerspelling: double letters
- T. ASL Culture: negotiating a signing environment
- U. Asking "what is the sign?"

3. Discussing living situations

- V. Telling where one lives
- W. Giving commands related to locations
- X. Communicating with the face
- Y. Fingerspelling: moving letter z
- Z. Discussing one's residence
- AA. Giving basic directions: around the classroom
- BB. Cardinal numbers 30-66
- CC. Talking about roommates and pets
- DD. Giving basic directions: expressing needs
- EE. Fingerspelling: down letters, p, q, y
- FF. Telling how long
- GG. Traveling to school or work

4. Discussing family

- HH. Talking about immediate family

- II. Not, none
- JJ. Rocking numbers 67-98
- KK. Have, like, want and need
- LL. Talking about siblings
- MM. Fingerspelling: moving letter j
- NN. Telling how old
- OO. Talking about extended family
- PP. Telling how family members are related
- QQ. Discussing family variations
- RR. Cardinal numbers 1-100
- SS. Getting the meaning across in ASL
- TT. Commenting on family members
- UU. Culture: maintaining a clear sightline

5. Talking about activities

- VV. Talking about everyday activities
- WW. Agreement verbs
- XX. Fingerspelling: words with g and h letters
- YY. Talking about chores
- ZZ. Asking if done
- AAA. Talking about errands
- BBB. Telling how often
- CCC. Talking about activities with others
- DDD. Talking about what one does for a living

6. Storytelling

- EEE. Understanding the story
- FFF. Role shift
- GGG. Story cohesion
- HHH. Entrances and exits
- III. Character development
- JJJ. Maintaining spatial agreement
- KKK. Narration

**7. REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Critique
- D. Discussion
- E. Observation and Demonstration

**8. REPRESENTATIVE ASSIGNMENTS**

Representative assignments in this course may include, but are not limited to the following:

**Writing Assignments:**

1. Expressive and comprehension skill assignments
2. Written self-critiques on expressive videos
3. Completion of ASL workbook, unit 1-6
4. Written comprehension exams

**Reading Assignments:**

- A. Selected reading assignments in representative textbook and supplemental materials

**Other Outside Assignments:**

Projects, activities, and other assignments:

- A. Expressive and receptive components to be addressed in dialogues, stories, role play skits, demonstrations, and activities
- B. Practice of fingerspelling, cardinal numbers, and ASL vocabulary

**9. REPRESENTATIVE METHODS OF EVALUATION**

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance
- C. Class Work
- D. Exams/Tests
- E. Final Class Performance
- F. Homework
- G. Lab Activities
- H. Oral Presentation
- I. Papers
- J. Projects
- K. Quizzes
- L. Simulation
- M. Written examination
- N. Video assignment (self narrate & storytelling)

**10. REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Lenz, E., K. Mikos, C. Smith. *Signing Naturally*, ed. San Diego: Dawn Sign Press, 2008
- B. Holcomb, Thomas K. *Introduction to American Deaf Culture*, ed. Oxford University Press USA, 2013

**Origination Date:** February 2014

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**Effective Term:** Fall 2015

**Course Originator:** Gerardo Di Pietro