ASL 131

CONVERSATIONAL SIGN LANGUAGE

PRESENTED AND APPROVED: MAY 4, 2012

EFFECTIVE: FALL 2012-13
### Course Package

**Prefix & Number**  ASL 131  
**Conversational Sign Language**

<table>
<thead>
<tr>
<th>Repackage</th>
<th>☐ New</th>
<th>☐ Change/Updated</th>
<th>☐ Retire</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Update Prefix</th>
<th>Course Description</th>
<th>Title</th>
<th>Course Number</th>
<th>Format Change</th>
<th>Credits</th>
<th>Prerequisite</th>
<th>Competencies</th>
<th>Textbook/Reviewed Competencies-no changes needed</th>
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*Does this course require additional fees?* ☐ No ☑ Yes  
*If so, please explain.*

*Is there a similar course in the course bank?* ☐ No ☑ Yes  
*Please identify.*

*Articulation: Is this course or an equivalent offered at other two and four-year universities in Arizona?*  
☐ No ☑ 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?* ☐ No ☑ Yes

### Course Textbook, Materials and Equipment

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

<table>
<thead>
<tr>
<th>Software/Equipment</th>
<th>Videotexts/CDs included in book</th>
</tr>
</thead>
</table>

### Course Assessments

*Description of Possible Course Assessments (Essays, multiple choice, etc.)*

1. Exams/Tests/Quizzes (written and signed) on vocabulary, understanding
2. Sign Production/grammar, idioms.
3. Discussion/tests/reports on culture.
4. Writing (journals, compositions, reports, summaries).
5. Sign presentations/reports.
6. Attendance and class participation (willing and enthusiastic response indicating evidence of having studied assigned material).
7. Assigned homework

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### 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

**Academic Chair Office**

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

**Check all that apply:**

<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.</td>
<td>x</td>
</tr>
<tr>
<td>b. Write effectively in a college setting.</td>
<td>x</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.</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>

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**Office of Instruction Use only:**

**CIP Code:**

**ONET Code:**

**Minimum Qualifications:**

**COURSE INFORMATION**

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

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

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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

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
or not it would be worth my time, and all praised Learning American Sign Language: Levels I & II – Beginning & Intermediate (2nd Edition), declaring it one of the best, something that all readers will enjoy. American Sign Language is a rich and complex language. Recently declared as an official language and recognized by 48 states as a foreign language, more and more high school teachers across the country are teaching American Sign Language as an elective. Learning American Sign Language: Levels I & II – Beginning & Intermediate is designed to prepare teachers to successfully interact wit