

ASLS 101

American Sign Language I

3 Credits

Community College of Baltimore County
Common Course Outline

Description

ASLS 101 – American Sign Language I: is a course designed to develop basic syntactical knowledge of American Sign Language (ASL). The course will focus on specific language and cultural behaviors, as well as introducing students to the grammar of ASL. Both receptive and expressive skills are the focus of the course, with a major emphasis on receptive skills. Students are provided exposure to the culture of the Deaf community and its relationship to other diverse groups. Students will participate extensively in interactive classroom activities using the “voices off” policy to ensure ASL immersion. Students will use video technology to record their work and receive feedback from the instructor. Students must have access to a webcam and computer for homework assignments.

Overall Course Objectives

Upon completion of this course, students will be able to:

1. demonstrate visual readiness for acquiring receptive and expressive basic sign language skills;
2. analyze diverse communication contexts to determine the most appropriate grammatical features of ASL to employ;
3. demonstrate basic competency in receptive communication skills in ASL;
4. demonstrate effective use of the no-voice rule as part of the total immersion experience;
5. analyze the implications of the differences between etiquette norms within the Deaf community and the hearing population;
6. find, evaluate, use, and cite appropriate academic resources for course assignments;
7. utilize personal signing skills to self-evaluate and self-correct in producing appropriate ASL features while respecting and adapting to other students' learning style;
8. differentiate between correct and incorrect signs and facial grammar of ASL;
9. explain how Deaf cultural rules of social interaction vary from dominant cultural rules;
10. explain the connection between modern day ASL and its French origins from a historical viewpoint;
11. explain the power struggles the Deaf community has in integrating into the hearing world;
12. demonstrate effective use of current technology to produce video recorded projects with accompanying summaries;
13. identify the differences between varying ASL word orders;
14. demonstrate accurate usage of cardinal number signs and basic math signs; and
15. utilize different attention-getting strategies.

Major Topics

The Common Course Outline (CCO) determines the essential nature of each course.
For more information, see your professor's syllabus.

- I. Welcome to the Deaf World
- II. Academics
- III. Family and relationships
- IV. Residences and communities
- V. Vocabulary development
- VI. Grammatical features
- VII. Fingerspelling and numbers
- VIII. Conversational and communication skills
- IX. Cultural awareness
- X. History of the Clerc/Gallaudet story (French origins)

Course Requirements

Grading will be determined by the individual faculty member, but shall include the following, at minimum:

- active participation is a critical part of this course and is expected of all students
- weekly online workbook activities
- weekly quizzes: 50% of which are receptive, 50% of which are expressive
- completion of “The Gallaudet and Clerc Story” Video Project (GrEATs Assignment)

Written assignments and research projects: Students are required to use appropriate academic resources in their research and cite sources according to the style selected by their professor.

Other Course Information

This course is an approved 3–credit General Education course in the Arts and Humanities. One or more assignments will infuse CCBC General Education Program outcomes and will account for a minimum of 10% of the total course grade. The assignment(s) will allow students to demonstrate at least 5 of the 7 General Education program outcomes. This course is approved for General Education Diversity and Global Education programs.

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