Cerro Coso College
Course Outline of Record Report
10/11/2021

ASLC101 : American Sign Language I

General Information

Author:	-
Course Code (CB01) :	ASLC101
Course Title (CB02) :	American Sign Language I
Department:	English
Proposal Start:	Fall 2013
TOP Code (CB03) :	(0850.00) Sign Language
SAM Code (CB09) :	Possibly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000198205
Curriculum Committee Approval Date:	10/30/2015
Board of Trustees Approval Date:	12/17/2015
External Review Approval Date:	09/27/2010
Course Description:	This course is an introduction to American Sign Language (ASL), a visual-gesture language used by the Deaf community in the United States and some parts of Canada. Students develop basic conversation skills used within the Deaf community and knowledge of Deaf culture and history.
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Sign Language, American
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	• Sign Language, American
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)	Course Special Class Status (CB13)	Grade Options
Course is not a basic skills course.	Course is not a special class.	• Letter Grade Methods • Pass/No Pass
☐ Allow Students to Gain Credit by Exam/Challenge	**Allowed Number of Retakes** 0	**Course Prior To College Level (CB21)** Not applicable.
Rationale For Credit By Exam/Challenge	**Retake Policy Description**	☑ Allow Students To Audit Course

No value   Type:|Non-Repeatable Credit   Allow Students To Audit Course

Course Support Course Status (CB26)

No value

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
CC Liberal Arts: Arts & Humanities	A.A. Degree Major	Summer 2018 to Fall 2020
CSU General Education (CSU GE Breadth)	Certificate of Achievement	Fall 2020
Intersegmental General Education Transfer Curriculum Certificate of Achievement	Certificate of Achievement	Fall 2020
Liberal Arts: Arts & Humanities Associate in Arts Degree	A.A. Degree Major	Fall 2020
CSU General Education (CSU GE Breadth) (In Development)	Certificate of Achievement	Fall 2021
Intersegmental General Education Transfer Curriculum Certificate of Achievement (In Development)	Certificate of Achievement	Fall 2021
Liberal Arts: Arts & Humanities Associate in Arts Degree (In Development)	A.A. Degree Major	Spring 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability	**Transferability Status**
Transferable to both UC and CSU	Approved

Cerro Coso General Education Requirements	Categories	Status	Approval Date	Comparable Course
Area 3.6	Humanities Foreign Language	Approved	No value	No Comparable Course defined.

CSU General Education Certification	Categories	Status	Approval Date	Comparable Course
Area C.2	Arts & Humanities Humanities	Approved	No value	No Comparable Course defined.

Intersegmental General Education Transfer Curriculum	Categories	Status	Approval Date	Comparable Course
Area 6	Language other than English	Approved	No value	No Comparable Course defined.

Units and Hours:

Summary

Minimum Credit Units (CB07)	4
Maximum Credit Units (CB06)	4
Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	144
Total Student Learning Hours	216
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	4	8
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	0

Activity	0
Total	72
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
Activity	0
Total	144

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0   **Faculty Load:** 0

Units and Hours: - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

No Value

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Other
Rationale	Other Methods: Games

Methods of Instruction	Audiovisual
Rationale	No value

Methods of Instruction	Demonstration
Rationale	No value

Methods of Instruction	Discussion
Rationale	No value

Methods of Instruction	Group Work
Rationale	No value

Methods of Instruction	Lecture
Rationale	No value

Methods of Instruction	Outside reading
Rationale	No value

Methods of Instruction	Peer analysis, critique & feedback
Rationale	No value

Methods of Instruction	Peer-to-peer instruction
Rationale	No value

Methods of Instruction	Performance

Rationale	No value

Methods of Instruction	Presentations (by students)
Rationale	No value

Methods of Instruction	Project-based learning
Rationale	No value

Methods of Instruction	Skills Development and Performance
Rationale	No value

Assignments

Outside Reading and Response
SAMPLE: Study the memoir Train Go Sorry and practice your ASL response to the text for in-class sharing.

Media Study
SAMPLE: Watch the news on television without sound and with closed-captioning enabled. Prepare a report of your experience.

Communication Practice
SAMPLE: Study and memorize the cardinal numbers 1-20. Be ready for an in-class quiz.

SAMPLE: Prepare an introduction of yourself using ASL. Be ready to introduce yourself to a small group in class.

SAMPLE: Prepare a narration of an experience you have had. Practice using both signing and facial expression when telling your story. Be ready to share in class.

Methods of Evaluation	Rationale
Homework	No value
Other	outside cultural awareness assignments
Other	oral presentations
Project	expressive projects
Tests	unit comprehension exams, production exams
Other	Typical Evaluation and Grading Scale: 30 daily participation (expressive or receptive signed responses) (150 points) 12 textbook homework assignments (120 points) 5 quizzes (150 points) 27. 2 book reports on a book such as Train Go Sorry (150 points) 2 research papers (100 points) 1 midterm exam (100 points) 1 narrative story about self (30 points) 1 expressive final (100 points) 1 final exam (100 points) 1000 points total. A: 90-100% B: 80-89% C: 70-79%

D: 60-69%
F: 59% or below

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
	This or another comprehensive dictionary is recommended as a supplement to the main text of the course.			
	Smith, C., E. M. Lentz, K. Mikos. (2008) Signing Naturally Units 1-6, , Dawn Sign Press			
	This is the latest edition of a widely used and recommended series which features classroom exercises, homework, culture notes, biographies, and DVD material. Due to its comprehensive and suitable nature, it is included here as an alternative to the also-			
	Cohen's book--part memoir, part portrait of New York's Lexington School for the Deaf-- can be assigned as supplemental outside reading for book reports. Guido, J. W. (2015) Learn American Sign Language: Everything You Need to Start Signing, , Wellfleet Pre			
	Cohen, L. H. (1995) Train Go Sorry: Inside a Deaf World, , Vintage			

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Identify and demonstrate finger spelling, numbers, and vocabulary at a beginning level.

Expected SLO Performance: 70.0

Demonstrate basic conversation in American Sign Language.

Expected SLO Performance: 70.0

Describe and demonstrate American Sign Language classifiers, grammar structure, facial expression, and body movement (as whole body language).

Expected SLO Performance: 70.0

Compose American Sign Language gloss translation from English.

Expected SLO Performance: 70.0

English Liberal Arts: Arts & Humanities AA Degree	Evaluate, create, or perform artistic and cultural constructions.

Describe and explain important aspects of Deaf culture and history.

Expected SLO Performance: 70.0

Social Science PLOs for CSU GE COA	Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.
English Liberal Arts: Arts & Humanities AA Degree	Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.
Social Science IGETC PLOs	Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.

Outline

Course Outline

I. Fingerspelling
    A. Techniques
    B. ABC's
    C. Numbers
II. Vocabulary of Conversation
    A. Morning routines
    B. Breakfast and dining
    C. Household signs
    D. Food-related signs
    E. Colors
    F. School related signs
    G. Additional number signs
III. Grammar of Conversation
    A. Question format
    B. Adjectives
    C. Negation
    D. Sign parameters

        E. Directional verbs
        F. Conceptual accuracy
        G. Translating from English
IV. Culture
        A. Facial expression and body movement as part of a whole-body language
        B. Attention-getting techniques
        C. Accessibility in the home
        D. Deaf folklore
        E. Educational options
        F. Today's schools for the Deaf
        G. Inclusion
V. History such as but not limited to
        A. Deaf rights throughout history
        B. Laurent Clerc and the first deaf school in for children in the United States
        C. 1880 Second International Congress on Education of the Deaf
        D. Debate over manual versus oral methods of educating
        E. Famous deaf people

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
Interactive itv

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

Participation requirements in an iTV course are the same for all students, regardless of location. Bridging the distance barrier created through the video modality can be a significant challenge; therefore, training in iTV pedagogy techniques is recommended before iTV delivery is adopted.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other (specify)

email
itv

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology.

Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

itv
learning management system
publisher

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No Value