



Title: Elementary American Sign Language, Level I
(limit to 50 characters including spaces) **Discipline/Number:** ASL 200

Instructor Susan Janssen, Marilyn Starwalker **Date Submitted** November 4,
Contact: _____ **/Modified:** 2009

Units Min:	3	Units Max:	3	Lecture Hours:	3	Lab Hours:	
<i>If this is a variable unit course, the relationship between earned units and any difference in expected SLOs should be explained.</i>							

Student learning outcomes for ASL 200

Students will demonstrate that they can:

- Engage in one-to-one conversation and share basic information related to specific instructor-led common topics (e.g. introductions, family life, and school life).

Assessment: Instructor observation while students work with partners. Any errors will be corrected by instructor.

- Comprehend messages in one-one conversation and video. Demonstrate comprehension of basic personal and social questions by responding appropriately.

Assessment: Conversation topics provided by instructor. Students will engage in one-one conversations on the topic for 10-15 minutes. Short “live” or videotaped dialogues will be presented after which students will write a summary of the conversation.

- Identify some beliefs, values, and attitudes within Deaf Culture (demonstrated in spoken/written language).

Assessment: Cultural information presented through lecture and video. Comprehension of material will be through quizzes or individual response papers.

- Engage in one-to-one spoken or written conversation comparing and contrasting ASL grammatical and syntactical structure with English or another language.

Assessment: Students will write partner dialogues providing English to ASL glossing. Dialogues will be presented and translations turned in for instructor to correct any grammatical and syntactical structure.

- Gloss a sentence from English to ASL.

Assessment: Sentences written in English will be written on the board for student translation into ASL glossing. Students will be asked to come up and write their translation. Class discussion will clarify the appropriateness of the translation.

- Produce and comprehend finger spelled words in ASL (e.g. proper names and places).

Assessment: Instructor and/or student lead list of ten words to fingerspell to the class. Each of the words on the list fits within a category (e.g. Items related to fishing, Movie Titles)

- Produce and comprehend the ASL numbering system for counting.

Assessment: Teacher and/or student lead list of counting numbers in ASL. Each list consists of five numbers within the range of 1-100, increasing range of numbers throughout the duration of the course.

Instructor(s): Marilyn Starwalker _____

11/4/08 _____
(Date)

Susan Janssen

(Signature)

(Date)