

**American Sign Language (ASL) Transfer Assurance Guide (TAG)  
August 19, 2014**

<b>OFL025 Beginning Course I</b>	Credits: 3-4 semester hours
Advising Notes:	
<b>OFL026 Beginning Course II</b>	Credits: 3-4 semester hours
Advising Notes: Prerequisite: Beginning American Sign Language Course I or demonstrated performance in the indicated area of study	
<b>OFL027 Intermediate Course I</b>	Credits: 3-4 semester hours
Advising Notes: Prerequisite: Beginning American Sign Language Course II or demonstrated performance in the indicated area of study	
<b>OFL028 Intermediate Course II</b>	Credits: 3-4 semester hours
Advising Notes: Prerequisite: Intermediate American Sign Language Course I or demonstrated performance in the indicated area of study	
<b>OFL029 Beginning Courses I and II</b>	Credits: 6-8 semester hours
Advising Notes: OFL029 is a combination of OFL025 and 026.	
<b>OFL030 Intermediate Courses I and II</b>	Credits: 6-8 semester hours
Advising Notes: OFL030 is a combination of OFL027 and 028.	

**OFL029 – BEGINNING COURSES I & II SEQUENCE**  
**6-8 Semester Hours**

This sequence OAN is a combination of the outcomes in OFL025 and OFL026.

**OFL025 – BEGINNING COURSE I**  
**3-4 Semester Hours**

**Course Description:**

This course is based on the integration of learning outcomes across Interpersonal, Interpretive, and Presentational Modes of Communication. Students accomplish real-world communicative tasks in culturally appropriate ways as they gain familiarity with products, practices, and perspectives of American Deaf culture. Students learn grammar, vocabulary, structures, and spatial orientation to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. During this course, students generally perform in the Novice range, although a few abilities may emerge in the Intermediate range.

**Statewide Learning Outcomes (Learning outcomes with an asterisk are essential.)**

Interpersonal Communication:

- \*1. Students can engage in very simple exchanges in culturally appropriate ways on very familiar topics using contextualized words, phrases, a few common idiomatic expressions, and simple sentences in highly practiced situations.
  - a. Functional ability includes:
    - listing, naming, and identifying;
    - stating what people, places, and things are like with a few details; and
    - asking and answering highly predictable, formulaic questions.
  - b. Students use culturally appropriate hand, facial, and body gestures and formulaic expressions in highly practiced applications and may show awareness of the most obvious cultural differences or prohibitions.
2. Students are also working towards exchanging information about familiar topics, sometimes supported by highly practiced language, and handling short, social interactions in culturally appropriate ways in everyday situations by asking and answering basic questions.

Interpretive Viewing:

- \*1. Students can demonstrate understanding of the main idea, as well as a few details, and idiomatic and formulaic expressions, in a variety of texts and media.
  - a. Students can use keywords and phrases to understand very simple texts and media on very familiar topics, with or without additional visual support, such as photos or objects.
  - b. Students begin to use context cues for basic comprehension.
  - c. Students use their own cultural background to derive meaning from texts and media.

2. Students are also working towards demonstrating understanding of the main idea and some details in a variety of texts and media on familiar topics.

Presentational Signing:

- \*1. Students can make very simple presentations about themselves and some other very familiar topics using a variety of highly practiced words, phrases, sentences, and expressions.
  - a. Functional ability includes:
    - introducing, telling, and listing;
    - expressing likes and dislikes; and
    - stating what people, places, and things are like with a few details.
  - b. Students may use highly practiced, culturally appropriate hand, facial, and body gestures and formulaic expressions during their presentations.

2. Students are also working towards making simple presentations on familiar topics using phrases and sentences that they have practiced.

**OFL026 – BEGINNING COURSE II**

**3-4 Semester Hours**

**Prerequisite:** Beginning American Sign Language Course I or demonstrated performance in the indicated area of study

**Course Description:**

This course is based on the integration of learning outcomes across Interpersonal, Interpretive, and Presentational Modes of Communication. Students accomplish real-world communicative tasks in culturally appropriate ways as they gain familiarity with products, practices, and perspectives of American Deaf culture. Students learn grammar, vocabulary, structures, and spatial orientation to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. During this course, students perform better and stronger in the Novice range while some abilities emerge in the Intermediate range.

**Statewide Learning Outcomes (Learning outcomes with an asterisk are essential.)**

Interpersonal Communication:

- \*1. Students can show evidence of the ability to create with language in various timeframes to exchange information on familiar topics and to handle short, social interactions in culturally appropriate ways using contextualized words, phrases, common idiomatic expressions, and sentences, sometimes still supported by highly practiced language.
  - a. Functional ability includes:
    - asking and answering basic questions;
    - giving simple explanations and excuses;
    - asking for and giving simple directions and advice;
    - stating simple comparisons and contrasts;
    - making selections and participating in basic negotiations; and

- stating what people, places, and things are like with some details.
  - b. Students use culturally appropriate hand, body, and facial gestures and formulaic expressions in highly practiced situations and show awareness of the most obvious cultural differences or prohibitions.
2. Students are also working towards participating in conversations in various timeframes on a greater variety of familiar topics and handling short, social interactions in culturally appropriate ways in everyday situations by asking and answering questions.

#### Interpretive Viewing:

- \*1. Students can demonstrate understanding of the main idea, as well as some details, and idiomatic and formulaic expressions, in a variety of texts and media.
- a. Students can use keywords and phrases to understand simple texts and media on familiar topics, with or without visual support, such as photos or objects.
  - b. Students use context cues for basic comprehension.
  - c. Students use their own cultural background and some easily recognizable elements from American Deaf culture to derive meaning.
2. Students are also working towards demonstrating understanding of the main idea and many details on a greater selection of familiar topics in a variety of texts and media.

#### Presentational Signing:

- \*1. Students can make simple presentations on familiar topics using phrases and sentences that they have practiced.
- a. Functional ability includes:
    - giving simple explanations and directions;
    - presenting simple comparisons and contrasts; and
    - stating what people, places, and things are like with some details.
  - b. Students use practiced, culturally appropriate hand, body, and facial gestures and formulaic expressions.
2. Students are also working towards creating with language in various timeframes to make simple presentations on familiar topics using phrases and sentences that they have practiced.

**OFL030 – INTERMEDIATE COURSES I & II SEQUENCE**  
**6-8 Semester Hours**

This sequence OAN is a combination of the outcomes in OFL027 and OFL028.

**OFL027 – INTERMEDIATE COURSE I**  
**3-4 Semester Hours**

**Prerequisite:** Beginning American Sign Language Course II or demonstrated performance in the indicated area of study

**Course Description:**

This course is based on the integration of learning outcomes across Interpersonal, Interpretive, and Presentational Modes of Communication. Students accomplish real-world communicative tasks in culturally appropriate ways as they gain familiarity with products, practices, and perspectives of American Deaf culture. Students learn grammar, vocabulary, structures, and spatial orientation to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. During this course, students can consistently perform in the Novice range while more abilities emerge and develop in the Intermediate range.

**Statewide Learning Outcomes (Learning outcomes with an asterisk are essential.)**

Interpersonal Communication:

- \*1. Students can create with language in various timeframes to initiate, maintain, and end conversations on a greater variety of familiar topics and handle short, social interactions in culturally appropriate ways using contextualized words, phrases, sentences, and series of sentences while continuing to build their repertoire of common idiomatic expressions.
  - a. Functional ability includes:
    - asking and answering a greater variety of questions;
    - satisfying basic needs and/or handling simple transactions;
    - making simple requests, apologies, and excuses;
    - stating simple contradictions;
    - giving simple advice and recommendations; and
    - giving short explanations or stating what people, places, and things are like with many details.
  - b. Students may be able to communicate about more than the “here and now,” making very simple predictions and hypotheses.
  - c. Students recognize and use some culturally appropriate vocabulary, expressions, as well as some hand, facial, and body gestures when participating in everyday interactions.
  - d. Students can conform to cultural behaviors in familiar situations.
  - e. Students may also be able to correct their own errors.
2. Students are also working towards participating in exchanges on a wide variety of familiar topics and handling short, social interactions in culturally appropriate ways in everyday situations.

### Interpretive Viewing:

- \*1. Students can demonstrate understanding of the main idea, as well as many details and idiomatic expressions, on a greater selection of familiar topics with or without visual support, such as photos or objects, in a variety of texts and media.
  - a. Students can sometimes use context to figure out overall meaning.
  - b. Students generally rely on knowledge of their own culture, but also show evidence of increasing knowledge of American Deaf culture to interpret texts.
2. Students are also working towards demonstrating understanding of the main idea and many details on a wide selection of familiar topics in a variety of texts and media.

### Presentational Signing:

- \*1. Students can create with language in various timeframes to make simple presentations on familiar topics using phrases and sentences that they have practiced.
  - a. Functional ability includes:
    - giving simple explanations or advice;
    - telling why one should do or say something;
    - presenting short comparisons and contrasts;
    - making very simple predictions and hypotheses; and
    - giving short explanations or stating what people, places, and things are like with some details.
  - b. Students can use some culturally appropriate vocabulary, expressions, and hand, facial, and body gestures, and their presentations reflect some knowledge of cultural differences related to signed communication.
2. Students are also working towards creating with language in various timeframes to make simple presentations on a greater variety of familiar topics using phrases and sentences that they have practiced.

## **OFL028 – INTERMEDIATE COURSE II**

### **3-4 Semester Hours**

**Prerequisite:** Intermediate American Sign Language Course I or demonstrated performance in the indicated area of study

### **Course Description:**

This course is based on the integration of learning outcomes across Interpersonal, Interpretive, and Presentational Modes of Communication. Students accomplish real-world communicative tasks in culturally appropriate ways as they gain familiarity with products, practices, and perspectives of American Deaf culture. Students learn grammar, vocabulary, structures, and spatial orientation to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. During this course, students perform better and stronger in the Intermediate range while a few abilities emerge in the Advanced range.

## **Statewide Learning Outcomes (Learning outcomes with an asterisk are essential.)**

### Interpersonal Communication:

- \*1. Students can create with language in various timeframes to initiate, maintain, and conclude conversations on a wide variety of familiar topics and handle short, social transactions in culturally appropriate ways using contextualized words, phrases, sentences, series of sentences, and connected sentences, while continuing to build their repertoire of idiomatic expressions.
  - a. Functional ability includes:
    - asking and answering a wide variety of questions;
    - expressing why someone should do or say something;
    - stating differences of opinion;
    - giving short explanations or justifications; and
    - commenting on or stating what people, places, and things are like with many details.
  - b. Students can communicate about more than the “here and now,” making simple predictions and hypotheses.
  - c. Students recognize and use some culturally appropriate vocabulary and expressions, as well as some hand, facial, and body gestures when participating in everyday interactions.
  - d. Students can conform to cultural behaviors in familiar situations.
  - e. Students continue to develop self-monitoring skills.
2. Students are also working towards participating in conversations in various timeframes with ease and confidence about events, experiences, people, places, and things, as well as handling social interactions in culturally appropriate ways in everyday situations, sometimes even when there is a simple complication.

### Interpretive Viewing:

- \*1. Students can demonstrate understanding of the main idea, as well as many details and idiomatic expressions, on a wide selection of familiar topics with or without visual support, such as photos or props, in a variety of texts and media.
  - a. Students can often use context to figure out overall meaning.
  - b. Students use their increasing knowledge of American Deaf culture to interpret texts and media.
2. Students are also working towards demonstrating understanding of the main idea and most details on a wide selection of familiar topics in a variety of texts and media, even when something unexpected occurs.

### Presentational Signing:

- \*1. Students can create with language in various timeframes to make simple presentations on a greater variety of familiar topics using phrases and sentences that they have practiced.
  - a. Functional ability includes:
    - giving simple explanations, advice, recommendations, and opinions;
    - giving reasons why one should do or say something;
    - making simple predictions and hypotheses; and

- giving short explanations or stating what people, places, and things are like with many details.
  - b. Students use some culturally appropriate vocabulary, expressions, and hand, facial, and body gestures, and their presentations reflect some knowledge of cultural differences related to signed communication.
2. Students are also working towards creating with language in various timeframes to make presentations on a wide variety of familiar topics using sentences, series of sentences, and connecting sentences in a logical sequence.

### **American Sign Language Panel Participants**

Debbie Robinson	Consultant
Janice Macián	Consultant
Kwawisi Tekpetey	Central State University
Christine Evenson	Columbus State Community College
Garry Fourman	Columbus State Community College
Roser Coll-Gallo	Cuyahoga Community College
Jennifer Larson	Kent State University
Bahar Hartmann	Sinclair Community College
Bobbi Bedinghaus	The Ohio State University
Tia Jones	The Ohio State University
Kang Li	The University of Akron
An Chung Cheng	University of Toledo
Grace Thome	University of Cincinnati
Kirsten Halling	Wright State University/Ohio Foreign Language Association
Hideo Tsuchida	Ohio Articulation and Transfer Network
Michelle Blaney	Ohio Articulation and Transfer Network