

Course Alignment Guide OFL025 - Beginning American Sign Language Course I

Prerequisite: None

Number of Credits: 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: Students initiate and sustain meaningful signed, face-to-face or virtual communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways with users of the target language. Students actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.

***By the end of the first beginning American Sign Language course,** 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.

Sample Contexts, Tasks, and Topics

- Students can greet and leave people and introduce themselves and others in culturally appropriate ways.
- Students can ask and answer simple questions about people, places, things, and very familiar topics (e.g., course content they have learned, time and place of an event).
- Students can list items they have, like, dislike, or need (e.g., I have a cat, a dog, and a gerbil. We need books, pencils, and a calculator.).
- Students can communicate basic information about themselves and others on topics related to everyday living (e.g., name, family members, where someone lives, what courses they are taking and when).

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.

Sample Contexts, Tasks, and Topics

- Students can exchange some personal information (e.g., address, email address, hearing status, people's characteristics and personalities).
- Students can exchange some information using texts, graphs, or pictures (e.g., dates, times, places, and events on schedules, posters, and tickets; weather maps; numbers or statistics in graphs).
- Students can ask for and give simple directions to a place or event.
- Students can make plans, share opinions and preferences, and interact with others in everyday situations (e.g., accept or reject invitations, invite and make plans with someone, order a meal, make purchases).

Interpretive Viewing: Students demonstrate comprehension of the main idea and relevant details in a variety of live and recorded texts ranging from messages, song lyrics, personal anecdotes, narratives, lectures, and presentations to films, plays, videos, and information from other media sources. By using a variety of viewing strategies, students are able to glean meaning beyond the literal and understand the cultural mindset of text creators. Students reinforce and expand their knowledge across disciplines and cultures as they acquire information and distinctive viewpoints from a variety of texts and media.

***By the end of the first beginning American Sign Language course,** 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.

Sample Contexts, Tasks, and Topics

- Students can demonstrate understanding of signers greeting, introducing each other, telling where they are from, and saying good-bye.
- Students can demonstrate understanding of simple conversations (e.g., family introductions, relationships, careers/jobs, where they live; academic courses, times offered, simple descriptions of instructors; daily activities, when and where they take place and who the participants are).
- Students can demonstrate understanding of simple discussions (e.g., parties, meetings, sports, leisure time activities and determine when and where the events occur and who the participants are).
- Students can identify the main idea and a few details in simple, short excerpts of conversations, narratives, and other texts and media on very familiar topics from a variety of sources.

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

Sample Contexts, Tasks, and Topics

- Students can demonstrate understanding of the main idea and some details in simple exchanges on

familiar topics (e.g., conversations between a student/instructor, customer/sales clerk, parent/child, friend/friends; where one lives or works; free-time activities, interests).

- Students can demonstrate understanding of the main idea and some details in simple, short reports on familiar topics (e.g., news programs, student presentations; documentaries on historical, artistic, social, or political events).
- Students can demonstrate understanding of the main idea and some details about people, places, and things, as well as products, practices, and perspectives of American Deaf culture.

Presentational Signing: Students give live or recorded presentations to diverse audiences for varied purposes using information, concepts, ideas, and viewpoints on a variety of topics, sometimes supported by props, pictures, realia (objects from everyday life used in instruction), or media. Students demonstrate linguistic and cultural competence through academic endeavors, creative undertakings, and artistic expressions. Students incorporate their understanding of American Deaf culture into presentations in a manner that facilitates comprehension where no direct opportunity for interaction between the presenter and audience exists.

***By the end of the first beginning American Sign Language course,** 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.

Sample Contexts, Tasks, and Topics

- Students can present very simple information about themselves and others (e.g., hearing status, looks, personality; class schedule, weekend activities; likes and dislikes, such as sports, foods, and beverages).
- Students can present basic information about familiar places and things (e.g., home, school, workplace, room, office, community, town, state, country).
- Students can present basic information about something they have learned (e.g., holiday celebrations; places on a map; animals, foods, historical figures, sports).
- Students can present very simple song lyrics, skits, or dramatizations (e.g., children's stories, proverbs, poems, or nursery rhymes; skits, dialogs, or speeches).

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

Sample Contexts, Tasks, and Topics

- Students can present some basic information about themselves and others (e.g., family, friends, and school; where they work and what they do; likes and dislikes, such as free-time activities).

- Students can present some basic information about familiar people, places, or things (e.g., historical figures, favorite musical group, actor, or author; landmarks, vacation locations; weather; clothing; useful websites).
- Students can give some basic instructions on how to make or do something (e.g., preparing something simple to eat, giving simple directions to a nearby location or online resource, how to plan a trip).
- Students can present some basic information about things they have learned (e.g., simple science experiments; some basic cultural products, practices, and perspectives; historic or academic facts).