Course Syllabus

Department: Humanities

Date: February 3, 2013

I. Course Prefix and Number: ASL 211

   Course Name: ASL: Fingerspelling and Numbering

   Credit Hours and Contact Hours: 3 credit hours and 3 contact hours

   Catalog Description including pre- and co-requisites: supporting data required for grade prerequisite of ‘C’ or higher.

This course provides targeted development to advance student’s skills in fingerspelled word recognition and numbering in American Sign Language. Practice in specific skills that underlie the fingerspelled word recognition process, and practice in correctly recognizing fingerspelled words and numbers in context. In addition to receptive skill development, students will hone their articulation and production of fingerspelling and numbering.

   Prerequisite: ASL 102 or requisite experience

   Relationship to Academic Programs and Curriculum including SUNY Gen Ed designation if applicable:

This course may be taken for a general elective.

I. Course Student Learning Outcomes: State the student learning outcome(s) for the course (e.g. Student will be able to identify…)

1. Discuss the structure and function of fingerspelling in American Sign Language

2. Describe and identify examples of careful, rapid, and lexicalized fingerspelling

3. Discuss the dynamic nature surrounding fingerspelled word recognition

4. Explain the cognitive processes involved in fingerspelled word and number recognition

5. Describe the process of template building in fingerspelled word and number recognition

6. Complete the exercises in rapid serial visual presentation and numbering exercises

7. Identify and describe the fingerspelling contained in monologues

8. Summarize the information provided about fingerspelling using examples from the ASL monologues
College Learning Outcomes Addressed by the Course: (check each College Learning Outcome addressed by the Student Learning Outcomes)

☐ writing  ☑ computer literacy
☑ oral communications  ☐ ethics/values
☑ reading  ☐ citizenship
☐ mathematics  ☐ global concerns
☑ critical thinking  ☐ information resources

III. Assessment Measures (Summarize how the college and student learning outcomes will be assessed): For each identified outcome checked, please provide the specific assessment measure.

<table>
<thead>
<tr>
<th>List identified College Learning Outcomes(s)</th>
<th>Specific assessment measure(s)</th>
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<tbody>
<tr>
<td>Oral Communication</td>
<td>Student will demonstrate this measure through oral and signed class discussions, in addition to, presentations based on the assigned class work.</td>
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<tr>
<td>Reading</td>
<td>Student will demonstrate this measure through assigned readings and signed discourse information will be summarized in written form</td>
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<tr>
<td>Critical Thinking</td>
<td>Student will demonstrate this measure through use of contextual cues to discern rapid fingerspelling and numbers in signed discourse to synthesize information.</td>
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<tr>
<td>Computer Literacy</td>
<td>Students will demonstrate this measure through use of web camera for recording, viewing and responding to on-line video logs VLOGS. Students will submit typed course work.</td>
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IV. Instructional Materials and Methods

Types of Course Materials:

Instructional resources for this course will include texts/DVD’s specifically designed to teach fingerspelled word recognition and numbering; in addition to, on-line, and instructor developed materials.

Methods of Instruction (e.g. Lecture, Lab, Seminar …):

Methods of instruction may include lecture, independent and group work, videos, written responses, use of materials on College platforms such as Blackboard and internet resources. In addition, students may be exposed to members in the D/deaf community.
in a variety of situations.

V. General Outline of Topics Covered:

Skills building in fingerspelled word recognition and numbering: text/DVD exercises

Skills building in production of fingerspelled words and numbering

Lecture topics to explain the historical evolution of fingerspelling from concise “careful” fingerspelling to rapid lexicalized signs

Topics in context to develop fingerspelled word and number recognition: conversations, dialogues, monologues, lectures, on-line video logs (VLOGS)

Topics to develop production of fingerspelled words and numbers on everyday topics: school, home, health, shopping, finances, and government.

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