

## American Sign Language 1A: Introduction

### COURSE DESCRIPTION

#### American Sign Language 1A

Did you know that American Sign Language (ASL) is the third most commonly used language in North America? American Sign Language 1a: Introduction will introduce you to vocabulary and simple sentences, so that you can start communicating right away. Importantly, you will explore Deaf culture – social beliefs, traditions, history, values and communities influenced by deafness.

#### Required Materials

- Computer with:
  - Internet access
  - Word processing program
  - Slideshow creation program
- Cell phone, tablet, or computer camera with sound and video recording abilities
- A person, large stuffed animal, or chair
- 2 people (family, friend, classmate) to use in videos and lead a discussion with
- A photo (or even a drawing) of your family
- A hat—silly, crazy, or ordinary is fine
- Blank Paper
- Drawing tools (pencils, markers, etc.)

**Note:** Sign order should not be the focus of this course. While students should make an effort to put things into ASL sign order when appropriate, grading should not be based on this. Please also be aware that while you may learn particular signs one way, it's possible others may learn the same signs in a slightly different manner. As in any language, there are many variances between signs and signers, as well as regional and cultural differences. Signs may also be shortened or simplified for the ease of conversation.

### COURSE METHODOLOGY

- This is an inquiry-based course. Students will generate knowledge through online readings, asynchronous discussions with students and their instructor, interactions with online tutorials, and online and hands-on simulations.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through course message.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal

assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

### **COURSE PARTICIPATION OBJECTIVES**

This course for which you are registered is a college preparatory, academically rigorous course that covers an entire semester's worth of material. As such, it is important that you adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework:

1. The requirements for this course are equivalent to completion of minimum of 90+ hours of class instruction at a traditional on-site high school
2. Assignments must be submitted for each unit as they are completed so that the teacher may review and assess your performance. Do not hold your work, you must submit each unit's homework as it is completed, demonstrating weekly assignment completions
3. You must log in regularly to your course to demonstrate continued participation, and completion of all course requirements, including assignments, assessments and discussion forums
4. You must complete your individual work and any incident of suspected cheating, plagiarism or collaboration on assignments violates the academic integrity expectations outlined at the time of your enrollment and can result in failure of the course or further action as deemed appropriate

### **Citizenship**

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

### **Communication**

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via course message and electronic discussion boards. Therefore, students should plan on checking their course messages at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her



performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

## **COURSE OUTLINE**

### **Unit 1 – The Basics**

Have you ever watched a sign language interpreter at a public event and thought — “Wow, what a beautiful and expressive language!”? Yes, sign language is an amazing visual language that is almost like a dance, with fine finger shapes, facial expressions, and expressive body movements. But American Sign Language is the language of communication for many, with rules and grammar just like any other official language. Each of those movements has a specific meaning and is part of a unique and fascinating language. Get ready to embark on an exciting new journey into the world of American Sign Language so you, too, can communicate in this exquisite way!

### **Learning Objectives**

- Define American Sign Language
- Correctly perform the 26 signs of the American Manual Alphabet
- Count to 10 and greet someone in ASL
- Politely get a Deaf person’s attention
- Trace the origins of sign language in the United States

### **Activities**

Unit 1 Text Questions	Homework	10 points
Unit 1 Online Lab Questions	Homework	10 points
Unit 1 Activity	Homework	15 points
Unit 1 Discussion 1	Discussion	5 points
Unit 1 Discussion 2	Discussion	5 points
Unit 1 Quiz	Quiz	15 points

## Unit 2: Let's Introduce Ourselves!

Well, hi there! Nice to meet you. Being able to introduce yourself and communicate with others upon meeting is a necessary, everyday skill. Of course, when unable to do this in your native language, it can present quite a challenge, and you may possibly even run the risk of appearing rude. Needless to say, learning how to introduce yourself and mind your manners in an ASL setting is definitely an important skill to have. But don't worry—soon you'll be able to graciously introduce and tell a little bit about yourself so you can feel confident and comfortable if ever at a Deaf event.

### Learning Objectives

- Understand why many Deaf people prefer to be called Deaf or Hard of Hearing
- Count to 20
- Introduce your family members
- Sign "please" and "thank you"
- Recognize how to appropriately interact at a Deaf event

### Activities

Unit 2 Text Questions	Homework	10 points
Unit 2 Online Lab Questions	Homework	10 points
Unit 2 Activity 1	Homework	15 points
Unit 2 Activity 2	Homework	15 points
Unit 2 Discussion 1	Discussion	5 points
Unit 2 Discussion 2	Discussion	5 points
Unit 2 Quiz	Quiz	15 points



## **Unit 2: Let's Introduce Ourselves! (Continued)**

### **Midterm Exam Objectives**

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first four units in this course (Note: You will be able to open this exam only one time.)

### **Midterm Exam Activities**

Midterm Discussion	Discussion	5 points
Midterm Exam	Exam	50 points

### Unit 3: Express Yourself: Feelings, Colors & Questions

What is in a sign? Well, there are five things that make up a sign in ASL, and you can break those down to better understand how to sign words and sentences. Some very useful sentences include those that are questions or answers; consider, for example, when you want to get to know a new person. What do they like? Dislike? Want? Don't want? All of this, as well as the elements that make up signs, are very important to basic conversation, so let's get started

#### Learning Objectives

- Name the five elements of a sign in ASL
- Identify marked and unmarked (natural) handshapes
- Tell someone whether you are Deaf or hearing in ASL
- Sign your emotions
- Ask and answer yes/no and 'wh-' questions

#### Activities

Unit 3 Text Questions	Homework	10 points
Unit 3 Online Lab Questions	Homework	10 points
Unit 3 Activity 1	Homework	15 points
Unit 3 Activity 2	Homework	15 points
Unit 3 Discussion 1	Discussion	5 points
Unit 3 Discussion 2	Discussion	5 points
Unit 3 Quiz	Quiz	15 points

#### Unit 4: School's in Session

Did you know that the football huddle originated when players on a Deaf college team crowded together to hide their sign language from the opposition? Or, did you have any idea that Benedictine monks had an interesting place in Deaf history? Knowing such background information can help us put American Sign Language into context, allowing us to better understand more about Deaf culture. Schools are an important part of Deaf history, so let's learn to sign about everything that happens there! Plus, what does it take to be a member of the Deaf community? Together, we'll explore more about how people identify with the community and all about the wide range of people you might meet there.

#### Learning Objectives

- Identify the two sides of the "methods debate" in Deaf education
- Describe how Alexander Graham Bell, inventor of the telephone, played a very negative role in Deaf history
- Turn just about any sentence into a question
- Sign basic sentences about school
- Appreciate the wide variety of people who are part of the Deaf community

#### Activities

Unit 4 Text Questions	Homework	10 points
Unit 4 Online Lab Questions	Homework	10 points
Unit 4 Activity 1	Homework	15 points
Unit 4 Activity 2	Homework	15 points
Unit 4 Discussion 1	Discussion	5 points
Unit 4 Discussion 2	Discussion	5 points
Unit 4 Quiz	Quiz	15 points





#### **Unit 4: School's in Session (Continued)**

##### **Final Exam Objectives**

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units five to eight in this course – the last four units.  
(Note: You will be able to open this exam only one time.)

##### **Final Exam Activities**

Class Reflection Discussion	Discussion	10 points
Final Exam	Exam	50 points

### **HOW YOU WILL BE GRADED**

**For critical thinking questions**, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for critical thinking and possibly a related personal experience with the question.

**It is important to provide detailed answers for insight/opinion questions.**

**For review questions**, you should produce a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

**When submitting paragraphs**, use these guidelines.

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

### **GRADE SCALE**

The following grading scale will be used to determine your final letter grade.

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower

**SUPPORT**

At NUVHS you will have access to multiple support teams. Who you contact will depend on the questions you have. Always start by contacting your teacher through the Message Center in the course. Your teacher should be able to answer your question, but if they can't, then they will direct you to another support team. If you have questions about any of the course content, your grades, or course policies, you should contact your instructor.

For questions about your enrollment, transcripts, or general school-wide policies, you can contact **NUVHS Student Services** at [info@nuvhs.org](mailto:info@nuvhs.org) or by phone at 866.366.8847. For example, if you would like to withdraw from your course, you should contact Student Services. Please note that a refund for your course can only be obtained if you drop within the first seven days of enrolling in the course.

For help with login/password issues, or other technical issues specific to the Blackboard website, you can contact the team at [National University Blackboard Learn](#). They can also be reached by phone at (888) 892-9095.

**EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)****Engaged Learners**

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

**Critical Thinkers**

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

**Effective Communicators**

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources



**Global Citizens**

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century