

AMERICAN SIGN LANGUAGE STUDIES (ASLS)

ASLS 120 - Visual Gestural Communication (1)

Co-requisite: ASLS 121

(formerly ASLS 101)

Introduces students to manual gestures as a form of communication serving as a basis of visual language. Students will focus on the ability to think in pictures, developing coherent expressive and receptive communication skills to gain a better understanding of the basic structures of American Sign Language. Students will be required to attend tutoring sessions (5 hours) beyond the scheduled class times.

ASLS 121 - American Sign Language I (3)

Gen Ed Humanities

(formerly ASLS 102)

Introduces students to American Sign Language (ASL). Students will begin developing basic ASL skills including comprehension of a message in ASL, and demonstration of correct basic ASL to English and English to ASL interpretation. Students will demonstrate this by correctly using a variety of ASL grammar features. Students will also develop beginner level sign vocabulary. Students will be required to attend tutoring sessions (15 hours) beyond the scheduled class times.

ASLS 122 - American Sign Language II (4)

Gen Ed Humanities

Prerequisite: ASLS 121 or ASLS 102

(formerly ASLS 103)

Develops students' skills in ASL to the intermediate level. Skills include comprehension of a message in ASL, demonstration of correct ASL to English and English to ASL interpretation at the intermediate level, and identification of cultural practices and characteristics of the Deaf Community. Utilizing the five parameters of ASL, students will develop comprehension and practice expression of intermediate grammatical features in given dialogues. Expands students' sign vocabulary and refines skills in fingerspelling and numbering, identification and use of iconic and abstract signs, and interpersonal communication. Students will be required to attend tutoring sessions (15 hours) beyond the scheduled class times.

ASLS 123 - American Sign Language Fingerspelling and Number Use (3)

Prerequisite: Grade of B or better in ASLS 122 or ASLS 103

(formerly ASLS 100)

Provides an in-depth study of American Sign Language Fingerspelling and Numbering. ASL Fingerspelling and Numbering is a crucial component of ASL. Focuses on developing receptive and expressive fingerspelling and numbering skills. Through class activities, this course covers names of people, cities, states, titles of books, movies, brand names, and lexicalized fingerspelling. This course also covers five systems in ASL Number Use: cardinal, ordinal, incorporation, unique, and sports system.

ASLS 124 - Introduction to Deaf Community and History (3)

Gen Ed Emerging Issues, Cultural Competence

(formerly ASLS 106)

Investigates the history, contributions, and contemporary issues of Deaf people within the community. Explores Deaf identity, education, language, heritage, power, literature, diversity, and art using a community lens.

ASLS 125 - Depictive Verbs and Classifiers in ASL (3)

Prerequisite: ASLS 120

Studies the role of depicting verbs/classifiers within various types of signed narratives. Students will identify three categories of depicting verbs. Provides practice identifying classifiers and any accompanying non-manual markers upon seeing a signed narrative. Students will detect when and decide which classifiers and non-manual markers should be expressed when signing various narratives. Students will be required to attend tutoring sessions (15 hours) beyond the scheduled class times.

ASLS 223 - American Sign Language III (4)

Gen Ed Humanities

Prerequisite: Grade of B or better in ASLS 122 or ASLS 103

(formerly ASLS 202)

Develops students' skills in ASL to the competent level. Skills include comprehension of a message in ASL, demonstration of correct ASL to English and English to ASL interpretation at the intermediate level, and identification of cultural practices and characteristics of the Deaf Community. Utilizing the five parameters of ASL, students will develop comprehension and practice expression of competent-level grammatical features in given dialogues. Further expands students' sign vocabulary and refines skills in fingerspelling and numbering, identification and use of iconic and abstract signs, and interpersonal communication. Students will be required to attend tutoring sessions (15 hours) beyond the scheduled class times.

ASLS 224 - American Sign Language IV (4)

Gen Ed Humanities

Prerequisite: Grade of B or better in ASLS 223 or ASLS 202

(formerly ASLS 203)

Develops students' skills in ASL to the competent-proficient level. Skills include comprehension of a message in ASL, demonstration of correct ASL to English and English to ASL interpretation. Utilizing the five parameters of ASL, students will develop comprehension, practice expression of competent-proficient level grammatical features in given dialogues, and further expand their sign vocabulary to the competent-proficient level. Students will be required to attend tutoring sessions (15 hours) beyond the scheduled class times.

ASLS 225 - American Sign Language V (4)

Gen Ed Humanities

Prerequisites: Grade of B or better in ASLS 224 or ASLS 203

(formerly ASLS 207 experimental)

Presents the advanced skills used in American Sign Language. Includes vocabulary and grammar related to the exchange of storytelling, ASL idioms, analyzing ASL concepts, and more complicated ASL skills. This is the last of a five-semester ASL sequence. Skills developed from previous courses allow students to share personal and biographical stories and retell stories with simple plots, such as children's stories. Students will increase their understanding of a competence in using conversational strategies and culturally appropriate interaction skills.

ASLS 230 - Deaf Culture and Oppression (3)

Prerequisites: (ASLS 124 or ASLS 106) and (Grade of B or better in ASLS 224 or ASLS 203); Co-requisites: ASLS 232 and INTP 114

Provides students with an overview of the historical, philosophical, and social aspects of the lives of Deaf people in the United States. Introduces students to the experiences of Deaf people, including their daily lives and cultural, educational, and employment experiences. Examines various forms of oppression across diverse hearing cultures and communities, and their potential parallels within the Deaf community. Strives to develop a sense of cultural humility and an appreciation of perspectives from the Deaf community in order to generate allyship.

ASLS 232 - Introduction to the Structure of ASL (3)

Prerequisites: Grade of B or better in ASLS 225, INTP 104, and INTP 112; Co-requisites: ASLS 230 and INTP 114

(formerly ASLS 211)

Introduces students to linguistic elements of American Sign Language (ASL) such as phonology, morphology, syntax, language use, semantics, and sociolinguistics. Reviews the similarities and differences between ASL and English linguistics. Provides practice applying linguistic features to a discourse, using critical thinking to evaluate produced texts, preparing students for interpreting.

ASLS 234 - Discourse Features and Analysis in ASL (3)

Prerequisites: ASLS 224 and ASLS 232; Co-requisite: ASLS 236

Prepares students to understand ASL discourse by recognizing features of discourse and structure used in American Sign Language, including registers, depiction, blends, relevant ASL language discourse features related to spatial mapping, prosody, fingerspelling, discourse structures, involvement and interaction strategies, coherence and cohesion, and framing. Discourse mapping and different types of mapping will be applied as part of discourse analysis. Discourse features in English will be examined and compared with ASL features.

ASLS 236 - ASL and English Comparative Analysis (3)

Prerequisites: ASLS 224 and ASLS 232; Co-requisite: ASLS 234

Describes English and American Sign Language (ASL) on four levels: phonological, morphological, lexical, and syntactical. Compares and contrasts the two languages on four levels using real-world examples. Traces similarities between signed languages and spoken languages in general. Details the major linguistic components and processes of English and ASL. Introduces students to basic theories regarding ASL structure. Highlights ASL's status as a natural language by comparing similarities and differences between the two languages.

ASLS 250 - ASL Immersion Experience (1)

Prerequisite: Grade of C or better in ASLS 223 or ASLS 202

Provides American Sign Language students with an opportunity to gain knowledge and skills from a planned "outside the classroom" experience with native ASL users in the community. In addition to meeting the Core Learning Outcomes, students will gain invaluable language experience in an immersion experience.

ASLS 299 - Independent Study: American Sign Language Studies (1-3)