OFFICIAL COURSE OUTLINE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 2/22/2022

GCCCD Governing Board Approval: 3/8/2022

AMERICAN SIGN LANGUAGE 140 – INSIDE DEAF CULTURE

1. Course Number Course Title Semester Units

ASL 140 Inside Deaf Culture3

Semester Hours

3 hours lecture 48-54 total hours 96-108 outside-of-class hours 144-162 total hours

1. Course Prerequisites

None

Corequisite

None

Recommended Preparation

None

1. Catalog Description

This course will introduce students to the unique aspects of the Deaf culture. Students will examine political and social issues, past and present trends, historical perspectives, and distinguish the community from the culture. The unique structure of sign language and its linguistic components will also be studied. Students will be introduced to the dynamics of families when there are both hearing and Deaf family members and how hearing and Deaf cultures impact the family unit. The cultural values and behaviors unique to Deaf people will also be explored through their heritage, literature, and Deaf artists.

1. Course Objectives

The student will:

* 1. Identify what distinguishes the Deaf Community from the Deaf Culture.
  2. Analyze how cultural conflicts arise from value differences between Deaf people and hearing people.
  3. Analyze the components influencing Deaf children in hearing families and vice versa.
  4. Analyze how ASL fits into linguistic patterns of languages.
  5. Differentiate between sign language systems and their influence – See signs, ASL, etc.
  6. Recognize past and present Deaf artists, writers and story tellers.
  7. Identify the social and political influences of organizations for Deaf people.
  8. Discover how diverse Deaf people live their lives in modern day society and are affected by social and political issues.
  9. Examine the aspects that comprise the Deaf culture.
  10. Examine the relationship of Deaf adults as role models to Deaf children.
  11. Examine the history of Deaf culture and its influence on people during the 18th, 19th and 20th Centuries.

1. Instructional Facilities

Standard classroom

1. Special Materials Required of Student

None

1. Course Content

Lecture material and instruction will address the following themes:

* 1. Introduction to the Deaf Culture, heritage, and history.
  2. Language, form and function of American Sign Language and its link to Deaf culture.
  3. Various sign systems such as SEE signs, ASL, Total Communication.
  4. Hearing families with Deaf children.
  5. Deaf families with hearing children.
  6. Bilingual/Bicultural education for Deaf children.
  7. Deaf artists/film makers/writers that have made significant contributions to the Deaf culture.
  8. Social and political organizations and local chapters for Deaf people.
  9. Values and behaviors unique to Deaf culture.

1. Method of Instruction
   1. Lecture.
   2. Multimedia
   3. Guest speakers.
   4. Discussion.
2. Methods of Evaluating Student Performance
   1. Participation of in-class assignments such as dialogues, worksheets, group discussion.
   2. Homework assignments such as writing prompts, reading textbook and articles, watch YouTube, TEDX talks, Discussion board, etc.
   3. Quizzes, exams, including a final exam.
   4. Presentations. For an example, students give presentation by critical thinking about topic from chapters or/and articles.
   5. Research projects about the timeline of Deaf contributors’ background such as culture, language, and community.
   6. Group projects such as debate about current hot topic relate to culture appropriation.
3. Outside Class Assignments
4. Attend Deaf events, townhall forums, Webinars, live Facebook events,
5. Deaf Awareness Day events, ASL events sponsored by the Grossmont College ASL department.
6. Participation in Deaf culture activities and/or community learning experiences.
7. Introduction to resources within the Deaf community.
8. View media resources. For example: Record zoom panel, Youtube videos in ASL with captions, TEDX Talks, Webinars, canvas quizzes, kahoot quizzes, quizzlet quizzes, peardeck, Padlet, Answer garden.
9. Hands-on scenarios for awareness and bias unpacking development.
10. Representative Texts
    1. Representative Texts:

(1) Ladd, Paddy, *Understanding Deaf Culture: In Search of Deaf Hood*. Clevedon, England: Multilingual, 2003.

(2) Levitan, Linda and Matthew S. Moore*. For Hearing People Only*, 3rd Edition. Silver Spring, MD:

T.J. Publishers, 2003.

(3) Lane, Harlan, Robert Hoffmeister, Ben Bahan. *A Journey into the Deaf-World*. San Diego, CA: DawnSignPress,1996.

(4) Leigh, Irene, Andrews Jean, and Harris Raychelle. *Deaf Culture Exploring Deaf Communities in United States*. 2nd Edition. San Diego, CA: Plural Publishing, Inc. 2020

(5) Leigh, Irene, Andrews Jean, and Harris Raychelle. *Deaf Culture Exploring Deaf Communities in United States*. 1st Edition. San Diego, CA: Plural Publishing, Inc. 2015

* 1. Supplementary texts and workbooks:

Wilcox, Sherman. *American Deaf Culture: An Anthology*. Silver Springs, MD: Linstok Press, 1989.

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

Demonstrate how the contributions of Deaf artists (film makers, storytellers, authors) have impacted the Deaf Culture.

Recognize the influence that social and political groups have on the Deaf culture and how this influence has shaped the history of Deaf people.

Distinguish the important values of Deaf people from those of hearing people and demonstrate an understanding of the specific aspects that relate to sign language, Deaf children, Deaf education, technology, Deaf history and the shaping of American Sign Language.