Course Information

Organization: EASTERN ARIZONA COLLEGE
Division: Communicative Arts
Course Number: ASL 110
Title: Finger Spelling
Credits: 2
Developed by: Peggy Miles
Lecture/Lab Ratio: 2 Lecture/0 Lab
Transfer Status: Non-transferable
Activity Course: Yes
CIP Code: 16.1601
Assessment Mode: Pre/Post Test (35 Questions/35 Points)
Semester Taught: Upon Request
GE Category: None
Separate Lab: No
Awareness Course: No
Intensive Writing Course: No

Prerequisites
ASL 101 or instructor approval

Description
Introduction to basic finger spelling techniques. Focus on receptive and expressive skills of the manual alphabet and numbers. Concentration on methods and applications.

Supplies
Notebook and access to Internet.
Competencies and Performance Standards

1. Demonstrate effective finger spelling.

   Learning objectives
   What you will learn as you master the competency:
   a. Demonstrate correct palm orientation and positioning.
   b. Identify common problems with finger spelling.
   c. Finger spell with rhythm, smoothness and clarity.
   d. Define and demonstrate phonetic lip synchronization.
   e. Form the 26 hand shapes of the manual alphabet
   f. Produce two-letter combinations
   g. Produce three-to-five letter combinations.

   Performance Standards
   Competence will be demonstrated:
   • When learner meets one-on-one with the instructor, and/or through video taped demonstration of student work.

   Performance will be satisfactory when:
   • Learner identifies common problems with finger spelling in writing.
   • Learner finger spells with smoothness, rhythm and clarity.
   • Learner can finger spell the 26 letters of the alphabet.
   • Learner demonstrates correct palm orientation and position while signing.
   • Learner signs two-letter combinations
   • Learner signs three-to-five letter combinations.

2. Demonstrate improved receptive finger spelling skills.

   Learning objectives
   What you will learn as you master the competency:
   a. Recognize the 26 hand shapes of the manual alphabet.
   b. Read two-letter combinations
   c. Read three-to-five letter words.
   d. Recognize words as a unit.
   e. Vocalize finger spelled words and short phrases.

   Performance Standards
   Competence will be demonstrated:
   • When learner writes English translations of signed finger spelled letters, words and passages

   Performance will be satisfactory when:
   • Learner can verbalize or write the 26 hand shapes of the manual alphabet when signed by instructor.
   • Learner can verbalize or write two-letter combinations when signed by the instructor and
peers.

- Learner can verbalize or write three-to-five letter words when signed by the instructor and peers.
- Learner is able to verbalize or write words when signed by the instructor and peers.
- Learner can verbalize short phrases when signed by the instructor and peers.

3. **Produce and receive basic numbers (one to one million).**

**Learning objectives**

**What you will learn as you master the competency:**

a. Be able to form numbers from 1 to 1 million using manual communication.

b. Be able to receive numbers from 1 to 1 million.

c. Use common shortcuts used when signing numbers.

d. Understand how and when number signs are used in ASL.

**Performance Standards**

**Competence will be demonstrated:**

- When learner writes English translations of signed number and number combinations.
- When learner meets one-to-one with the instructor and/or through videotaped demonstration of student work.

**Performance will be satisfactory when**

- Learner signs numbers within the range of one to one million.
- Learner verbalizes numbers within the range of one to one million.
- Learner explains and uses common shortcuts used when signing numbers.
- Learner defines the boundaries in which number signs are used in ASL.

**Grading Information**

**Grading Rationale**

- Pre-test/Post-test
- Mid-term Exam
- Project
- Final Exam
- Attendance

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 points and above</td>
</tr>
<tr>
<td>B</td>
<td>80 to 89 points</td>
</tr>
<tr>
<td>C</td>
<td>70 to 79 points</td>
</tr>
<tr>
<td>D</td>
<td>60 to 69 points</td>
</tr>
<tr>
<td>F</td>
<td>59 points and below</td>
</tr>
</tbody>
</table>