

Syllabus for  
**ASL 111 Beginning American Sign Language I**  
3.0 Credit Hours  
Fall 2025

I. COURSE DESCRIPTION

A beginning study of American Sign Language.

Prerequisite: None

An introduction to American Sign Language which includes the development of receptive and expressive skills in authentic situations and an introduction to Deaf Culture. Common communicative events and interactions are utilized to acquire a basic working vocabulary and grammar. Course is also designed to introduce the student to D/deaf culture.

II. COURSE GOALS

The curriculum parallels what we know about language development and second language learning. The course focuses on introducing language in context and reinforcing what is learned by engaging the student into various interactive activities. A conversational curriculum requires the student to be an active learner.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Upon successful completion of this course students will be able to:

1. have one-to-one conversations in ASL and share basic information.
2. comprehend messages in one-to-one conversations and through electronic means.
3. express oneself in ASL one-to-one and through electronic means.
4. identify the beliefs, values and attitudes within Deaf culture.
5. demonstrate in one-to-one conversation comparing and contrasting ASL with pidgin signed English (PSE) or another signed language.
6. discuss in one-to-one conversation comparing Deaf culture with one's own culture and other cultures.
7. Test and demonstrate and expand visual memory skills.

IV. ASSOCIATED PROGRAMS

This course meets degree completion requirements for the General Education program.

- A. Outcome 1 – Student integrates his or her faith into learning experience and demonstrates concepts that constitute a Christian worldview.
- B. Outcome 3 – Student demonstrates awareness, sensitivity, and respect for the history, beliefs, social forms, language, and traits of different ethnic, religious, and social groups.
- C. Outcome 4 – Student is able to think critically, analyze source and target language linguistic structures, synthesize information and evaluate information critically.

V. UNIVERSITY OUTCOMES

This course aligns with the following University Outcomes as indicated on the last page.

- A. Spiritual Integrity
- B. Intellectual Pursuit
- C. Global Engagement

VI. TEXTBOOKS AND OTHER LEARNING RESOURCES

Zinza, Jason E. *Master American Sign Language!* Sign Media Incorporated, 2006.

VII. POLICIES AND PROCEDURES

A. Department Policies and Procedures

1. **Class Assignments**

- a. Students need to come to class with the appropriate textbooks, course materials, and other supplies as designated by the professor.
- b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.

2. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.

3. **Late Work**

- a. The student is responsible for obtaining class assignments and material covered during an absence, and all work is expected to be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. These responsibilities assist the student in professional development.
- b. Any test taken late (except if the absence is administratively excused) incurs the ORU late exam fee (\$15), which must be paid before the late test can be taken.
- c. Assignments missed because of administratively excused absences are accepted with no penalty. Generally, assignments missed from an excused absence, such as sickness or family crises, can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy that is given to students at the beginning of a course, so a teacher may decide that work missed because of an unexcused absence cannot be made up.

Instructors use their own judgment in accepting late work resulting from all other absences. In cases where absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence.

4. **Attendance**

a. **Excused and Unexcused Absences**—Class attendance is mandatory, but because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is intended for illness, personal business, and emergency. Work missed because of an excused absence (e.g., illness, family emergency) can be made up; however, it is up to the teacher's discretion whether or not to accept work missed due to an unexcused absence (e.g., oversleeping, skipping class). If a student exceeds this number of absences, the student may lose points due to late work or for excessive absences, which may affect the semester grade. Extended illnesses are handled on an individual basis and require verification from a doctor.

b. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:

- (1) Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
- (2) Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
- (3) Obtain information covered during an absence. All work must be completed as scheduled.
- (4) Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.

5. **Plagiarism**—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments.

a. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Flagrant cheating results in an F for the course.

b. Students may be asked to submit their assignments to Turnitin.com (an online anti-plagiarism program) or have their work submitted to D2L, which also submits work to Turnitin.com.

6. **Incompletes**—As stated in the University catalog, incompletes are granted

only for "good cause," such as extended hospitalization, long- term illness, or a death in the family. Students must petition for an incomplete using the form available in the English and Modern Languages Department. Very few incompletes are granted.

7. **Key Program Assessment**— If this course requires a KPA assignment, it is listed in the next section ("Course Policies and Procedures"). Students need to comply as indicated in this syllabus and/or by the instructor.

B. Course Policies and Procedures

1. Evaluation Procedures

- a. Grades are based on attendance, socialization events with the Deaf, homework, quizzes, tests, and in-class assignments as follows:

**Note: ALL 3 socializations are required in order to make an A in the class. Each socialization missed will result in ONE WHOLE letter grade drop PER socialization missed!**

Assignment	Quantity	Points	Total
Social event	3 events	90	270
Finger spelling quiz	3 units recorded	10	30
Religious signs & studies	1 recorded	30	30
Unit Quizzes	5 recorded	50	250
Deaf Culture quiz	1 recorded	25	25
How to use an Interpreter quiz	1 recorded	10	10
Participation (no voice or mouthing)	1 recorded	25	25
Final Examination Written Final	1 recorded 1 recorded	100 40	100 40

Total Possible Points: **780**

b. Grading Scale

702 – 780	A	(90-100%)
624 – 701	B	(80-89%)
546 – 623	C	(70-79%)
468 – 545	D	(60-69%)

Below 468	F	
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2. Whole Person Assessment Requirements: None

3. Late Work

The instructor may reduce the grade on any homework or in-class assignment that is missed or turned in late. Late assignments must be turned in to the instructor **prior** to the next class period.

#### VIII. COURSE CALENDAR

This schedule is subject to change due to the rate at which students acquire the content of the course.

Week 1:

1.1, 1.2 and Syllabus

1.3, 1.4, 1.5 and 1.6

(GTKY Due) – 10 pts

Week 2:

Unit 1 & Culture

Week 3:

Review

Unit 1 Quiz & Finger spelling quiz

Week 4:

Unit 2

Week 5:

Unit 2 review, fingerspelling quiz

Week 6:

Unit 3 How to use an Interpreter

Week 7:

Unit 3 Fingerspelling quiz, How to use an interpreter quiz

Week 8

Unit 3 Religious Signs

Week 9:

Unit 4 Religious studies

Week 10:

Unit 4 Religious studies quiz

Week 11:

Unit 4 Art/Poetry/Music

Week 12:  
Unit 5 Art/Poetry/Music quiz

Week 13:  
Unit 5 Deaf Culture quiz

Week 14:  
Unit 5 quiz & final review

Week 15:  
Review Final exam

**Final exam will be given during scheduled final exam week.**

**Primary Program: General Education**  
**ASL 111 Beginning American Sign Language**  
 Fall 2025

This course contributes to the University and program outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

OUTCOMES	Significant Contribution	Moderate Contribution	Minimal Contribution
<b>Spiritual Integrity</b>			
SPA Outcome 1: Student integrates his or her faith into learning experience and demonstrates concepts that constitute a Christian worldview.			<b>X</b>

**Personal Resilience**

<b>Intellectual Pursuit</b>			
SPA Outcome 4: Student is able to think critically, analyze source and target language linguistic structures, synthesize information and evaluate information critically.	<b>X</b>		

<b>Global Engagement</b>			
SPA Outcome 3: Student demonstrates awareness, sensitivity, and respect for the history, beliefs, social forms, language, and traits of different ethnic, religious, and social groups.	<b>X</b>		

**Bold Vision**

(Revised 9/6/23)