

ASL I Outcomes Matrix

*COURSE OUTCOMES	OUTCOMES ACTIVITIES	ASSESSMENT TOOLS
Develop beginning skills for effective application of ASL I vocabulary	Presentational Signing of beginner signs formatted in games involving entire class. In-class discussion of strategies for learning ASL	Direct observation of skills Reading students' submissions of concerns
Reproduce handshapes, movement and placements of signs	Group review of sign vocabulary, multi-level demonstrations with active participation	Teacher observation Quiz
Acquire expressive/receptive fingerspelling skills (FS) Acquire basic numbers	FS exchanges in small groups. One on one Deaf /Blind tactile immersion Textbook assignments for support of FS rules and numbers	Participation of teacher during tactile immersion activity. Variety of fingerspelling tests, quizzes, and internet tools.
Ability to ask and answer questions; i.e., name, address, family names, occupations	Participation in signed, one-to one, in-depth interviews with multiple students Textbook assignment: Deaf History.	Direct teacher observation of informational exchanges
Strengthen sensitivity towards the Deaf Community dispelling myths	Videos and discussions to better understand the Deaf Community and cultural diversity. Deaf Immersion experiences on and off campus and deaf guests. Written essays	Homework, essay papers
Experience interpersonal communication the Deaf way Realize various regional/geographical differences in sign production	Role play: Getting the attention of the Deaf, correctly interrupting signed conversations, exchange courtesies in a culturally appropriate manner Dispelling Deaf Myths	Teacher observation and active participation role Deaf awareness test

Understand and maintain “Hearing Health”	Participation, applying tests, listening to vocabulary with a severe hearing loss In-depth classroom discussion of the causes and effects of hearing loss	Play audio demonstrations of varying degrees of hearing loss Students self-correct answers on the audio test
Acquire vocabulary for extended descriptions of people and places	Demonstrations by students describing people with exacting detail. Discussions on the relevance of the ability to describe people and places in detail Group exchange of color connections.	Teacher observation and active participation role Receptive tests
Incorporation of “Time” signs in ASL conversations	Group vocabulary drills in the application of time signs. Presentational signing of student’s time schedule	Direct observation of student’s skill Tests
		Professor Irene Duke