SAGRADO
Universidad del Sagrado Corazón

SYLLABUS

TITLE:	Sign Language: Basic Level
CODE:	LSN 105
PREREQUISITE:	N/A
CREDITS:	3 credits | 45 contact hours | 1 hour lab per week | 1 term

DESCRIPTION

This course includes a theoretical component on the basic knowledge of language as a linguistic system and how sign languages meet the criteria. The course also analyzes the concepts of deaf culture and community and their contribution to the understanding of deafness as a sociolinguistic phenomenon. In addition, various important historical and linguistic data in the development of sign language (Puerto Rico variation) are discussed. The practical component of the course is aimed at developing basic receptive and expressive skills in Puerto Rico Sign Language in students who have little or no knowledge about it. It includes learning and using hand forms and gestures that communicate different grammatical functions in space, as well as the hand alphabet, numbers, and vocabulary. Laboratory hours are included in the course

JUSTIFICATION

The scientific study of sign languages over the past 50 years has revealed the linguistic nature of these communication systems. From having been considered as "limited forms" of communication that many deaf people use, sign languages have come to be recognized as languages with complex grammars that are manifested through the visual-manual gesture modality and that make use of space. For this reason, teaching these languages should stem from a perspective that signing is natural and not a tool that copies or depends on the aural-oral modality. This change of social and academic opinion about what sign languages are, has led to the passing of laws that incorporate the use of these communication systems in all areas of social life. Therefore, professionals in the various disciplines must be familiar with the accurate information obtained through linguistic research. From an integrative perspective, professionals in many areas must know and master effective communication strategies that help them offer appropriate interventions to deaf people. This course fulfills the purpose of initiating the development of cognitive and professional skills that allow the future professional to communicate effectively with the deaf population for their successful insertion in today's world.

COMPETENCES

The course develops the following competences in students:

- **Critical questioning**

- **Ethical sense and social justice**

- **Communication**

OBJECTIVES

After completion of the course, students will be able to:

1. Explain why sign languages are true communication systems.

2. Explain the difference between "deaf culture" and "deaf community."

3. Mention the factors that identify members of the deaf culture.

4. Learn a sign vocabulary that allows them to develop conversations for their daily lives.

5. Use proper gestures for specific grammatical functions.

6. Use, correctly, the basic strategies of Puerto Rico Sign Language.

7. Design activities that enable the practice of sign language's linguistic skills.

8. Explain the influence of American Sign Language (ASL) and the Signing Exact English on the communication of the Puerto Rican deaf community.

CONTENTS

   I.   Definition of language as a system of communication
- A. Theory
- B. Practice
  1. Presentation rules
  2. Cardinal numbers
  3. Name spelling
  4. Identification of people
  5. Localization of objects and people
  6. Eye contact

  II. Historical background of Puerto Rico Sign Language (Spain, France, United States, and Puerto Rico)
- A. In Spain
  1. Pedro Ponce de León
  2. Lorenzo Hervás y Panduro

      3. Juan de Pablo Bonet

  B. In France

      1. Charles Michèle de l'Epée

      2. Laurent Clerc

      3. Jean Massieu

      4. Roch-Ambroise Cucurron, Abbé Sicard

  C. In the United States

      1. Braidwood Family

      2. Thomas Hopkins Gallaudet

      3. Alice Cogswell

      4. Laurent Clerc

      5. Alexander Graham Bell

      6. Edward Miner Gallaudet

  D. In Puerto Rico

      1. Sisters of the Sacred Heart in Puerto Rico

  E. Manual methods of communication

      1. American Sign Language

      2. Fingerspelling

      3. Communication by hand gestures

      4. Signing Exact English

      5. Total communication

      6. Puerto Rico Sign Language

  F. Practice

      1. Exchange of personal information

      2. Formulating questions

      3. Numbers

      4. Hand description of shapes

      5. Identifying people present

III. Deaf culture and deaf community

  A. Theory

  B. Practice

      1. Conversations

      2. Location instructions

        3. Ordinal numbers

        4. Cardinal numbers

        5. Real-world orientation

IV. Factors that identify members of the deaf culture

  A. Theory

  B. Practice

        1. Negative responses

        2. Numbers

        3. Possessive adjectives

        4. Family members

        5. Communicating age

V. ASL Sign Language Strategies

  A. Theory

  B. Practice

        1. Conversations

        2. Verbs

        3. Designation of places

        4. Sequence of activities

        5. Spelling

        6. Daily life activities

VI. Characteristics of American Sign Language (ASL) and Signing Exact English (SEE) in the Puerto Rican deaf community's communications.

  A. Theory

  B. Practice

        1. Vocabulary

        2. Narrations

        3. Stories

        4. Change of the body in narrative role (1 person)

        5. Change of the body in narrative role (2 persons)

METHODOLOGY

The following strategies from the active learning methodology are recommended:

- Role play
- Discussion

- Readings Q & A
- Conferences
- Collaborative learning
- Conceptual analysis through mental maps
- Practice exercises
- *Coaching* and modeling
- Peer evaluations
- Visual demonstrations
- Resources elaboration or creation of digital and analog materials

EVALUATION

Partial assignments	30%
Immersion experience	30%
Participation	10%
Final project or exam	30%
TOTAL	100%

LEARNING ASSESSMENT

The institutional assessment rubric is applied to the course's core activity.

TEXTBOOK

Smith, C., Lentz, E.M., & Mikos, K (2008). Signing Naturally Student Workbook, Units 1-6.

DawnSign Press.

BIBLIOGRAPHY

Baker-Shenk, C., Cokely D. (1994). *American Sign Language Green Book.* T. J.

Publishers.

Bernstein, B., Fant, L. (2011). *The American Sign Language Phrase Book.* (3rd ed.). Mc

Graw Hill.

Díaz, E. (2013). *Está en tus manos. Curso de lenguaje de señas, con ejercicios de*

práctica. Imagivisión.

Eastman, G. C., Norestky, M., & Censoplano, S. (1989). *From Mime to Sign.* T.J.

Publisher.

Matos, A. L. (1990). *Aprende señas conmigo*. Editorial Raíces.

Riekehof, L. (1980). *Talk to the Deaf.* Gospel Publishing House.

Zinza, J. E. (2006). *Master ASL! Fingerspelling, Numbers, and Glossing.* Sign Media.

ELECTRONIC REFERENCES

http://www.aslpro.cc/cgi-bin/aslpro/aslpro.cgi

www.facebook.com/groups/Lifeprint.ASLU

https://www.gallaudet.edu/library/electronic-resources

http://www.aslpro.com/cgi-bin/aslpro/aslpro

For more information resources related to the course's topics, access the library's webpage http://biblioteca.sagrado.edu/

REASONABLE ACCOMMODATION

For detailed information on the process and required documentation you should visit the corresponding office. To ensure equal conditions, in compliance with the ADA Act (1990) and the Rehabilitation Act (1973), as amended, any student in need of reasonable accommodation or special assistance must complete the process established by the Vice Presidency for Academic Affairs.

ACADEMIC INTEGRITY

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and/or repetition of the assignment in the seminar, a grade of F (*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.