

Stanford University Language Center  
American Sign Language  
Summer Quarter 2026  
ASLLANG 1A

Lecturer: Cathy L. Haas  
Email address: [clhaas@stanford.edu](mailto:clhaas@stanford.edu)  
Class schedule: M-T-W-Th-F  
Section: 01-9:30 am-10:20 am  
Class Room: Bldg 200. Room 107 (History Hall)  
Credits: 5

Office Hours: only by appointment  
Office: Pigott Hall (bldg. 260) Room: 302A  
Office phone: 650-251-4014  
Teaching Assistant: Hailey Andrews  
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### Course Description:

Introduces Basic American Sign Language (ASL) conversation. Features core vocabulary, common signing phrases, non-manual components (facial expression, body posture), signing space, fingerspelling, numbers, loan signs, cultural protocols, rules of ASL grammar and structure. Deaf cultural behavior is introduced in the classroom and through readings, DVD, and through Deaf community events during this yearlong course. This course will focus on the natural acquisition of American Sign Language conversational language. The development will focus on the everyday communication practices as demonstrated by American Deaf People. Aspects of Deaf Culture will be incorporated into class activities as appropriate to the content.

ASLLANG 1A is the first course of the First-Year ASL Program. It is part of a sequence of two elementary-level language courses designed to develop practical communication skills in both receptive and expressive ASL. This course also introduces the learner to the rich culture of deaf communities and ASL in the U.S.

ASLLANG 1A - Course Objectives Following ASLTA National Standards modified by RIT the objectives for the first-year, elementary-level, ASL series are organized around the 5 Cs as established by ACTFL:

**COMMUNICATION.** Students completing ASLLANG 1A will have acquired a novice proficiency level in ASL. This means that they are on a path to successfully handle a variety of basic communicative tasks necessary for survival in an ASL speaking context. **Topics include:**

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- |                           |                   |                                 |
|---------------------------|-------------------|---------------------------------|
| ● Simple introductions    | ● Describe spaces | ● Explain their job             |
| ● Share information       | ● Order food      | ● Discuss health topics         |
| ● Meet friends / ASL Club | ● Give directions | ● Understand time and schedules |
| ● Introduce their family  | ● Go shopping     | ● Make plans to meet            |

**CULTURES:** Students will have gained a deeper knowledge and understanding of the cultures of the ASL-speaking world. They will be more acquainted with the places where ASL is used, will have explored some of the main cultural, social, and historical events of the deaf world and will have increased their awareness of the U.S. deaf community.

**CONNECTIONS:** Students will be able to acquire new information and reinforce their knowledge of other disciplines through ASL.

**COMPARISONS:** Students will have developed new insights into the nature of language and culture that will allow them to establish comparisons not only between languages, but also between the deaf culture and their own.

**COMMUNITIES:** Students will be able to use ASL to participate in deaf communities.



**Text/Materials Required:** Humphries, T., Padden, C., & O'Rourke, T. J. (1994). A Basic Course in American Sign Language, Second Edition. T.J. Publishers, Inc. ISBN: 9780932666420

As your instructor, I care deeply about your well-being. It is very important that we stay connected, especially during troubled times. Please speak with me if you are having any difficulties, whether with the course material or with other circumstances. I can be flexible about assignments and project completion dates, but I want you to continue to come to class and do your best to participate. We are a community and we need to support one another.

#### Statement on Academic Integrity and Outside Assistance

All students are expected to read and abide by the Stanford Honor Code with regard to classwork, activities, and assignments related to their language classes. Academic integrity is at the heart of language acquisition: only you are responsible for your own learning and can demonstrate what you can do. Plagiarism refers to the unattributed, direct copying of text and/or ideas from a source other than yourself. In language courses, this includes translations of source material into the target language. Plagiarism is strictly forbidden as a part of Stanford's Honor Code. The use of translation services and apps during language exams, including but not limited to online translators such as Google Translate, is considered to be unpermitted aid and a hindrance to student learning.

Within the context of language learning, digital language tools may be helpful if used judiciously with the guidance of your instructor. Permitted assistance on assignments may take various forms. We expect you to use your textbook, dictionaries and grammar resources in the composition process, aligned with what you are learning in class. Under no circumstances, however, is another person or service to compose an essay for you or contribute to the ideas or substantive expression of individual assignments. For collaborative or group work, your instructor will issue guidelines on what is appropriate. Your instructor may also ask you to declare the amount and type of assistance you have received on any written or oral assignment.

We do not discourage assistance in the preparation of oral assignments. It is always helpful to have another person listen to you practice your oral presentations and provide feedback on your manner of expression. Under no circumstances is another person or service to compose or develop the assignment for you or contribute to its ideas or substantive expression. Similarly, it is always helpful to practice conversation with native speakers or someone more knowledgeable as a way to increase your comfort level while preparing for oral interviews. Divulging the content of the interview, as with any exam, is not permitted, as this violates Stanford's Honor Code.

**Students with Documented Disabilities** Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty. Unless the student has a temporary disability, Accommodation letters are issued for the entire academic year. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: <https://oae.stanford.edu/>)

**Inclusivity** This is an inclusive classroom. Everybody has a name and a pronoun. I am committed to referring to you with the correct pronoun. Please feel free to correct me if I make a mistake. My pronouns are she/her.

Grading: Student performance and Grades will be based on...

Class Participation/ Attendance	10%
ASL Activity	20%
Homework/ Assignments	20%
Signing Skills	20%
Quizzes	30%
	<hr/> 100%

**There is a special section code for graduate students – ASLLANG 395 (Class code under ASLLANG 395 and your name). Graduate students can enroll for fewer credits.**

For each hour of class per week, students should plan to devote a minimum of two hours outside of class, per Registrar guidelines. The following scale may be used to determine a student's final grade:

A+ 98-100.	B+ 88-89	C+ 78-79	D+ 68-69
A 93-97	B 83-87	C 73-77	D 63-67
A- 90-92	B- 80-82	C- 70-72	D- 60-62

An S grade, or a grade of CR, is equivalent to the grade of C- or higher, whereas an NP or an NC represents unsatisfactory performance equivalent to letter grade D+ or below.

## Objectives:

Student will learn/develop:

1. **Comprehension skills:** Understand the vocabulary introduced, recognize facial expressions in the context of ASL, and read beginning level finger spelling.

2. **Expressive skills:** Use the vocabulary introduced in a wide variety of situations in the Deaf community, clearly finger spell, use correct facial expressions in each situation, demonstrate appropriate social behaviors within the Deaf community, and establish and maintain basic social relationships in ASL.

3. **Knowledge:** Demonstrate understanding of information concerning the Deaf community, its behaviors, values and issues, and explain specific cultural and social values unique to American Deaf Culture.

- a. Introducing oneself and talk about family/ friends
- b. Exchanging personal information
- c. Discussing about activities
- d. Tell about making plans, requests and helping
- e. Tell your own narrative
- f. Short stories

**Course Schedules:**

**Week 1:** (6/22 - 6/26)

Introduction: ASL Structure and  
Deaf Culture/ Deaf History  
ABC Fingerspelling and Sign  
Getting to Know You

**Week 2:** (6/29 – 7/3)

**Lesson 1& 2** Personal Pronouns  
Possessives  
Cardinal Numbers 1- 20  
Fingerspelling Workshop  
SIGNO  
Cardinal Numbers 21-50

**Week 3:** (7/6 – 7/10)

**Lesson 3:** Sentences with Verbs  
**Lesson 4:** Negatives  
Yes/No and Negatives Question  
Cardinal Numbers 51 – 100

**Week 4:** (7/13 – 7/17)

**Lesson 5:** Present and Past Tense  
**Lesson 6:** Object + Subject + Verb  
Body Language Workshop  
Sign Drill / Facial Expression  
Sentence Structure/ Conversation

**Week 5:** (7/20 – 7/24)

**Lesson 7:** Imperatives  
**Lesson 8:** Wh-questions  
ASL Structure Sentence Drill  
Discussion

**Week 6:** (7/27 – 7/31)

**Lesson 9:** Noun-Verbs  
**Lesson 10:** Using Modals  
ASL Structure

**Week 7:** (8/3- 8/7)

**Lesson 11:** Adverbials of Place  
**Lesson 12:** Existential HAVE  
FINISH as Conjunction  
Sentences Drill\Classifiers/ colors /numbers

**Week 8:** (8/10 – 1/13)

**Lesson 13:** Adverbials of Place  
**Team-**Drilling and Quiz schedule information

Notes: \_\_\_\_\_

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