CRC offers courses in Deaf Studies designed to introduce students to Deaf Culture and American Sign Language Studies. Students learn basic skills to enable them to communicate with members of the deaf community. Moreover, students learn about deaf culture such as cultural behaviors and values.

### Associate Degree

**A.A. in Deaf Studies**

This degree provides an introductory overview of the Deaf community and American Sign Language in cultural context. Students completing the Deaf Studies A.A. degree will develop an understanding and respect for the Deaf culture which will enable them to collaborate effectively with Deaf people for the empowerment of the Deaf community. The Deaf Studies A.A. provides students with the psychosocial dynamics necessary to work in educational or social service setting or to pursue an advanced degree at a 4-year institution.

**Catalog Date:** June 1, 2019

### Degree Requirements

<table>
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<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>DEAF 310</td>
<td>American Sign Language I</td>
<td>4</td>
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<tr>
<td>DEAF 312</td>
<td>American Sign Language II</td>
<td>4</td>
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<tr>
<td>DEAF 314</td>
<td>American Sign Language III</td>
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<tr>
<td>DEAF 316</td>
<td>American Sign Language IV</td>
<td>4</td>
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<tr>
<td>DEAF 351</td>
<td>Introduction to American Deaf Culture</td>
<td>3</td>
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<tr>
<td>DEAF 352</td>
<td>Introduction to American Deaf Education</td>
<td>3</td>
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<tr>
<td>DEAF 360</td>
<td>Deaf Art</td>
<td>3</td>
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<tr>
<td></td>
<td>A minimum of 3 units from the following:</td>
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<tr>
<td>DEAF 311</td>
<td>Fingerspelling, Classifiers and Numbers (3)</td>
<td></td>
</tr>
</tbody>
</table>

**DEAN**

Alex Casareno

[About-us/contact-us/faculty-and-staff-directory/alex-casareno](mailto:Alex Casareno)

**DEPARTMENT CHAIR**

Kim Harrell

[About-us/contact-us/faculty-and-staff-directory/kim-harrell](mailto:Kim Harrell)

**English and Language Studies**

(916) 691-7740

CasareA@crc.losrios.edu

(CasareA@crc.losrios.edu)
<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<tbody>
<tr>
<td>DEAF 354</td>
<td>Creative Signs (3)</td>
<td></td>
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<tr>
<td>DEAF 380</td>
<td>American Sign Language Literature (3)</td>
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<tr>
<td>Total Units</td>
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*The Deaf Studies Associate in Arts (A.A.) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.*

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- Compare and contrast characteristics that impact a Deaf person's life in the following areas: the world of work, education, family, language and social development.
- Demonstrate the ability to carry on an American Sign Language conversation consistent with the ability of a 4th semester second language students with a Deaf individual or groups of Deaf people.
- Demonstrate characteristics related to personal growth and adjustment in various populations within and outside of the Deaf community.
- Apply skills in working with various Deaf participants within and outside of the Deaf community.
- Demonstrate skills in working with school-age Deaf children in an educational setting.
- Compare and differentiate the Deaf individual to individuals of diverse populations when comparing human development.
- Demonstrate appropriate cultural interactions within the Deaf community.
- Demonstrate ability to communicate respectfully in a Deaf-culture setting.

**Career Information**

This degree prepares students for entry-level positions such as paraprofessional services in an individual or group setting, in an educational or social services agency which serves Deaf consumers.

**Deaf Culture and American Sign Language Studies (DEAF)**

**DEAF 300 Introduction to Deaf Culture and ASL Studies Orientation**
This course provides an overview of Deaf Culture and American Sign Language (ASL) Studies at Cosumnes River College. Topics include an introduction to the field of Deaf culture and ASL, job opportunities, and the skills needed to be successful in the field. Pass/No Pass only.

Upon completion of this course, the student will be able to:

- SLO 1: compile a list of regulations, ethics, certification, and educational requirements needed to enter the Deaf culture and ASL Studies field.
- explain the core interpersonal, intrapersonal, and linguistic competencies required.
- choose a sequencing of coursework to follow in the program at Cosumnes River College.
- SLO 2: demonstrate appropriate cultural interaction within the Deaf community.
- demonstrate ability to communicate respectfully in a Deaf culture setting.

DEAF 310 American Sign Language I

This is the first course in a series of four courses in American Sign Language (ASL). The instructional activities are based on an immersion approach, in which the learners develop language competency in source and target language. The emphasis is on non-speech communication. Topics include grammatical features such as adjective descriptors, differentiation between cardinal/ordinal numbers, contrastive structure, temporal aspect markers and temporal sequencing, conversational skills, narrative skills, and discussions with peers. This course was formerly known as SILA 305.

Upon completion of this course, the student will be able to:
DEAF 311 Fingerspelling, Classifiers and Numbers

<table>
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<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
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<tr>
<td>Prerequisite:</td>
<td>DEAF 310 or SILA 305 with a grade of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2019</td>
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</table>

This course covers the manual alphabet, numbers and classifiers and is designed to augment expressive and receptive fingerspelling, number and classifiers skills introduced in American Sign Language (ASL) courses. The focus is on skills and perceptual strategies used by students. Emphasis is on recognition of fingerspelling in context. Basic knowledge of American Sign Language is required. It enables the ASL students to develop, expand, and reinforce hands-on experiences with ASL using basic or complex fingerspelling, numbers, and classifiers skills.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- **SLO 1: UTILIZE EXPRESSIVE AND RECEPTIVE FINGERSPELLING STYLE IN AMERICAN SIGN LANGUAGE.**
  - utilize expressive finger spelling styles easily understood by members in the deaf community through recognition of stylistic goals.

- **SLO 2: DEMONSTRATE AN UNDERSTANDING OF AMERICAN SIGN LANGUAGE SYNTAX AND INCREASE PRODUCTION OF ASL CLASSIFIERS, NUMBERS AND FINGERSPELLING.**
  - demonstrate improved receptive skills achieved through acquisition of strategies for perceiving and utilizing contextual clues, use of phonics, activation of schemata, recognition of repetitive shapes and movements.

- **SLO 3: DEVELOP KNOWLEDGE AND SKILLS OF ASL CLASSIFIERS AND NUMBERS.**
  - demonstrate increased awareness of ASL syntax.

- **SLO 3: DEVELOP KNOWLEDGE AND SKILLS OF ASL CLASSIFIERS AND NUMBERS.**
  - demonstrate the various classifiers types and function with regards to use of space.
DEAF 312 American Sign Language II

Units: 4
Hours: 72 hours LEC
Prerequisite: DEAF 310 or SILA 305 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2 (effective Fall 2019); IGETC Area 6
Catalog Date: June 1, 2019

This is the second in a series of four courses in American Sign Language (ASL). The emphasis is on nonverbal communication. Course topics will be presented in a culturally rich context, providing students with the opportunity to develop an understanding and appreciation for Deaf culture. Topics include grammatical features such as adjective descriptors, differentiation between cardinal/ordinal numbers, contrastive structure, temporal aspect markers and temporal sequencing, conversational skills, narrative skills, and discussions with peers. This course was formerly known as SILA 306.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: PREPARE COMPLEX DIALOGUES THAT DEMONSTRATE RECEPTIVE AND EXPRESSIVE COMPETENCIES OF TARGETED LEXICAL ITEMS FROM SITUATION FROM SITUATIONS OR NARRATIVES THAT OCCUR IN DAILY LIFE ACTIVITIES.
- formulate targeted syntactical forms in ASL in dialogs.
- SLO #2: DEMONSTRATE AN UNDERSTANDING OF THE SOCIAL CUSTOMS AND CULTURAL INTERACTION OF THE VARIOUS GROUPS WITHIN THE DEAF COMMUNITY.
- analyze social customs and cultural interaction of the various groups within the Deaf community.
- SLO #3: DEMONSTRATE AN UNDERSTANDING AND APPRECIATION OF DEAF CULTURE THROUGH APPROPRIATE INTERACTION WITHIN THE DEAF COMMUNITY.
- demonstrate ability to communicate respectfully in a Deaf-culture setting.
- select appropriate vocabulary and communicative strategies in initiating, conducting, and terminating dialogs.
DEAF 314 American Sign Language III

4

72 hours LEC

DEAF 312 or SILA 306 with a grade of "C" or better

CSU; UC

AA/AS Area I; CSU Area C2; IGETC Area 6

June 1, 2019

This course is the third in a series of four courses in American Sign Language. It emphasizes expressive and receptive nonverbal communication skills between signers who have preliminary American Sign Language syntactical and lexical skills. It provides an understanding of deaf cultural processes by identifying behaviors and norms from activities assigned in the class. It also includes dialogs that involve asking, empathizing, negotiating and agreeing or disagreeing. The emphasis is on non-speech communication. This course was formerly known as SILA 315.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- **SLO #1: APPRAISE AND DEMONSTRATE RECEPTIVE AND EXPRESSIVE SKILLS OF TARGETED FEATURE GRAMMATICAL FEATURES WHICH INCLUDES THE FOLLOWING AREAS: NUMBERS WHEN EXPRESSING TIMES, MONEY, COUNTING, DATES AND ADDRESSES CONCEPTS; FREQUENCY VERBS WHEN EXPRESSING TIME AND DURATION; LOCATIVE CLASSIFIERS WHEN DESCRIBING BUILDINGS FLOOR PLANS; DESCRIPTIVE CLASSIFIERS WHEN ASKED TO DEFINE AND DESCRIBE FURNITURE, CLOTHING, VARIOUS OBJECTS AND FOOD DISHES.**

- compare and contrast social norms of Deaf people to those personal cultural experience in signed narratives.

- **SLO #2: ANALYZE LEXICAL AND GRAMMATICAL PATTERNS BY SIGNING SELECTED OR SELF-DEVELOPED NARRATIVES.**

- demonstrate ability to communicate respectfully in a Deaf-culture setting.

- **SLO #3: DEMONSTRATE APPROPRIATE CULTURAL INTERACTION WITHIN THE DEAF COMMUNITY.**

DEAF 316 American Sign Language IV

4

72 hours LEC

DEAF 314 or SILA 315 with a grade of "C" or better

CSU; UC

AA/AS Area I; CSU Area C2; IGETC Area 3B; IGETC Area 6

June 1, 2019

This course is the fourth in a series of four courses in American Sign Language. It is designed for students who have completed the foundational courses in American Sign Language. The course focuses on advanced communication skills, including social and professional interactions, with an emphasis on effective communication in diverse settings. It also includes opportunities for students to apply their language skills in real-world scenarios, preparing them for further education or professional opportunities in the field of Deaf studies and related fields.
This course is the fourth in a series of four courses in American Sign Language (ASL). It emphasizes expressive communication skills that involve locating and signing interesting facts, making major life decisions, discussing health conditions, and using money. It incorporates information and activities previously learned about Deaf culture into these narratives. The emphasis is on non-speech communication. This course was formerly known as SILA 316.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- **SLO #1:** APPRAISE AND DEMONSTRATE RECEPTIVE AND EXPRESSIVE MASTERY OF TARGETED GRAMMATICAL MARKERS WHICH INCLUDE: ELABORATIONS IN NARRATIVES, DIALOGS, UTILIZING SIGNS THAT DESCRIBE SPECIFIC FACTS, GENERALIZATIONS, THEORIES, CONCLUSIONS; DESCRIBING MAJOR LIFE DECISIONS; DISCUSSING HEALTH CONDITIONS AND USING MONEY.

- formulate previously learned Deaf cultural experiences into narratives.

- **SLO #2:** APPLY EXPRESSIVE STRATEGIES IN SIGNING LONGER AND MORE COMPLEX NARRATIVES INCLUDING USE OF CHARACTERIZATION AND NARRATIVE STYLES.

- compose a lecture in ASL, incorporating complex ideas about health conditions.

- differentiate how people share and describe major life decisions in ASL.

- produce communication processes involving money related signs.

- **SLO #3:** APPRAISE THE FACTS TO EXPLAIN, REPHRASE, DEMONSTRATE, OR DRAW CONCLUSIONS TO CLEARLY PRESENT FACTUAL INFORMATION.

- analyze the effectiveness of ASL performance generated by models, self, and peer by applying contemporary theories of performance assessment and peer review.

- compare and contrast Deaf and hearing cultures.

- demonstrate ability to communicate respectfully in a Deaf-culture setting.

- demonstrate appropriate cultural interaction within the Deaf community.

DEAF 351 Introduction to American Deaf Culture

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Transferable: | CSU; UC |
| General Education: | CSU Area D; IGETC Area 4 |
| Catalog Date: | June 1, 2019 |

This course is a survey of four institutions which have critical impact on the psycho-social development of Deaf people: family, education, work, and society. It provides awareness and sensitivity to the unique challenges of deafhood and how they influence personal, social and communication competencies of the Deaf person. Selected visits to community events may be required. This course is formerly known as SILA 330.
**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- **SLO 1:** DEFINE CULTURE AND APPLY THE DEFINITION BY USING EXAMPLES OF TYPICAL SOCIAL NORMS OF DEAF PEOPLE.
- identify the rules of Social Interaction in the Deaf community.
- **SLO 2:** DEFINE LANGUAGE AND APPLY THE DEFINITION BY GIVING EXAMPLES BROUGHT OUT FROM EXPERIENCES WITH DEAF PEOPLE.
- narrate instances of bias connected to Deaf individuals and groups.
- **SLO 3:** UNDERSTAND THE DEAF CULTURE BY USING A DETAILED DESCRIPTION OF THE CENSUS, RACIAL/ETHNIC, EDUCATION, EMPLOYMENT, SOCIAL/ADVOCACY ACTIVITIES, FAMILY ENVIRONMENT CHARACTERISTICS OF THE DEAF COMMUNITY.
- demonstrate appropriate cultural interaction within the Deaf community.
- demonstrate ability to communicate respectfully in a Deaf culture setting.

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### DEAF 352 Introduction to American Deaf Education

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Transferable: | CSU; UC |
| General Education: | CSU Area D |
| Catalog Date: | June 1, 2019 |

This course surveys topics related to educating Deaf children, adults, and individuals with additional disabilities. It also covers teaching methods and philosophies, school placement issues, child development, and methods of addressing developmental and linguistic stages. Selected visits to a residential Deaf school in Fremont and/or a local mainstreaming/Deaf program school may be required. This course was formerly known as SILA 332.

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**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- **SLO 1:** DISTINGUISH AND DESCRIBE ESSENTIAL COMPONENTS OF PUBLIC LAW UNDER SPECIAL EDUCATION/AMERICA DISABILITY ACT (ADA)
- validate an analysis of a topic from a research paper that relates to education of Deaf people.
- to clarify the difference in between the characteristics of school placement sites for Deaf children and for young deaf adults who transition from a high school education to a post-secondary education.
SLO 2: DISTINGUISH, ASSESS, AND EVALUATE FAMILY DYNAMICS OF DEAF CHILDREN WITH HEARING OR DEAF FAMILIES.

- list and describe the various hereditary syndromes that occur among Deaf children with additional disability conditions.

SLO 3: CATEGORIZE AND EVALUATE THE RESEARCH DONE ON THE EFFECTIVENESS OF THE COMMUNICATION SYSTEMS USED BY DEAF CHILDREN IN THE EDUCATIONAL SYSTEM.

- distinguish and assess developmental processes of cognitive theory as presented by Piaget and of the development of life stages as presented by Erikson.
- demonstrate appropriate cultural interaction within the Deaf community.
- demonstrate ability to communicate respectfully in a Deaf culture setting.

DEAF 353 Baby Sign Language

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<tr>
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<td>54 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
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<td>CSU</td>
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This course focuses on Baby Sign Language vocabulary, alphabet, handshape, movement, palm orientation, structure, and grammar. Students will learn core vocabulary, comprehension, and grammar in ASL to understand its structure. Students will also be introduced to the history of the Deaf community and its culture, as well as be exposed to community resources for the Deaf and Hard of Hearing populations. This course was formerly known as SILA 338.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO 1: LEARN AND DEMONSTRATE MANUAL ALPHABET (ASL).
- Understand fingerspelling at a controlled speed, Learn basic ASL vocabulary.
- SLO 2: DEMONSTRATE AN UNDERSTANDING OF CORRECT PALM ORIENTATION AND SIGN MOVEMENT.
- Understand basic ASL grammar and structure in expressive and receptive skills.
- SLO 3: EXPRESS THE BASIC USE OF ASL VOCABULARY TO COMMUNICATE WITH INFANTS AND CHILDREN.
- SLO 4: ANALYZE, COMPARE, AND SELECT APPROPRIATE COMMUNITY RESOURCES FOR DEAF AND HARD OF HEARING INFANTS.
Introduction to the techniques of facial expression, characterization, body movement, and specialization as it relates to American Sign Language. Development of expressive sign language skills through the use of poetry, songs, skits, storytelling, jokes and slang signs.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- **SLO 1**: evaluate and analyze a written paper on a related topic to American Sign Language, as well as the development of expressive sign language skills through the use of poetry, songs, skits, storytelling, jokes and slang signs.
- **SLO 2**: dramatize facial and body language and individual projects.
- **SLO 3**: create imaginative sign interpretations of songs, poems, skits, and stories through class participation and demonstrations.
- **SLO 3**: select appropriate signs for creative uses in the expression of a poem, song, dialogue or story through classroom activity, discussion, role-play and individual demonstrations.
- **SLO 3**: translate and accurately demonstrate the expression of a poem, song, dialogue or story from written English into signed American Sign Language.

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This course introduces Deaf Arts such as drawings, sculptures, artifacts, painting, printmaking and films. We will examine the materials, methods, and design principles of creating Deaf Arts. Local field trips may be required. This course addresses the need and demand of this instruction for global recognition and its social and cultural affects toward Deaf Arts. It promotes global and cultural understanding to the relationship of Deaf Art and the expression of national, regional, socio-economic class, and gender identity.
Upon completion of this course, the student will be able to:

- SLO 1: Identify various transformations of Deaf Art throughout the 1800's to present day.
- SLO 2: Critique the styles of different Deaf artists and recognize the basic differences in each Deaf artist.
- Develop an understanding and knowledge from the perspective of World Deaf Artist.
- SLO 3: Recognize the historical events that transpired during specific Deaf art forms.
- Explain the diversity of Deaf poets and how their artwork is a reflection of their culture and values.

DEAF 380 American Sign Language Literature

This course introduces American Sign Language (ASL) literature genres such as folklore and folktales, storytelling, visual vernacular, personification, classifier story, poetry, ABC and number stories and non-fiction narrative. Topics include analyzing and applying ASL usage in ASL literature genres.

Upon completion of this course, the student will be able to:

- SLO 1: analyze and critique various genres within ASL literature.
- demonstrate the various techniques and styles of ASL literary works.
- analyze and perform different genres in ASL literature.
- SLO 2: distinguish different ASL tones of poetic works as produced by Deaf authors.
- comprehend literary analysis, significant linguistic and cultural aspects of ASL narratives.
- SLO 3: evaluate the importance of comprehension within literary works in a respectful mannerism pertaining to Deaf culture.
- demonstrate appropriate cultural interaction within the Deaf community.
DEAF 400 Deaf Culture and ASL Studies Capstone

This course applies classroom learning to real-world practice in the Deaf community. It includes development of portfolios and digital portfolios from previous work in DEAF courses. Topics also include resume writing and interview skills.

Upon completion of this course, the student will be able to:

- SLO 1: demonstrate skills that enhance relationships with other employees, consumers, and the employer.
- prioritize continued professional growth objectives.
- complete employment application procedures such as writing resumes and cover letters and interviewing.
- SLO 2: produce Deaf-culture portfolios and ASL digital portfolios to show work from previous courses.

DEAF 495 Independent Study

An independent studies project involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses. See the current catalog section of "Special Studies" for full details of Independent Studies.

Upon completion of this course, the student will be able to:

- SLO #1: Actively engage in intellectual inquiry beyond that required in order to pass a course of study (College Wide Learning Outcome – Area 4).
- Discuss and outline a proposal of study (that can be accomplished within one semester term) with a supervising instructor qualified within the discipline.
• Design an independent study (to be completed individually or by collaboration of a small group) to foster special knowledge, skills, and experience that are not available in any one regularly scheduled course.

• Use information resources to gather discipline-specific information

• SLO #2: Utilize modes of analysis and critical thinking to apply theoretical perspectives and/or concepts in the major discipline of study to significant problems and/or educational activities (College Wide Learning Outcome – Area 3).

• Analyze and apply the knowledge, skills and experience that are involved in the independent study to theoretical perspectives and/or concepts in the major discipline of study.

• Explain the importance of the major discipline of study in the broader picture of society.

• SLO #3: Communicate a complex understanding of content matter of the major discipline of study (College Wide Outcome – Area 3).

• Demonstrate competence in the skills essential to mastery of the major discipline of study that are necessary to accomplish the independent study.

• SLO #4: Identify personal goals and pursue these goals effectively (College Wide Outcome – Area 4).

• Utilize skills from the “academic tool kit” including time management, study skills, etc., to accomplish the independent study within one semester term.