# World Languages: American Sign Language Subject Matter Requirements

Complete the matrix below by including links to course syllabi. Within each subdomain include direct links to supporting evidence addressing the subject matter requirement. These links must go directly to the point in the syllabus where the subject matter requirement is addressed. Only submissions meeting this requirement will be sent to a team for review. Submissions not meeting this requirement will be returned to the institution.

| **Domains in World Languages: American Sign Language** | **Syllabi, Coursework, Assignments, Assessments** |
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| **Domain 1. General Linguistics** |  |
| **1.1 The Nature of Language**   1. Demonstrate an understanding of the nature, purposes, and uses of language. For example:  * Demonstrate an understanding of the basic elements of language structure (i.e., phonology, morphology, syntax, semantics) and how they are interrelated. * Demonstrate an understanding that languages can occur in different modalities. * Demonstrate an understanding of the basic principles of grammar and what is meant by a productive rule of language.  1. Demonstrate an understanding of the development of language and the significance of language change, including the variations that occur within the contexts of time, place, age, gender, and situation. For example:  * Demonstrate an understanding of the classification of both spoken and signed languages into families and branches. * Describe different perspectives on the study of language (e.g., synchronic vs. diachronic). * Identify the different types of change that languages undergo at all levels  (e.g., phonetic, morphological and syntactic, lexical and semantic). * Analyze the mechanisms by which language change occurs (e.g., assimilation, metathesis, contact, borrowing, euphemisms, metaphors, taboo). |  |
| **1.2 Language Use**   1. Demonstrate an understanding of principles of pragmatics, discourse analysis, and the theory of speech acts. For example:  * Demonstrate an understanding of how sentences may communicate more than they literally say. * Analyze principles of structure, regularity, and coherence in extended discourse. * Demonstrate an understanding of distinctions between different types of speech acts (e.g., direct vs. indirect). * Demonstrate an understanding of distinctions between different varieties of speech acts (e.g., commands, questions, assertions, exclamations). * Demonstrate an understanding of the functions of speech acts (e.g., to inform, to amuse, to control, to persuade). * Demonstrate an understanding of pragmatic features (e.g., reference, sense, force, tone, conversational implicature) that affect the meaning of speech acts. * Demonstrate an understanding of the distinction between performative and constative utterances (language that performs an act, such as apologizing or promising, vs. language that describes facts or provides information). |  |
| **1.3 Applied Linguistics**   1. Demonstrate an understanding of theories of language acquisition and learning. For example:  * Analyze potential differences between learning first and second languages. * Identify the developmental stages through which language learners acquire first and second languages. * Analyze similarities and differences between language acquisition in different modalities (e.g., acquisition of a signed language compared with acquisition of a spoken language). * Demonstrate an understanding of cognitive, affective, and social factors that affect second-language acquisition and learning (e.g., the concept of critical period, family and peer attitudes, linguistic interference, the interrelationship between language and power). * Demonstrate an understanding of the creativity and recursive character of human languages. |  |
| **Domain 2. Linguistics of the Target Language – American Sign Language** |  |
| **2.1 Language Structures**   1. Demonstrate an understanding of the phonology of ASL. For example:  * Describe the primary phonological features of ASL (e.g., handshape, movement, location, nonmanual markers, orientation, stress and tempo in sign formation). * Describe the phonological structure of ASL (e.g., hold and movement patterns, eye gaze, nodding). * Describe basic phonological and morphophonemic rules of ASL.  1. Demonstrate an understanding of the morphology of ASL. For example:  * Understand inflectional morphology in ASL (e.g., rules for adding adverbial, numerical, or distributive morphemes to root verbs; rules for forming plurals of nouns). * Understand derivational morphology in ASL (e.g., rules for forming derived and compound signs). * Understand lexical morphology in ASL, including the lexicalization of finger-spelled forms. * Describe strategies for identifying and using new signs in ASL by recombining morphemes.  1. Demonstrate an understanding of the syntax of ASL. For example:  * Demonstrate an understanding of the rules that govern the formation of phrases and sentences (e.g., the use of classifiers and classifier predicates). * Demonstrate an understanding of the significance of sign order in ASL. * Identify ways in which syntactic patterns in ASL can be used to convey nuances of meaning. * Identify linguistic devices used to create connected and cohesive discourse in ASL.  1. Demonstrate an Understanding of the semantics of ASL. For example:  * Demonstrate an understanding of how meaning is structured and communicated in ASL. * Demonstrate an understanding of the culture of ASL signs and sentences.  1. Demonstrate a basic understanding of transcription conventions in ASL. For example:  * Demonstrate an understanding of commonly used glossing techniques in ASL.  1. Describe changes that have occurred in ASL over time. |  |
| **2.2 Error Analysis**   1. Identify, analyze, and correct grammatical and mechanical errors in ASL. |  |
| **2.3 Contrastive Analysis**   1. Analyze and contrast linguistic structures of ASL and English. 2. Compare and contrast how meaning is expressed in ASL and English. |  |
| **2.4 Sociolinguistic and Pragmatics**   1. Demonstrate an understanding of pragmatic and sociolinguistic features of ASL discourse. For example:  * Explain how linguistic choices depend on the setting, goals, and participants in communicative interactions. * Demonstrate an understanding of the influence of social and cultural norms on the use of ASL.  1. Demonstrate an understanding of the origins and social implications of variations within ASL. For example:  * Describe variations in articulation, vocabulary, and grammatical structures within ASL. * Describe the factors that account for the variations in ASL (e.g., culture/ethnicity, political background, level and/or background of education, gender, social class).  1. Demonstrate an understanding of how the history of ASL in the United States and its acceptance as a language have influenced the use of ASL (e.g., how changing attitudes toward ASL have influenced language choice). |  |
| **Domain 3. Literary and Cultural Contexts and Traditions** |  |
| **3.1 Major Movements, Genres, Writers, and Works**   1. Demonstrate an understanding of major movements, genres, creators, and works in the literature of ASL. 2. Demonstrate an understanding of the historical, social, and cultural influences on ASL works. 3. Use knowledge of ASL literary and cultural traditions to interpret changes in American Deaf culture over time. 4. Demonstrate an understanding of the ways in which ASL literary and intellectual works and movements both reflected and shaped American Deaf culture. 5. Demonstrate an understanding of English-language literary and cultural texts written by Deaf people within American Deaf culture. |  |
| **3.2 Analysis of ASL and American Deaf Culture Literary and Cultural Texts**   1. Analyze and interpret a wide range of ASL literary and cultural works in a variety of forms (e.g., folk tales, short stories, jokes, sign songs, ABC stories, poetry, personal narratives, drama, biography, history). 2. Evaluate the use of language (e.g., vocabulary, register, function, tempo, rhythm) in ASL works to convey meaning, to inform, to persuade, or to evoke a response. 3. Analyze the elements of ASL literary and cultural works (e.g., setting, plot, theme, character, tone, style). 4. Interpret the use of rhetorical and literary techniques (e.g., rhyme, repetition, metaphor, personification) in ASL literary and cultural works. 5. Analyze and interpret English-language literary and cultural works written by Deaf people within American Deaf culture. |  |
| **Domain 4. Cultural Analysis and Comparisons** |  |
| **4.1 The Nature of Culture and Cultural Processes**   1. Demonstrate an understanding of the nature and components of culture. For example:  * Definitions of culture. * Intragroup (e.g., ethnicity, generations, race, microcultures) and intergroup differences. * Values, beliefs, and expectations. * Educational, social, and political systems. * Roles, identity, and status (e.g., race, gender, ethnicity, Social class, age, occupation, educational level, cultural identity).  1. Demonstrate an understanding of cross-cultural and intercultural interactions. For example:  * Processes of cultural contact (e.g., assimilation, Acculturation, accommodation, enculturation, deculturation, biculturalism). * The nature of pluralism and multiculturalism. * The dynamics of oppression (e.g., ethnocentrism, stereotyping, prejudice, discrimination). |  |
| **4.2 Cultural Processes in American Deaf Culture**   1. Demonstrate an understanding of how cultural processes exemplify cultural perspectives in American Deaf culture. For example:  * Processes of cultural contact (e.g., assimilation, acculturation, enculturation, biculturalism) and their role in American Deaf culture, including responses to contact with others (e.g., creation of stereotypes and anti-stereotypes, growth of activism, emergence and creation of unifying themes, promulgation of warnings about others, historical changes in the relationship with others). * Processes of cultural development and perspectives within American Deaf culture (e.g., processes that define, categorize, include, and marginalize who is Deaf; processes of linguistic, cultural, and social development among Deaf children; processes of learning to be Deaf at different ages; processes of transmitting Deaf culture across generations). * The nature of pluralism, multiculturalism, and cultural variation within American Deaf culture. * The dynamics of audism (e.g., oppression, discrimination) that affect American Deaf culture. |  |
| **4.3 Cultural and Historical Perspectives in American Deaf Culture**   1. Demonstrate familiarity with significant individuals, key eras, and major historical events and developments within American Deaf culture, and analyze their influence on the culture's development and evolution. 2. Demonstrate familiarity with the formation of ASL and Deaf communities and how they influence the development and evolution of American Deaf culture. 3. Demonstrate an understanding of how political, social, economic, and educational systems and institutions are shaped by and influence American Deaf culture. 4. Demonstrate an understanding of how the development of American Deaf culture and the interaction of Deaf and hearing cultures influence the development of ASL. 5. Demonstrate an understanding of how American Deaf culture employs, influences, and interacts with technology, including attitudes toward technology within American Deaf culture. 6. Analyze cultural stereotypes and their effects on the perceptions of and attitudes toward American Deaf culture. 7. Analyze how political perspectives and legislation influence the development and evolution of American Deaf culture. |  |
| **4.4 Cultural Practices in American Deaf Culture**   1. Demonstrate an understanding of how cultural practices exemplify cultural perspectives in American Deaf culture. For example:  * Rituals, values, and traditions (e.g., rituals of greeting and leave-taking). * Social practices and institutions (e.g., Deaf marriages, Deaf gatherings). * Social status and social relationships. * Rules governing social and communication interactions (e.g., attention getting, sight lines, turn taking). * Patterns of work and leisure. |  |
| **4.5 Cultural Products of American Deaf Culture**   1. Demonstrate an understanding of how the products of American Deaf culture exemplify its cultural perspectives. For example:  * Works of art (e.g., painting, sculpture, handicrafts) * Architecture (e.g., design of visual environments) * Artistic performance (e.g., storytelling, theatre, dance) * Literary works * Media (e.g., publications, web sites) * Technology * Television, video, film * Entertainment (e.g., Deaf sporting events, conferences, captioned movies). |  |
| **Domain 5. Language and Communication: Receptive Comprehension** |  |
| **5.1 Literal Comprehension of ASL Discourse**   1. Demonstrate an understanding of the main ideas and significant details of ASL discourse in a variety of authentic contexts, both formal and informal. For example:  * Understand the main idea of a signed message. * Respond appropriately to a request for information. * Choose or provide an appropriate response to a signed question or comment. * Recognize a stated cause or effect in a situation described in ASL discourse. * Identify the sequence of steps described in a set of signed directions or instructions. * Recognize localization and spatial relationships as described in ASL discourse. |  |
| **5.2 Inferential and Interpretive Comprehension of ASL Discourse**   1. Make deductive and inductive inferences based on information contained in both formal and informal ASL discourse. For example:  * Draw conclusions based on information presented in ASL discourse. * Characterize the attitude or emotions of one or more signers. * Infer the social relationships among participants in a conversation (e.g., age, social status, gender). * Analyze a personal relationship implied but not stated in a conversation. * Interpret the cultural context of a message or conversation. * Recognize implied cause-and-effect relationships in ASL discourse. * Understand figurative language (e.g., metaphors, similes) used in ASL discourse. * Analyze ASL discourse to determine a signer's assumptions that are implied but not explicitly stated. |  |
| **5.3 Critical Analysis of ASL Discourse**   1. Analyze and evaluate both formal and informal ASL discourse in relation to its purpose, context, and point of view. For example:  * Analyze a signer's assumptions or point of view. * Analyze the historical, social, or cultural context of ASL discourse. * Evaluate the sufficiency and reliability of evidence presented in support of statements made in ASL discourse. * Evaluate the social and cultural appropriateness of the language used in ASL discourse. * Analyze the communicative and discourse strategies employed in ASL discourse. |  |
| **Domain 6. Language and Communication: Expressive Production** |  |
| **6.1 Producing ASL Discourse for a Variety of Purposes in Authentic Contexts**   1. Construct connected ASL discourse that communicates a message effectively in both formal and informal situations, demonstrating fluency and correct articulation, a wide range of vocabulary, and inflectional and linguistic structures. For example:  * Communicate appropriately within the context of everyday situations. * Respond to a variety of unexpected situations by explaining or describing events or by requesting assistance. * Narrate or describe a personal experience. * Describe the reasoning behind a personal or professional decision. * Explain the advantages and disadvantages of an idea or a proposed course of action. * Communicate formally and informally about topics of current public and personal interest, demonstrating an ability to use different registers and communication styles in appropriate contexts. * Deliver signed presentations on a wide variety of topics to diverse audiences. * Formulate and defend a hypothesis in response to a given situation. * Take a position on an issue and support it with persuasive evidence. * Demonstrate the ability to communicate effectively on abstract topics and themes. |  |