

ASL 1550 - Elementary American Sign Language 1

Fall 2026 Syllabus, Section 01, CRN 41185,

Credit hours: 2

Instructor

Julia Finocchi

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Public Instructor Information

Instructor Title: Mrs. Finocchi

Instructor Professional Qualifications: B. Ed, Educational Interpreting (ASL/ENG Interpreting), Kent State University, 2015; Master of Social Work, University of Western Pennsylvania, 2027

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Course Description

1550. Elementary American Sign Language 1. Introduction to the fundamentals of American Sign Language (ASL), including vocabulary, syntax, and grammatical non-manual signals. Introduction to the history and culture of the Deaf Community. Grading is ABC/NC. 2 s.h.

Course Readings

Group	Title	Author	ISBN
Required	An Introduction to American Deaf Culture	Thomas K. Holcomb	978-0-19-977754-9

Chapters will be assigned for discussions.

[Introduction_to_American_Deaf_Culture.pdf](#)

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Signing Naturally Units 1-3

Day	Date	Proposed Topic	Due/To Prepare for Class
Tue	8/25	Class Expectations 1.1 – Getting Attention / Visual Communication Progress Monitoring Assigned	Assignment 1.1: Visual Communication Reflection. Students observe an ASL interaction and identify strategies used to gain attention, establish eye contact, and maintain visual communication. Submit a 1-page reflection.
Thu	8/27	1.1 – Greetings and Leave-Taking	Assignment 1.1B: Greeting Analysis. Students demonstrate three culturally appropriate ways to initiate and end an interaction. Record a 60-second practice dialogue.
Tue	9/1	1.2 – Introducing Yourself	Assignment 1.2: Self-Introduction. Record a 45–60 second introduction including name, fingerspelling, and basic personal information. No English script permitted.

Thu	9/3	1.2 – Asking Someone's Name	Assignment 1.2B: Information Exchange. Develop and practice an original introduction dialogue with a partner. Identify where turn-taking occurs.
Tue	9/8	1.3 – Fingerspelling	Assignment 1.3: Fingerspelling Accuracy Log. Complete structured fingerspelling practice and identify personal error patterns.
Thu	9/10	1.3 – Receptive Fingerspelling	Assignment 1.3B: Receptive Fingerspelling. Students view unfamiliar fingerspelled words and identify them without replaying until after their initial response.
Tue	9/15	1.4 – Numbers/Personal Information	Assignment 1.4: Numbers in Context. Students practice age, phone numbers, addresses, and other numerical information within conversational contexts.
Thu	9/17	Unit 1 Review	QUIZ 1 – Unit 1: vocabulary in context, fingerspelling, numbers, receptive comprehension, and expressive introduction.
Tue	9/22	2.1 – Exchanging Personal Information	Assignment 2.1: Information Interview. Students prepare questions about name, age, residence, school/work, interests, and other course vocabulary.
Thu	9/24	2.1 – Question/Answer Structure	Assignment 2.1B: Receptive Interview. Students watch a signed interview and identify specific information provided by the signer.
Tue	9/29	2.2 – Family Vocabulary	Assignment 2.2: Family Profile. Students create an ASL family profile using appropriate relationship vocabulary and possessive structures.
Thu	10/1	2.2 – Family Relationships	Assignment 2.2B: Family Receptive Activity. Students interpret an unfamiliar family description and construct the corresponding relationship map.
Tue	10/6	2.3 – Describing People	Assignment 2.3: Person Description. Students describe a person using physical characteristics and other appropriate descriptive information without identifying the person by name.
Thu	10/8	2.3 – Receptive Description	QUIZ 2 – Unit 2A: family vocabulary, descriptions, possessives, receptive comprehension, and short expressive response.
Tue	10/13	2.4 – Personal Information/Conversation	Assignment 2.4: Information Exchange. Students conduct a structured 3–4 minute ASL conversation and submit a self-evaluation.
Thu	10/15	Units 1–2 Review	MIDTERM EXAM: receptive + expressive + vocabulary/grammar/culture components.
Tue	10/20	3.1 – Daily Activities	Assignment 3.1: Daily Activity Inventory. Students identify and practice activities they actually perform and organize them into categories.

Thu	10/22	3.1 – Asking About Activities	Assignment 3.1B: Activity Interview. Students conduct a short ASL interview regarding daily activities and summarize the information in ASL.
Tue	10/27	3.2 – Time Concepts	Assignment 3.2: Time in Context. Students interpret and produce times associated with daily activities, appointments, and schedules.
Thu	10/29	3.2 – Asking About Schedules	QUIZ 3 – Unit 3A: activities, numbers/time, receptive comprehension, and schedule questions.
Tue	11/3	3.3 – Daily Routines	Assignment 3.3: Routine Description. Students create a 1–2 minute ASL description of a typical weekday.
Thu	11/5	3.3 – Sequencing Activities	Assignment 3.3B: Sequencing Analysis. Students identify how an ASL signer organizes a sequence of daily activities.
Tue	11/10	3.4 – Frequency/Habitual Activities	Assignment 3.4: Frequency Interview. Students interview a partner about activities they regularly, occasionally, or rarely do.
Thu	11/12	3.4 – Receptive Routine Comprehension	QUIZ 4 – Unit 3B: routines, frequency, sequencing, and receptive comprehension.
Tue	11/17	3.5 – Talking About Daily Life	Assignment 3.5: Compare Daily Routines. Students compare their own routine with a partner's routine using appropriate ASL structures.
Thu	11/19	3.5 – Conversational Follow-Up	Assignment 3.5B: Conversation Expansion. Students conduct an unscripted conversation and must ask at least five follow-up questions.
Tue	11/24	3.6 – Integrated Daily Life Communication Unit 3 Review	Assignment 3.6: Receptive Daily-Life Narrative. Students watch an unfamiliar signer describe a routine and answer comprehension questions. QUIZ 5 – Unit 3 Comprehensive: receptive + expressive + grammar/vocabulary.
Thu	11/26		
Tue	12/1	Units 1–3 Integration	Final Project Workshop: students organize personal information, family information, and daily routine into a connected ASL presentation
Thu	12/3	Final Project Practice Progress Monitoring Pt 2 and Reflection	Practice Presentation: peer feedback using instructor rubric
Tue	12/8	Comprehensive Review	Individual receptive practice + final exam review
Thu	12/10	FINAL EXAM	Receptive + expressive + grammar/culture

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