

# ASL 1550 - Elementary American Sign Language 1

Fall 2026 Syllabus, Section 02, CRN 41186,

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 |

Some chapters will be assigned in class for discussion.

[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.

## Schedule of Topics and Assignments

| Day | Date | Proposed Topic                                                                                       | Due/To Prepare for Class                                                                                                                                             |
|-----|------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tue | 8/25 | Class Expectations<br>1.1 – Getting Attention / Visual Communication<br>Progress Monitoring Assigned | 1.1 – Getting Attention / Visual Communication                                                                                                                       |
| 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.                                        |

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|-----|-------|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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<br>Unit 3 Review        | Assignment 3.6: Receptive Daily-Life Narrative. Students watch an unfamiliar signer describe a routine and answer comprehension questions.<br>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<br>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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