

The Requirement—As part of The College of New Jersey’s liberal learning program all degree candidates in the School of Humanities and Social Sciences are required to show proficiency in a foreign language unless exempted. Students in the Schools of the Arts and Communication, Science, and Business should consult with their advisor or assistant dean about language requirements for individual programs of study. All Deaf Education majors are required to show proficiency in American Sign Language (ASL). Satisfactory evidence of proficiency is completion of the 103 level of language study (equivalent to three semesters). While most students opt to continue in the foreign language previously studied, they may begin study of a new foreign language.

Placement—Students who choose to begin the study of American Sign Language as a new foreign language should enroll at the 101 level. All students who wish to continue studying ASL based on courses taken at another institution must take the TCNJ ASL Placement Test for placement in the appropriate course level. Native users of ASL must also take the placement test. The TCNJ ASL Placement Test is offered two times per year. It is an in-person interview which requires that an appointment be made for the test. Dates for the ASL Placement Test are announced at <http://www.tcnj.edu/~educat/deafed/AmericanSignLanguage.htm>

Transfer Credit—Students will not be able to take any 100-level courses in American Sign Language outside of the Special Education Department of The College of New Jersey. Special consideration will be given to transfer students who have fulfilled part of their language requirements at another institution. Transfer students who have successfully completed three semesters of a language or the equivalent in any accredited college or university will receive exemption from the foreign language requirement. Students who have taken fewer than three semesters of language in college and who must meet a language requirement or wish to continue their language studies are required to take the TCNJ ASL Placement Test to determine the appropriate level for the next course. Deaf Education majors are advised that they must take the ASL Placement Test even if they have completed three semesters of ASL study at an accredited college or university. This is to ensure that they are well prepared to take the State-mandated sign proficiency assessment required for teaching certification and for the demands of using ASL in practicum placements.

ASL 101/American Sign Language I

1 course unit

(fall and spring)

Through readings, field visits, class activities, and independent research, this course will provide the students with a core signed vocabulary that can be identified and produced in a meaningful context. Various functions of language will be the basis for establishing and maintaining content-specific conversations. Students will become familiar with the origins and principles of ASL and be able to compare and contrast those features to the English language. Students will explore the impact various scientific, political, and educational leaders have had on the Deaf community. In addition, the student will come to appreciate the shifting perceptions of the Deaf community that have occurred in the past few decades.

ASL 102/American Sign Language II

1 course unit

(fall and spring)

Pre-requisite: ASL 101

Through readings, field visits, class activities, and independent research, this course will build upon the core signed vocabulary that was introduced during the ASL I course. In-depth analysis of techniques, forms, and appropriate use of finger spelling in signed conversations will be provided. Expansion of the student’s vocabulary base and knowledge of the principles of ASL will lead to increasingly longer periods of language immersion experiences during class time. Students will explore a variety of organizations devoted to serving deaf citizens.

ASL 103/American Sign Language III

1 course unit

(fall and spring)

Pre-requisites: ASL 101 & 102

Through readings, field visits, class activities, and independent research, this course will further expand the core vocabulary base of the ASL I and ASL II courses. Development of advanced signing skills will include awareness of transcription symbols, topicalization, classifiers, temporal sequencing, and various number systems. Short stories, narratives, and conversations will be highlighted as expressive and receptive venues for communicative exchanges. Students will be introduced to folklore, poetry, and linguistic play as aspects of ASL literature.

ASL 390/Discipline Specific Research Course

variable course units

Permission of instructor required

Guided research in a related field of study under the direct tutelage of a faculty member.

ASL 391/Independent Study

variable course units

Independent exploration of a specific topic under supervision of a faculty member. Could include a unique case study, exploration of a research topic, extensive reading in an area of interest, participation in department of interagency clinics, workshops, etc., or such other independent studies that would contribute to professional growth of the student.

ASL 392/Guided Study

variable course units

ASL 393/Independent Research

variable course units

Permission of instructor required

Independent exploration of a specific topic under supervision of a faculty member. Could include a unique case study, exploration of a research topic, extensive reading in an area of interest, participation in department of interagency clinics, workshops, etc., or such other independent studies that would contribute to professional growth of the student.

ASL 399/Internship

variable course units

Permission of instructor required

Field-based learning experience.

ASL 400/400-Level Special Topics

variable course units

Permission of instructor required

ASL 493/Independent Research II

variable course units

Permission of instructor required

Advanced independent exploration of a specific topic under supervision of a faculty member. Could include a unique case study, exploration of a research topic, extensive reading in an area of interest, participation in department of interagency clinics, workshops, etc., or such other independent studies that would contribute to professional growth of the student.