



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number
ASL 102

Course Title
American Sign Language II

Credits
3

Hours: 3 Lecture

Co- or Pre-requisite:

**Implementation
Semester & Year**

Fall 2022

Catalog description: For students who either completed ASL101 or have otherwise gained elementary prior knowledge of ASL. Voiceless communication in ASL is both the end goal and the means of instruction. Communicative skills and basic grammar are introduced in a culturally authentic context.

General Education Category:
Goal 6: Humanities

Course coordinator: Daniel D'Arpa, (609) 570-3318,
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Required texts & Other materials:

Signing Naturally Units 1-6 (Student Workbook and 2 DVDs); C. Smith, E. Lentz, K. Mikos; 2014; DawnSignPress

Information Resources

The following websites are recommended to support student learning for this course, and include ASL dictionaries, sign language practice activities, ASL grammar rules, and Deaf culture information:

- lifeprint.com
- aslpro.com
- www.signingsavvy.com
- commtechlab.msu.edu/sites/aslweb/browser.htm
- www.jalc.edu/ipp/fingerspell
- start-american-sign-language.com
- pbs.org/wnet/soundandfury/culture/sign_flash5.html
- www.aslaccess.org
- www.terptopics.com

Other Learning Resources

As the most efficient method of learning ASL and its subtle nuances, as well as Deaf culture is to socialize with Deaf individuals whose native language is ASL, student participation in Deaf clubs, events, festivals, etc. throughout the course is highly recommended. Events, clubs, and other information related to the Deaf community can be found at the following websites:

- www.state.nj.us/humanservices/ddhh/newsletters/communicator - *Monthly Communicator* newsletter
- www.nad.org - *National Association of the Deaf*

Additional American Sign Language curricular materials are available in the MCCC library
Videos/Movies depicting Deaf culture are available through local libraries, video stores, and Netflix

Course Student Learning Outcomes (SLO):

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

do the following using the formal constructs of American Sign Language (ASL):

1. Demonstrate intelligible signing abilities to expressively converse with others about basic topics that are common of the Deaf culture at a mid-beginner level [ILG 4, 6, 10, PLO 1]
2. Demonstrate receptive understanding (“listening” comprehension) of his/her communicative partner at a mid to high-beginner level [ILG 4, 6, 10, PLO 1]
3. Identify and use essential grammatical elements of ASL sentence structures; [ILG 4, 6, 10, PLO 1]
4. Compare ASL history and Deaf culture in the US to its counterparts in other countries [ILG 6, 8, PLO 1]

Course-specific Institutional Learning Goals (ILG):

Goal 4. Technology: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 6. Humanities: Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work

Program Learning Outcomes for Liberal Arts (PLO)

1. Speak, write, read, and comprehend a world language commensurate with the level of study

Units of study in detail – Unit Student Learning Outcomes:

On-going Deaf Culture Project [SLO 4]

Throughout the semester the students will read an assigned book related to Deaf culture and discuss with their classmates impressions/ opinions of each chapter

Unit 7: Giving Directions [SLO 1-3]

The student will demonstrate in American Sign Language how to:

1. ask and give directions to a location
2. interrupt an ongoing conversation
3. confirm the accuracy of information
4. express uncertainty
5. use topic/comment sentence structures
6. use spatial referencing

Unit 8: Describing Others[SLO 1-3]

The student will demonstrate in American Sign Language how to:

1. identify individuals who are in the present setting
2. correct errors in signed information

3. use descriptive classifiers: body parts and clothing
4. use contrastive grammatical structures

Unit 9: Making Requests [SLO 1-3]

The student will demonstrate in American Sign Language how to:

1. offer assistance to others
2. accept/decline assistance from others
3. ask for clarification of information
4. use spatial and inflecting verbs
5. use role shifting when telling a story
6. sign numbers related to money

Unit 10: Talking About Family and Occupations [SLO 1-3]

The student will demonstrate in American Sign Language how to:

1. explain familial relationships
2. ask and tell age
3. use possessive and dual personal pronouns
4. use the "listing principle" when ranking family members
5. sign numbers related to age

Unit 11: Attributing Qualities to Others [SLO 1-3]

The student will demonstrate in American Sign Language how to:

1. contradict opinions
2. use one-character role shifting when telling a story

Unit 12: Talking About Routines [SLO 1-3]

The student will demonstrate in American Sign Language how to:

1. solve conflicts
2. tell time
3. use temporal sequencing and temporal signs
4. sign numbers related to time

Evaluation of student learning:

- Active class participation requirements (as measured by instructor-devised Participation Rubric) (20%)
- Expressive quizzes and unit tests (6) via video recording or in front of class to include the individual presentation of information and small peer group conversations; and a final examination in the form of a video recorded conversation with the instructor (10%)
- Receptive unit tests (6) at the single vocabulary word, phrase/sentence, and paragraph/story levels (10%)
- Written unit tests (6) regarding linguistic rules of ASL, ASL history, and Deaf culture (10%)
- Creation and presentation of a story in ASL (10%)
- Written reaction essay of an assigned viewing of a film depicting various aspects of Deaf culture/experience (10%)
- Homework assignments in preparation for each class include the expressive practice of vocabulary and sentences using proper ASL grammatical constructs; receptive practice of viewing recorded conversations in ASL and responding to questions to determine comprehension; reading/researching and responding in writing to various aspects of Deaf culture and ASL history. (30%)