COURSE OUTLINE

Course Number  Course Title  Credits
ASL 102    American Sign Language 2  3

Hours  Co- or Pre-requisite  Implementation
3 Lecture  Minimum Grade of C for ASL 101  Fall 2012

Catalog description
ASL 102 is the second in a series of introductory courses designed for students with little or no prior knowledge of American Sign Language. Voiceless communication in ASL is both the end goal the means of instruction. Communicative skills and basic grammar are introduced in a culturally authentic context.

Is course New, Revised, or Modified? Revised

Required Texts/Other Materials
Signing Naturally Units 7-12 (Student Workbook and DVD); C. Smith, E. Lentz, K. Mikos; 2014; DawnSignPress

Revision Date  Course Coordinator
Spring 2017    Daniel D’Arpa, Coordinator of World Languages, darpad@mccc.edu

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 and books depicting Deaf culture are available through local libraries, video stores, and Netflix.

**Course Competencies/Goals**

Upon successful completion of the 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;
2. demonstrate receptive understanding ("listening" comprehension) of his/her communicative partner;
3. identify and use essential grammatical elements of ASL sentence structures;
4. demonstrate knowledge of Deaf culture from its inception to future projections.

**Course-specific General Education Knowledge Goals and Core Skills**

**General Education Knowledge Goals**

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**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 7. History.** Students will understand historical events and movements in World, Western, non-Western or (Deaf) American societies and assess their subsequent significance.

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

**Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

**MCCC Core Skills**

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

**Goal D. 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.

**Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.
Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of Study in Detail

On-going Deaf Culture Project

Learning Objectives
Throughout the semester the students will read an assigned book related to Deaf culture and discuss with their classmates impressions/opinions of each chapter
(Course Goals: 4; General Education Goals: 1, 4, 6, 7, 8, 9; Core Skills: A, B, C, F, G)

Unit 7: Giving Directions

Learning Objectives
The student will demonstrate in American Sign Language how to:
1. ask and give directions to a location
   (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)
2. relate personal needs
   (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)
3. interrupt an ongoing conversation
   (Course Goals: 1, 2, 4; General Education Goals: 1, 6; Core Skills: E, F)
4. confirm the accuracy of information
   (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)
5. express uncertainty
   (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)
6. use topic/comment sentence structures
   (Course Goals: 1, 2, 3; General Education Goals: 1, 6; Core Skills: E, F)
7. use spatial referencing
   (Course Goals: 1, 2, 3; General Education Goals: 1, 6; Core Skills: E, F)

Unit 8: Describing Others

Learning Objectives
The student will demonstrate in American Sign Language how to:
1. identify individuals who are in the present setting
   (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)
2. correct errors in signed information
   (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)
3. use descriptive classifiers: body parts and clothing
   (Course Goals: 1, 2, 3; General Education Goals: 1, 6; Core Skills: E, F)
4. use contrastive grammatical structures
   (Course Goals: 1, 2, 3; General Education Goals: 1, 6; Core Skills: E, F)

Unit 9: Making Requests

Learning Objectives
The student will demonstrate in American Sign Language how to:
1. offer assistance to others
   (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)
2. accept/decline assistance from others
   (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)
3. ask for clarification of information
   (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)
4. use spatial and inflecting verbs  
   (Course Goals: 1, 2, 3; General Education Goals: 1, 6; Core Skills: E, F)
5. use role shifting when telling a story  
   (Course Goals: 1, 2, 3; General Education Goals: 1, 6; Core Skills: E, F)
6. sign numbers related to money  
   (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)

Unit 10: Talking About Family and Occupations

Learning Objectives
The student will demonstrate in American Sign Language how to:
   1. explain familial relationships  
      (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)
   2. ask and tell age  
      (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)
   3. use possessive and dual personal pronouns  
      (Course Goals: 1, 2, 3; General Education Goals: 1, 6; Core Skills: E, F)
   4. use the “listing principle” when ranking family members  
      (Course Goals: 1, 2, 3; General Education Goals: 1, 6; Core Skills: E, F)
   5. sign numbers related to age  
      (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)

Unit 11: Attributing Qualities to Others

Learning Objectives
The student will demonstrate in American Sign Language how to:
   1. contradict opinions  
      (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)
   2. use one-character role shifting when telling a story  
      (Course Goals: 1, 2, 3; General Education Goals: 1, 6; Core Skills: E, F)

Unit 12: Talking About Routines

Learning Objectives
The student will demonstrate in American Sign Language how to:
   1. solve conflicts  
      (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)
   2. tell time  
      (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)
   3. use temporal sequencing and temporal signs  
      (Course Goals: 1, 2, 3; General Education Goals: 1, 6; Core Skills: E, F)
   4. sign numbers related to time  
      (Course Goals: 1, 2; General Education Goals: 1, 6; Core Skills: E, F)

Evaluation of Student Learning
• Active class participation requirements (as measured by instructor-devised Participation Rubric)
• 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
• Receptive unit tests (6) at the single vocabulary word, phrase/sentence, and paragraph/story levels
• Written unit tests (6) regarding linguistic rules of ASL, ASL history, and Deaf culture
• Presentation of a story in ASL
• Assigned reading and discussion of a book depicting various aspects of Deaf culture/experience
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 and responding in writing to various aspects of Deaf culture and ASL history.

**Academic Integrity Statement**

The Academic Integrity Policies of Mercer County Community College are based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate academic dishonesty in the college community, and (3) to foster a high sense of integrity and social responsibility on the part of the college community. Students should become familiar with and strictly adhere to MCCC's Academic Integrity policies. Refer to http://www.mccc.edu/admissions_policies_integrity.shtml.