



**COURSE OUTLINE : ASL 102**  
**D Credit – Degree Applicable**  
**COURSE ID 003122**  
**Cyclical Review: September 2020**

**COURSE DISCIPLINE :** ASL  
**COURSE NUMBER :** 102  
**COURSE TITLE (FULL) :** American Sign Language II  
**COURSE TITLE (SHORT) :** American Sign Language II  
**ACADEMIC SENATE DISCIPLINE:** American Sign Language

**CATALOG DESCRIPTION**

ASL 102 is designed to provide a continuation of the introductory course. The major focus of this course is to develop students' American Sign Language vocabulary and comprehension of signed material.

Total Lecture Units: 4.00

Total Laboratory Units: 0.00

**Total Course Units: 4.00**

Total Lecture Hours: 72.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

**Total Contact Hours: 72.00**

**Total Out-of-Class Hours: 144.00**

Prerequisite: ASL 101.



**ENTRY STANDARDS**

|   | <b>Subject</b> | <b>Number</b> | <b>Title</b>             | <b>Description</b>   | <b>Include</b> |
|---|----------------|---------------|--------------------------|--|----------------|
| 1 | ASL            | 101           | American Sign Language I | Demonstrate the basic skills of sign language;   | Yes            |
| 2 | ASL            | 101           | American Sign Language I | apply course content to actual situations;   | Yes            |
| 3 | ASL            | 101           | American Sign Language I | compare and contrast various sign language systems: American Sign Language, Pidgin Signed English, and fingerspelling; | Yes            |
| 4 | ASL            | 101           | American Sign Language I | compare and contrast deaf cultural aspects with their own;   | Yes            |
| 5 | ASL            | 101           | American Sign Language I | demonstrate receptive and expressive skills.   | Yes            |

**EXIT STANDARDS**

- 1 Comprehend signed material of increased difficulty, such as imaginative literature;
- 2 develop their sign language vocabulary beyond the elementary level;
- 3 apply course material in authentic interactive settings;
- 4 compare and contrast the Deaf cultural aspects with their own.

**STUDENT LEARNING OUTCOMES**

- 1 demonstrate the signing skills necessary to communicate abstract concepts;
- 2 express daily life situations beyond an elementary level and correctness using ASL;
- 3 compare and contrast aspects of the Deaf and hearing cultures applying more advanced critical thinking skills.

**COURSE CONTENT WITH INSTRUCTIONAL HOURS**

|   | <b>Description</b>    | <b>Lecture</b> | <b>Lab</b> | <b>Total Hours</b> |
|---|-----------------------|----------------|------------|--------------------|
| 1 | Introduction & Review | 6              | 0          | 6                  |



|   |  |    |   |    |
|---|--|----|---|----|
| 2 | <p>ASL Grammar Components</p> <ul style="list-style-type: none"> <li>• Translating "have"</li> <li>• Translating "drive, "take", "pick-up"</li> <li>• Agreement Verbs</li> <li>• Agreeing with condition</li> <li>• Negations</li> <li>• Conjunctions               <ul style="list-style-type: none"> <li>◦ Just Remembered</li> <li>◦ Unexpected</li> </ul> </li> <li>• Listing</li> <li>• Horizontal Listing</li> <li>• Temporal Aspect</li> <li>• Predicative Adjectives</li> <li>• Role Shifting               <ul style="list-style-type: none"> <li>◦ One-Person</li> <li>◦ Two-Person</li> </ul> </li> <li>• Using Role Shift to Describe Situation</li> <li>• Contrastive Structure</li> <li>• Repeating for Emphasis</li> <li>• Pronominalization               <ul style="list-style-type: none"> <li>◦ Indexical</li> <li>◦ Possessive</li> <li>◦ Reflexive</li> </ul> </li> </ul> | 15 | 0 | 15 |
| 3 | <p>Fingerspelling Components</p> <ul style="list-style-type: none"> <li>• Clothing/Fabric Terms</li> <li>• Months</li> <li>• States &amp; Provinces</li> <li>• Lexicalization</li> </ul>   | 3  | 0 | 3  |
| 4 | <p>Classifiers</p> <ul style="list-style-type: none"> <li>• Descriptive</li> <li>• Locative</li> <li>• Element</li> <li>• Body Part</li> <li>• Instrument</li> <li>• Semantics</li> </ul>  | 2  | 0 | 2  |



|   |   |   |   |   |
|---|---|---|---|---|
| 5 | <p><b>Number Systems</b></p> <ul style="list-style-type: none"> <li>• Year Numbers</li> <li>• Phone Numbers</li> <li>• Money Numbers</li> <li>• Age Numbers</li> <li>• Rocking Numbers</li> <li>• Clock Numbers</li> <li>• Number Combos</li> <li>• Incorporating Numbers in Time Signs               <ul style="list-style-type: none"> <li>◦ Rule of 9</li> </ul> </li> </ul> | 6 | 0 | 6 |
| 6 | <p><b>Fable/Storytelling</b></p> <ul style="list-style-type: none"> <li>• Character Development</li> <li>• Role Shifting               <ul style="list-style-type: none"> <li>◦ One-Person</li> <li>◦ Two-Person</li> <li>◦ Transitions &amp; Pauses</li> <li>◦ Exits &amp; Entrances</li> <li>◦ Narrating</li> <li>◦ Moral Translation &amp; Delivery</li> </ul> </li> </ul>   | 8 | 0 | 8 |



|   |   |    |   |    |
|---|---|----|---|----|
| 7 | <p>Functional/Cultural Components</p> <ul style="list-style-type: none"> <li>• Identifying People</li> <li>• Relaying Messages</li> <li>• Giving Directions <ul style="list-style-type: none"> <li>◦ Next to / Across from</li> <li>◦ Where to turn</li> <li>◦ Perspective Shift</li> </ul> </li> <li>• Describing Others</li> <li>• Describing Neighborhoods</li> <li>• Suggesting Places to Eat</li> <li>• Qualities of Personal Items</li> <li>• Explaining Situation &amp; Making Requests</li> <li>• Discussing Plans &amp; Goals</li> <li>• Family Relations</li> <li>• Asking How Many</li> <li>• Strategies for Asking for Signs</li> <li>• Occupations</li> <li>• Name Signs <ul style="list-style-type: none"> <li>◦ Arbitrary</li> <li>◦ Descriptive</li> </ul> </li> <li>• Pluralizing Nouns &amp; Pronouns</li> <li>• Interrupting Others/Resuming Conversations</li> <li>• Making/Cancelling Plans</li> <li>• Conducting Surveys</li> <li>• Handshapes &amp; Classifiers</li> <li>• Purpose of Handshapes</li> <li>• Classifiers as Verbs, Prepositions, or Nouns</li> <li>• Pluralizing Classifiers</li> <li>• De'VIA Arts</li> <li>• Understanding Short Stories</li> <li>• Vocabulary <ul style="list-style-type: none"> <li>◦ Tendencies</li> <li>◦ Personalities</li> <li>◦ Knowledge/Ability</li> <li>◦ Reactions</li> <li>◦ Things in the Neighborhood</li> <li>◦ Types of Food</li> <li>◦ Opinions/Ratings</li> <li>◦ Telling Prices</li> </ul> </li> </ul> | 22 | 0 | 22 |
| 8 | <p>Verb Types</p> <ul style="list-style-type: none"> <li>• Inflecting Verbs</li> <li>• Noun-Verb Pairs</li> </ul>   | 2  | 0 | 2  |



|    |  |   |   |           |
|----|--|---|---|-----------|
| 9  | <b>Sentence Structures</b> <ul style="list-style-type: none"> <li>• Topicalization</li> <li>• Interrogatives <ul style="list-style-type: none"> <li>◦ Yes/No Questions</li> <li>◦ WH-word Questions</li> </ul> </li> <li>• Rhetorical Questions</li> <li>• Conditionals</li> <li>• Commands</li> <li>• Negations/Assertions</li> <li>• Declarative</li> <li>• Relative Clause</li> <li>• Hypothetical Questions</li> </ul> | 6 | 0 | 6         |
| 10 | Deaf Profiles  | 2 | 0 | 2         |
|    |  |   |   | <b>72</b> |

**OUT OF CLASS ASSIGNMENTS**

- 1 homework in student workbook;
- 2 video submissions in Canvas (e.g. describe favorite restaurant, how they liked the food, the service, etc.);
- 3 peer review in Canvas;
- 4 reading on Deaf Profiles and Deaf Culture;
- 5 Deaf event report (e.g. attending an ASL student practice night in a public setting and write an essay describing their experience and the specific cultural behavior encountered).

**METHODS OF EVALUATION**

- 1 fingerspelling/pop quizzes;
- 2 event reports/homework;
- 3 class participation/presentations;
- 4 midterm (written and comprehensive);
- 5 final exam (written, comprehensive, and expressive).

**METHODS OF INSTRUCTION**

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial



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- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

**TEXTBOOKS**

| <b>Title</b>  | <b>Type</b> | <b>Publisher</b>   | <b>Edition</b> | <b>Medium</b> | <b>Author</b> | <b>IBSN</b>            | <b>Date</b> |
|---|-------------|--------------------|----------------|---------------|---------------|------------------------|-------------|
| Signing Naturally:<br>Student Workbook Set,<br>Units 7-12 | Required    | Dawn Sign<br>Press | 1              |               | Mikos, Ken    | 978-<br>158121221<br>1 | 2014        |