



ASLN 1102 Elementary American Sign Language II

Spring YEAR

4 Credits

Prerequisites: ASLN 1101 or consent of the instructor

Section:

Classrooms/Times:

Instructor:

Email:

Office Hours/Location:

Instructional Assistant:

IA Email:

Resource Hours in ARC:

Instructional Assistant:

IA Email:

Resource Hours in ARC:

Course Description:

This course is the second in a series of ASL courses designed to further develop conversational skills, grammar, vocabulary building and language fluency through sharing information in a wider array of situations and in culturally appropriate ways.

Course Goals:

The goals for this course follow the [ASL National Standards and “5 C’s”](#) developed by American Council on Teaching of Foreign Languages (ACTFL) which are as follows:

- Communication: Communicate using ASL.
- Cultures: Gain knowledge and understanding of Deaf culture.
- Connections: Use ASL to connect with other disciplines and acquire information.


- Comparisons: Develop insight into the nature of language and culture through comparisons of ASL and Deaf culture and students' own language and culture.
- Communities: Use ASL to participate in communities at home and around the world.


Learning Outcome:

Learning outcomes align with the course objectives and curriculum developed by *Signing Naturally: Units 7-12*. By the end of the course, students will be able to:

- Identify a person and describe objects in the room.
- Produce correct form and movement for fingerspelling, numbers as well as different types of numbers.
- Correctly sign spatial verbs, how to modify verbs, including “to have.”
- Explain a given situation, make requests and use different strategies when asking for a sign.
- Learn vocabulary for names of and types of businesses in various neighborhoods, give directions and describe your own neighborhood.
- Sign clock numbers and use them to discuss schedules.
- Give opinions about another person and tell where various items are located around the room.
- Sign money numbers and translate wh-word questions.
- Practice culturally appropriate behaviors related to conversations or absences.
- Describes one’s knowledge, abilities and personal goals.
- Review fingerspell or sign US states and Canadian provinces.
- Make and cancel plans as well as describe reactions to various situations.
- Retell and narrate a story in ASL and incorporate one- and two-person role shifting, appropriate use of spatial agreement, non-manual markers, transitions, signing space and eye contact.

Course Materials:

	<p>GoReact, an online video platform used to submit assignments for the purpose of evaluation and assessment. You may want to consider purchasing the unlimited package if you plan to take several ASL and interpreting courses.</p> <p>Note: If you have the Husky Book Bundle, you will need an access code and submit a confirmation in the reservation portal through this link. Questions can be directed to Amanda Konopa at akonopa@bncollege.com.</p>

	<p>Smith, C., Lentz, E., & Mikos, K. (2021). <i>Interactive Online Student Materials for Signing Naturally, Units 7-12</i>. San Diego, CA: DawnSignPress. ISBN: 978-158121-274-1</p> <p>Note: If you have the Husky Book Bundle, you will need to request access codes which are emailed to you by the bookstore.</p> <p>The <i>Interactive Online Student Materials for Signing Naturally</i>, will reinforce what was taught in class and will provide an effective way for you to review, practice, and retain what you learned. For these reasons, and given this is a 4-credit course, homework will be assigned but not graded. The purpose is to better prepare you to effectively participate in class (graded), and for your unit quizzes, mid and final exams.</p>
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Additional Course Information:

1. ***No Spoken English Policy:*** There is a no spoken English policy in class as you will be expected to use ASL to the best of your ability. This policy is because:
 - a. ASL is a 100% visual language. There are NO listening or speaking components to this course,
 - b. Language learners need to be immersed in the target language to support natural acquisition, and
 - c. The use of ASL while refraining from spoken English shows respect to individuals who are Deaf.

2. ***Instructional Assistants:*** Instructional Assistants' (IA) primary responsibility is to provide tutorial services to students and support instructional activities within the classroom. Tutorial services is provided in the American Sign Language Resource Center (ARC) in SHH 357. There are several IAs assigned to all sections of ASLN 1102. Their availability is posted outside the ARC door. Students are not limited to IA's assigned to their section.

3. ***ASLN 1102 Sections:*** There are several sections of ASLN 1102 offered this semester. The curriculum and syllabus, including content in Ultra, is the same for all sections of ASLN 1102. Although instructional techniques and methodology may vary among faculty, the goals and objectives for measuring student progress remain consistent to better support continuity of learning across all sections and for students wishing to take advanced ASL courses.

Graded Components:

Participation: Active participation is important in meeting your overall learning goals and objectives for this course. Throughout the semester, students will be engaged in various activities to further develop and foster communicative competency in ASL. For this reason, one point will be awarded per class and averaged over the semester to recognize the importance of active participation and overall effort within classroom activities. The best way to learn ASL is to use it, so students are encouraged to be active and participate in class. Active participation in class is best achieved by reviewing and completing homework assignments in the *Interactive Online Student Materials for Signing Naturally*.

ASL Event Paper: You will attend a minimum of one Deaf event or “sign language” event either in person or virtually. Write a 2–3-page paper that shares your observations, experience, and relations and submit it in the assignment tab in Ultra. Refer to the rubric in Ultra for more information.

Midterm Project: You will present “The Very Hungry Caterpillar” in ASL on GoReact. Further expectations will be discussed in class. Refer to the rubric in Ultra for more information.

Final Exam Project: You will choose a Children’s storybook and translate the entire book into ASL on GoReact. Further expectations will be discussed in class. Refer to the rubric in Ultra for more information.

Quizzes: There will be **five** quizzes throughout the semester. Further expectations will be discussed in class.

GoReact Assignments: You will complete recordings on specific topics to be announced in class and Ultra. You will post your recordings on GoReact and you will receive detailed feedback for language building skills purposes.

Participation	10%
ASL Event Paper	10%
Midterm Project	10%
Final Exam Project	10%
Quizzes x 2	20%
GoReact Assignments	40%

Due Dates, Late Policy and Grading:

You are expected to complete all assignments according to the due dates listed on the course schedule. Late submissions will not be accepted and marked zero unless you communicate with the instructor prior to the deadline about getting an extension. Every effort to provide feedback and grades will be conducted promptly. To keep track of your performance, refer to My Grades in Ultra. The instructor

reserves the right to change dates accordingly as the semester progresses. All changes will be communicated appropriately.

Grading Scale:

Letter Grade	Percentage	Point Values
A	93 – 100%	93.0 – 100
A-	90 – 92%	90.0 – 92.9
B+	87 – 89%	87.0 – 89.9
B	83 – 86%	83.0 – 86.9
B-	80 – 82%	80.0 – 82.9
C+	77 – 79%	77.0 – 79.9
C	73 – 76%	73.0 – 76.9
C-	70 – 72%	70.0 – 72.9
D+	67 – 69%	67.0 – 69.9
D	63 – 66%	63.0 – 66.9
D-	60 – 62%	60.0 – 62.9
F	0 – 59%	0 – 59.9

Tentative Course Schedule:

Week	Lessons/Topics: Read before class and come prepared to participate.	Assignment Exams Quizzes
Week 1 DATE	Introductions, Syllabus Review <i>Signing Naturally</i> Units 1-5 (ASLN 1101): Unit 1: Getting to Know You Unit 2: Exchanging Personal Information Unit 3: Discussing Living Situations Unit 4: Talking About Family Unit 5: Talking about Activities ASL Pre-assessment Quiz (not counted towards your overall grade)	
Week 2 DATE	Review <i>Signing Naturally</i> Units 1-5 (ASLN 1101): Unit 1: Getting to Know You Unit 2: Exchanging Personal Information Unit 3: Discussing Living Situations Unit 4: Talking About Family	GoReact Assignment #1 Introductions Due DATE

	Unit 5: Talking about Activities	
Week 3 DATE	<p><i>Signing Naturally</i> Unit 7: Describing People and Things. Lessons:</p> <ul style="list-style-type: none"> 7:1 Identifying Present People 7:2 Fingerspelling: Clothing-Related Words 7.3 Numbers: Guess My Number 7:4 Describing Personal Items 7:5 Translating Sentences with “Have” 1 7:6 Translating Sentences with “Drive To, “Take To” and “Pick Up” 7:7 Numbers: Asking How Many <p>Additional Topic: Food</p>	<p>GoReact Assignment #2 Recipe</p> <p>Due DATE</p>
Week 4 DATE	<p><i>Signing Naturally</i> Unit 7: Describing People and Things. Lessons:</p> <ul style="list-style-type: none"> 7:8 Describing Lost Items 7:9 Numbers: Telling the Year 7:10 Translating Sentences with “Have” 2 7:11 Cultural: Greeting and Leave-Takings 7:12 Translating Sentences with “Drive To, “Take To” and “Pick Up” 2 7:13 Comprehension: The Family Portrait <p>Additional Topics: Numbers, Money Signs</p>	<p>GoReact Assignment #3 Money Numbers</p> <p>MOVE to</p> <p>ASSIGNMENT 6 Family History</p> <p>Due DATE</p>
Week 5 DATE	<p><i>Signing Naturally</i> Unit 8: Making Requests and Asking for Advice. Lessons:</p> <ul style="list-style-type: none"> 8:1 Making Requests 8:2 Fingerspelling: Months 8.3 Agreement Verbs 1 8:4 Agreeing with Conditions 8:5 Negations 1 8:6 Numbers: Giving Phone Numbers <p>Additional Topic: Discussing Neighborhoods & Personal Qualities</p>	<p>GoReact Assignment #4 Neighborhoods</p> <p>due DATE</p> <p>MOVE to WEEK 7</p>
Week 6	<p><i>Signing Naturally</i> Unit 8: Making Requests and Asking for Advice. Lessons:</p>	

<p>DATE</p>	<p>8:7 Asking for Advice 1 8:8 Asking for a Sign 8:9 Agreement Verbs 2 8:10 Asking for Advice 2 8:11 Negations 2 8:12 Comprehension: The Candy Bar 8:13 Culture: Minimizing Interruptions 8:14 Culture: Name Signs</p> <p>Additional Topics: Conceptually Accurate Signs & Agreement Verbs</p>	<p>GoReact Assignment #5 due DATE</p>
<p>Week 7 DATE</p>	<p><i>Signing Naturally</i> Unit 9: Describing Places. Lessons: 9:1 Discussing Neighborhoods 9:2 Places in the Neighborhood 9.3 Numbers: Giving the Time 9:4 Describing Your Neighborhood 9:5 Giving Directions: Next to, Across From 9:6 Yes-No Questions 1</p> <p>Additional Topic: ASL Classifiers</p>	<p>Quiz #1 DATE</p> <p>ASSIGNMENT 4 Discussing Neighborhoods and Personal qualities.</p>
<p>Week 8 DATE</p>	<p><i>Signing Naturally</i> Unit 9: Describing Places. Lessons: 9:7 Describing a Restaurant 9:8 Giving Directions: Where to Turn 9:9 Numbers: Giving the Time 2 9:10 Suggesting a Place to Eat 9:11 Giving Directions: Perspective Shift 9:12 Yes-No Questions 2 9:13 Culture: Keeping Others Informed 9:14 Comprehension: Stop the Traffic</p> <p>Additional Topics: ASL Classifiers, Storytelling Techniques</p>	<p>Midterm Project due DATE</p>
<p>Week 9 DATE</p>	<p><i>Signing Naturally</i> Unit 10: Giving Opinions About Others. Lessons: 10:1 Giving Opinions about Tendencies 10:2 Numbers: Telling the Price 1 10.3 Wh-word Questions 1 10:4 Giving Opinions about Personal Qualities 1 10:5 Numbers: Telling the Price 2</p>	<p>GoReact Assignment #6 due DATE</p>

	Additional Topics: US States, Countries, Family History	
Week 10 DATE	<i>Signing Naturally</i> Unit 10: Giving Opinions About Others. Lessons: 10:6 Giving Opinions about Personal Qualities 2 10:7 Telling Where Items are Located 10:8 Wh-word Questions 2 10:9 Comparing Personal Qualities 10:10 Culture: Interrupting Others 10:11 Comprehension: "Why the Owl Has Big Eyes" 10:12 Looking for a Misplaced Item Unit 10 Review	GoReact Assignment #7 due DATE
Week 11 DATE	<i>Signing Naturally</i> Unit 11: Discussing Plans and Goals. Lessons: 11:1 Discussing One's Knowledge and Abilities 11:2 Numbers Review 1 11.3 Asking for Opinion About Someone 11:4 Describing Reactions 11:5 Fingerspelling: States and Provinces 1 Additional Topic: Rhetorical Statements, Conjunctions, Conditional Sentences	GoReact Assignment #8 due DATE
Week 12 DATE	<i>Signing Naturally</i> Unit 11: Discussing Plans and Goals. Lessons: 11:6 Making and Canceling Plans 11:7 First and Last Time you Did Something 11:8 Numbers Review 2 11:9 Discussing Personal Goals 11:10 Fingerspelling: States and Provinces 2 11:11 Comprehension: Brother on the Roof 11:12 Culture: ASL Student in the Community 11:13 Culture: Deaf Artist: Focus on Chuck Baird "Sound and Fury" Film, "A Silent Child" Short Film, Class Discussion	Quiz #2 on DATE
Week 13	<i>Signing Naturally</i> Unit 12: Storytelling. Lessons: 12:1 "The Tailor" Understanding the Story 12:2 "The Tailor" Telling One's Own Version	

DATE	12:3 “One Fine Day” Understanding the Story 12:4 “One Fine Day” Character Placement 12:5 “One Fine Day” Conditional Sentence and Agreement Verbs with Role Shift ASL Activities	
Week 14 DATE	<i>Signing Naturally</i> Unit 12: Storytelling. Lessons: 12:6 “One Fine Day” Instrument Classifiers with Role Shift 12:7 “One Fine Day” Story Cohesion 12:8 “The Lion and the Mouse” 12:9 “The Fox and the Crow” 12:10 Telling Your Assigned Fable Review	ASL Event Paper due DATE
Week 15	Final Exam Week	Final Exam Project due DATE

Software/Technical Requirements:

- [Ultra/ Blackboard Privacy Policy](#)
- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Microsoft Office (free to UConn students through [UConn Software Catalog](#)) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
- Webcam with dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).

University and Course Policies:

Missed Assignments or Exams: According to the Dean of Office, if you miss an examination or assignment due to illness, accident, death in the family or other unavoidable reasons, you may go to the Dean of Students Office to receive approval and arrange another time to take your exam or reschedule your assignment. You must present appropriate documentation to support this request.

Students with Disabilities: The University of Connecticut is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodation are invited to make their needs and preferences known as soon as possible. Please contact the [Office of Disability Services](#) and me if you would like to request accommodation.

Student Code of Conduct: As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these [important standards, policies and resources](#).

Resources for Students Experiencing Distress: The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. Students who feel they may benefit from speaking with a mental health professional can find support and resources through the [Student Health and Wellness-Mental Health](#) (SHaW-MH). You may visit the office located in Arjona, 4th Floor, or call at (860) 486-4705.

Inclement Weather: This class will follow the Central Administration's decisions about closure of the campus due to weather. In the event of a canceled class, watch for an e-mail from me about how we will adapt course readings and assignments.

Course Evaluation: Students will be provided with an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).