

## American Sign Language II

### SGNL 1020

Section 004 | M/W 2:00P-3:20P Room: LANG 313

Section 005 | M/W 3:30P-4:50P Room: LANG 313

Peter M. Quint, M.Ed. (he/him) | **Office:** LANG 401B | Hours are by appointment on M/W 1:00P-1:30P

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Connect with me through email or Canvas. During busy times, my inbox becomes full, so if you contact me and do not receive a response within 2 business days, please send a follow up email.

**Tutors** | Jenna Jones | [JennaJones@my.unt.edu](mailto:JennaJones@my.unt.edu)

**Text** | **Other Materials** | **Supplies**

1. **Interactive Online Student Materials for Signing Naturally Units 1-6 (\$69.95)**
2. **Canvas** - To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System and a recording device for expressive assignments. If circumstances change, you will be informed of other technical needs to access course content.

**Course Description:** American Sign Language II is the continuations of an elementary course in ASL utilizing a meaningful communication approach to teaching language. Common communicative events and interactions are employed to gain knowledge of a basic vocabulary and grammar of ASL. The course includes development of socio-linguistic behaviors appropriate within the cultural diversity functioning in the Deaf community.

**Expected Learning Outcomes Assessments:** Students will learn to use a variety of simple phrases and sentences in one-to-one and small group conversations

- Students will demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture
- Students will compare ASL with English.
- Students will use ASL in non-classroom conversational experiences with the Deaf community.

Upon completion of Unit 4, students will effectively use ASL receptively and expressively for the following domains:

- Talking about immediate and extended family
- Numbers 67 - 98
- Discussing family variations

Upon completion of Unit 5, the student will effectively use ASL receptively and expressively for the following domains:

- Discussing everyday activities with others
- Discussing household chores & errands

Upon completion of Unit 6, the student will effectively use ASL receptively and expressively for the following domains:

- Storytelling
  - Understanding one- and two-person role shift
  - Entrances & Exits

- Character development
- Maintaining special agreement

**Helpful web resources:** <https://gcdasl.com/a/>, [www.lifeprint.com](http://www.lifeprint.com), [ASL Grammar: The Workbook](#)

### How to Succeed in this Course

**No Talking Policy:** We insist on maintaining a signing environment in the classroom for two reasons:

1. It is imperative that you develop the habit of signing when Deaf people are present because it is considered rude and insulting to talk in front of a Deaf person. **This class is taught by a Deaf instructor.** Information should be accessible for everyone present.
2. This is an immersion class; only the target language is used. Using ASL only will help develop both comprehension skills and expressive skills quickly and effectively. Talking disrupts this process and delays language development. If a fellow student asks for help, feel free to use signs you have learned, *gesture or if needed by writing back and forth.*

**ADA accommodation statement:** The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](#). You may also contact ODA at (940) 565-4323.

**Attendance:** Students are expected to attend ALL class meetings and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team PRIOR to being absent, so you, the professor, and the instructional team can discuss the impact of the absence on your attainment of course learning goals.

Research has shown that students who attend class are more likely to be successful. Being punctual indicates our respect for others. Please arrive before class begins to find a seat, prepare your materials, and connect with your peers. The beginning of class is especially critical—just like the beginning of a movie or book. Being late to class is sometimes inevitable. If you are late, know that you are welcome to join the class, but please do so without distracting others.

**Participation** will be monitored daily through a range of activities conducted during the class period. It is important to note that participation points cannot be compensated or regained once missed.

### **Supporting Your Success and Creating an Inclusive Learning Environment**

I appreciate and value the diverse perspectives students contribute to our campus community. Let's collaborate to foster a classroom culture characterized by open communication, mutual respect, and inclusion. I encourage discussions, disagreements, and debates, but it's crucial these interactions remain respectful and civil. Personal attacks have no place in our discourse. By working together, we can create a safe and welcoming environment for everyone. If, at any point, you feel this is not the case, visit my office and share your concerns. Remember, we are all on a learning journey together.

Every student in this class has the right to learn and engage within an environment of respect and courtesy from others. We will discuss our classroom's habits of engagement and I also encourage you to review UNT's student code of conduct so that we can all start with the same baseline civility understanding [Code of Student Conduct](#)

**Assessing Your Work:** Grades are based on mastery of the content. As a rule, I do not grade on a "curve" because that is a comparison of your outcomes to others. I encourage you to find opportunities to learn with and through others. Explore [Navigate's Study Buddy](#) tool to join study groups. Maximize your learning with our student tutors. Focus on areas you are struggling with by attending scheduled study group sessions or with the tutor before each exam.

### Course Evaluation

Receptive Exams	30%
Expressive Exams	30%
Attendance/participation	15%
Signing Naturally Homework	15%
Deaf Culture/Deaf Events	10%

A = 90-100%      B = 80-89.99%      C = 70-79.99%      D = 60-69.99%      F = 59.99% or less

### Course Policies

**Classroom:** Appropriate behavior is expected of all students taking this course. Turn off all electronic devices such as cell phones and laptops.

Generally, average college students are expected to spend three (3) hours per week for each one (1) hour of class time working on the course to be able to successfully learn the content. If you are an "average" college-level learner, you should spend about nine (9) hours per week if you expect to successfully complete this course. Adjust hours to accommodate your learning level.

Help maintain a positive learning environment by arriving on time, turning off phones before arriving to class, and avoiding distracting behaviors. Any student whose behavior disturbs our learning environment may be asked to leave and participation points will not be earned for the day.

**Exams:** Throughout the semester, there will be 2 receptive, 2 expressive exams and a final exam. The instructor strictly adheres to a NO MAKE-UP EXAMS policy, except in cases of extreme emergencies, where SUBSTANTIAL documentation must be presented at the subsequent class session. Late documentation will not be considered, and it must be provided by a qualified practitioner, subject to verification. Students must plan to make-up the missed exam within one week.

**Assignments:** Thirty percent of your overall grade will be determined by participation and homework assignments. Regular feedback on performance will be provided by the instructor and the instructional team. As this is a college-level course, there will be no opportunities for EXTRA CREDIT.

**Late Work:** All Signing Naturally homework is expected to be completed through Canvas. Assignments with specified due dates can be submitted late, incurring a daily deduction of 10%. After one week, the maximum points that can be earned will be fifty.

**Academic Honesty:** Academic integrity is taking responsibility for one's own work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Ethical behavior and independent thought are essential for the highest level of academic achievement. It is the aim of the faculty the University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students presenting any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension. "Scholastic dishonesty" includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the

student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act. Students who plagiarize will receive a grade of zero for the assignment and the case will be submitted to the Office of Student Conduct.

**Deaf Culture Events:** Students are required to attend or complete two (2) Deaf Culture Events during the semester. In addition to regularly announced local/regional Deaf events, pick any 2 from the following:

**ASL Club Meetings:** Refer to the schedule for specific dates and times. Following each event, you will be required to submit a reflection paper. This paper must be one full page, single-spaced, in 12-point font.

Contact information: [officialuntaslclub@gmail.com](mailto:officialuntaslclub@gmail.com)

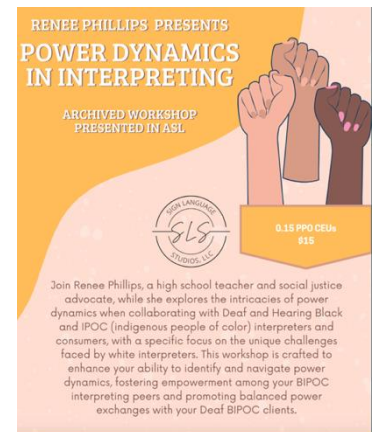


**Workshop Opportunity:** A discussion of Zodiac Signs, planetary signs and birth charts.

Elevate Your Astrology

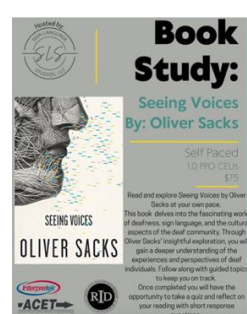
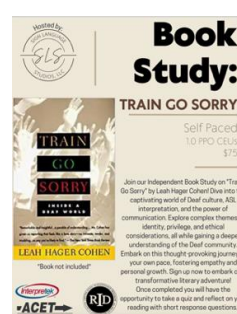
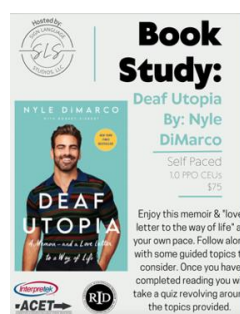
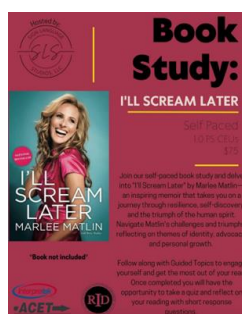
**Workshop Opportunity:**

Power Dynamics in Interpreting



**Introduction to Interpreting Services AND Building Relationships with Deaf Communities**

**SELF-PACED BOOK STUDIES** \*\*\*If you choose the book study, no additional Deaf events are required. You must read a different book if you completed this last semester. **Certificate of completion must be submitted by due date.**



## Semester Schedule

- **Mon, Jan 13:** Syllabus, introductions, & class expectations
  - **Wed, January 15:** Review Unit 1
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- **Mon, January 20:** MLK Jr. Holiday. No class
  - **Wed, January 22:** Review Units 2 and 3
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- **Mon, January 27:** Lessons 4.1, 4.2
    - **Read 4.1:** “Key Grammar: CONTRASTIVE STRUCTURE” & **Read 4.2:** “DID YOU REALIZE?”
  - **Wed, January 29:** Lessons 4.3, 4.4
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- **Mon, February 3:** Lessons 4.5, 4.6
    - **Read 4.5:** “Key Grammar: Ranking”
  - **Wed, February 5:** Lessons 4.7, 4.8
    - **Read 4.7:** “A Sign of Caution” & **Read 4.8:** “Key Grammar: Possessive Adjectives”
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- **Mon, February 10:** Lessons 4.9, 4.10
    - **Read 4.9:** “A Sign of Caution”
  - **Wed, February 12:** Lessons 4.11, 4.12
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- **Mon, February 17:** Lesson 4.13 and Lessons 14, 15
  - **Wed, February 19:** Unit 6 Storytelling: “The Gallaudet & Clerc Story.”
    - **Read 6.2:** “One-Person Role Shift” & **Read 6.3:** “Sign Tip”
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- **Mon, February 24:** Unit 4 Review
  - **Wed, February 26:** Unit 4 **Receptive Exam**
  - **Friday, February 28:** **DUE:** Signing Naturally, Units 4.1, 4.3, 4.5, 4.8, 4.9, 4.13, 4.14
  - **Sunday, March 2:** Unit 4 Expressive Exam due on Canvas by 11:59 PM
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- **Mon, March 3:** Lessons 5.1, 5.2
    - **Read 5.1:** “Key Grammar”, “Establishing Tense” and a “Sign of Caution” & **Read 5.2:** “Agreement Verbs”
  - **Wed, March 5:** Lessons 5.3, 5.4
    - **Read 5.4:** “Key Grammar”
  - **Friday, March 7:** ASL/Deaf Event 1 **Due** by 11:59p in Canvas
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*Spring Break (March 10 – 16) No classes*

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- **Mon, March 17:** Lessons 5.5, 5.6
    - **Read 5.5:** “Are You Done?”, “Did You Realize?” and “Sign Tip” & **Read 5.6:** “Key Grammar”
  - **Wed, March 19:** Lessons 5.7, 5.8
    - **Read 5.7:** “Sign Tip” & **Read 5.8:** “Key Grammar”
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- **Mon, March 24:** Lessons 5.9
  - **Read 5.9:** “Sign Tip” and “Deaf Profile: Clayton Valli”
- **Wed, March 26:** Unit 6 Storytelling: “A True Fish Story” (Ways to Move the Story Along — transitions and modified verbs; Word Usage: Signs for Negating)

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- **Mon, March 31:** Unit 5 Review
    - Conduct the Self-Assessment
  - **Wed, April 2:** Unit 5 **Receptive Exam**
  - **Friday, April 4:** Signing Naturally HW **DUE:** 5.1, 5.4, 5.5, 5.7
  - **Sunday, April 6:** Unit 5 Expressive Exam due on Canvas by 11:59 PM
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- **Mon, April 7:** Begin Unit 6: Storytelling: “I Wanna Be Different” (Strategies to Get Meaning Across; Word Usage: Signs for Talking)
    - Read 6.8 “Story Cohesion”
  - **Wed, April 9:** Storytelling: “Ghost in My Room”
    - Read 6.10: “2 Person Role shift”
    - Read 6.11: “Maintaining Spatial Agreement”
    - Read 6.17: “Sign Tip”
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- **Mon, April 14:** Story Telling Development
  - **Wed, April 16:** Review Guidelines for Childhood Story
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- **Mon, April 21:** Sound and Fury 6 Years Later
  - **Wed, April 23:** TedX - Georgetown: Heather Artinian
  - **Friday, April 25:** ASL/Deaf Event 2 **Due** by 11:59p in Canvas
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- **Mon, April 29:** Signing Black in America
  - **Wed, April 30:** lessons and feedback for Childhood Story Expressive Assignment (last day of class)
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**Final Exam Week:** May 5 – 9

- **Final Exam** (scheduled per university exam calendar)

**Calendar is subject to change.**