

ASL 622.M1 Advanced ASL Discourse II
Course Syllabus
Spring 2025

Course/Credits: ASL 622.M1: 4 credits

Classroom: #504 Tuesdays 3:10 pm – 6:00 pm

Senior Lecturer: Karen O'Hicks

Email: Karen.OHicks@unh.edu

Class Lab: #504 Tuesday: 6:10 pm – 7:00 pm (every 3 weeks in-person, Zoom session as needed)

ASL Lab Instructor: Steve Maloney

Office: By appointment

Email: Steve.Maloney@unh.edu

Course Description:

Focuses on using ASL discourse in formal and informal settings, students explore the ASL translation, ASL compositions, and narrative. Development of ASL vocabulary in specialized areas not covered in previous courses. Students will present on a selected cutting-edge/current Deaf Studies topic. They will be assessed as per itemized public speaking skills, grammatical features (linguistics) studies thus far from previous ASL courses, and pragmatic language functions. These presentations use a high/academic register appropriate demonstrating sensitive awareness of visual acuity and its impact on signing production.

Prereq: INTR 438 and ASL 621.

Course Objectives:

This course will be conducted in ASL. All activities may include but are not limited to class discussions, practice conversations, collaborative activities, viewing video texts in ASL, and translation exercises.

The students will:

- Identify and produce targeted vocabulary drawn from class items, lecture, and videos.
- Recognize and produce complex ASL sentence structures.
- Utilize a wide range of grammatical features of ASL in informal and formal discourses.
- Engage in presentation, share a narrative, translate a literary work, engage in ASL compositions.

Required Readings and Materials:

1. Signing Naturally Level 3 Student Set by Smith, Lentz, and Mikos. Dawn Sign Press. ISBN: 978-1-58121-131-3
2. GoReact (Canvas)
3. Materials (Canvas)

TEACHING / LEARNING PHILOSOPHY:

ASL Zone/Total Language Immersion: Because this course is being taught solely in American Sign Language (ASL), it is expected that you are to try to think and communicate only in ASL. This method is chosen so that you can excel. Please refrain from using spoken English in the class, and respect your classmates who try to think and communicate in ASL only. Your support for your classmates, and mainly for yourself, in communication activities without vocal distractions (e.g., whispering) will be greatly appreciated. In the long run, you will find this approach very helpful. (Spoken English can be used only before, during our short break, and after class outside of classroom). Students are expected to support the Total Language Immersion goal.

COURSE REQUIREMENTS:

ASL Laboratory: The lab will meet in person every three weeks, with additional meetings via Zoom as needed. The focus of the lab is on using ASL discourse in both formal and informal settings. You will explore a variety of genres, including public speaking, artistic expression, formal discussions, interviews, and narratives. Additionally, we will work on expanding ASL vocabulary in specialized areas not covered in previous courses.

During the weeks when the lab does not meet in person, you will use that time to complete your community service hours. Please refer to the Service-Learning section for more details.

Attendance: Attendance and participation in ASL classes and the ASL Language Laboratory are very important due to the visual nature of the language not often found outside the classroom on the campus. Therefore, up to two (2) absences is acceptable, but each class absence above two absences will lower a student's grade by part of a letter grade (e.g., A to A-; A- to B+, etc.) If you arrive in class after attendance has been taken, it will be your responsibility to report your arrival to your instructor at break time.

If you miss class due to compelling, non-academic circumstances, you can submit medical documentation to Stephanie Kirylych, Director of Academic Advising, at stephanie.kirylych@unh.edu. Stephanie will evaluate your documentation and, if compelling, notify me that a documented situation impacted your attendance. Once notified by Academic Advising, I will determine if an excused absence or other course accommodation is reasonable. Students should never submit medical documentation directly to course instructors.

Course Grading System

Your comprehension and production skills will be evaluated regularly throughout the course in different ways as listed below.

Community Service/Lab Attendance	10%
Self-Assessments	15%
ASL Compositions	60%
Participation	15%

Community Services/Lab Attendance 10%-

Service-learning allows students to apply their ASL skills in real-world contexts by engaging with the community through service opportunities. These experiences offer valuable learning opportunities that cannot be replicated in a classroom setting.

- Students are required to submit service-learning reflections and log their hours of participation, with **a total of 30 hours expected**.
- Some service-learning opportunities will be announced in class and/or through Canvas.
- Other opportunities may be initiated by students, allowing them to enhance their networking skills within the Deaf community.

Self-Assessments 15%

Through GoReact, students will submit self-assessments to evaluate their personal growth and linguistic competence. These assessments may be based on course assignments, projects, presentations, and other activities. Detailed instructions will be provided via Canvas.

ASL Compositions 60%

In general, ASL compositions provide students with an opportunity to apply what they've learned creatively and expressively, allowing them to practice both the linguistic and cultural aspects of the language. Some compositions will be submitted in class, via GoReact, and on Canvas. Additional instructions will be announced in class and posted on Canvas.

ASL composition assignments take various forms, such as storytelling, dialogue, descriptive narratives, or presentations, with the goal of demonstrating proficiency in both ASL grammar and expressive signing. ASL compositions include but are not limited to meeting students' needs:

- **News Reporting:** Students will summarize/paraphrase a news article
- **Storytelling:** A student might be asked to tell a story, either a personal experience or a fictional tale, using ASL.
- **Descriptive Composition:** A student might describe a scene, person, or event in ASL, focusing on vocabulary, classifiers, and spatial referencing.
- **Dialogues:** Compositions could include signed dialogues between two or more people, requiring students to demonstrate conversational skills and appropriate use of non-manual signals (facial expressions, head movements, etc.).
- **Presentations:** An ASL composition might also include an informational and persuasive presentation, where students explain a topic or make an argument using ASL. The goal of these presentations is to enhance students' presence in a public "speaking" environment. PowerPoint/Slideshow presentations should accompany the ASL presentations and be uploaded to Canvas. Additional details will be provided in class and posted on Canvas.
- **Sharing Facts**
- **Debates**
- **Translating from ASL to ASL** (paraphrasing, summary, main point) using different registers in ASL.
- **Finances related topics**
- **Giving Instructions** (How to play games)

Participation 15%-

You will complete various drills (e.g., fingerspelling, numbers, advanced sign applications, and multiple-meaning activities), watch assigned videos, use GoReact for comprehension checks,

retell selected vlogs, and share Deaf news. These activities are designed to prepare you for in-class work. Be ready to discuss the videos in ASL, as they will be tailored to address any gaps in your ASL skills.

Grading Criteria

ASL/English Interpreting Program's Grading System:

<u>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>
94↑	A	74↑	C
90↑	A-	70↑	C-
87↑	B+	67↑	D+
84↑	B	64↑	D
80↑	B-	60↑	D-
77↑	C+	<60	F

ASL TUTORING:

Being tutored by advanced ASL students often is very beneficial to your further learning of this visual language. Most beginning ASL students are unaccustomed to learning through a visual-manual mode. The tutors can relate to and understand your struggle. It should be noted that ASL vocabulary (semantics) and grammar (syntax) are NOT equivalent to English, as is the case with French, Spanish, and other world signed and spoken languages. It takes a while to get used to receiving language input with your eyes ONLY (not your ears). Tutors can also act as liaisons to your eventual socializing in Deaf Community events.

Tutoring sessions can “break the ice” for you in using your new ASL fluency. You will be able to try out conversation starters you have learned in class with your tutor, such as greetings and introductions, while communicating solely in ASL. As you progress through the semester, you can also ad-lib dialogue and have basic conversations with your tutor in ASL.

Tutors will also assist you in fine-tuning your manual articulation, with correct a) handshapes, b) palm orientation, c) points of contact, d) movements, and e) grammatical facial inflections (that use the eyebrows and mouth, for example) which are used for asking questions, adverbs, and the like. Tutors can also assist you in preparing for quizzes and tests.

ASL Tutor Link-

<https://manchester.unh.edu/academics/academic-services/center-academic-enrichment-cae>
Links to an external site.

When you go to this site, click "Make an appointment" and proceed from there.

Handbook in Student Rights, Rules and Responsibilities

[University Academic Integrity Policy](#)

Plagiarism Tutorial

[tutorial on plagiarism](#)

Academic Alerts

The University is invested in your academic success. If a faculty member is concerned about your academic behavior or performance, they may submit an academic alert. Academic alerts are not punitive. The goal is to provide you with support and resources to support your success. They act as an important check-in point and, if you receive an academic alert, you will receive an email to your UNH email address. It is strongly recommended that you meet with a professional advisor and connect with your instructor to discuss the reason for the alert.

Credit Hours defined: This syllabus reflects the federal definition of a credit hour, which entails a minimum 3 hours of engaged time per week per credit over a 15-week semester. Examples of engaged time include class time, assignments, examinations, laboratories, participation in course-related experiences (attending a talk or performance, speakers and events, fieldwork, etc.), conferences, and office hours. Student work reflects intended learning outcomes and is verified through evidence of student achievement. For more information, please see:

[Pp111 Policy On Credits-And-Degrees.pdf \(neche.org\)](#)

Extended Absence: If you miss more than one or two class sessions because of illness or other circumstances, reach out to Lisa Enright, Assistant Dean of Student Success, at lisa.enright@unh.edu to request a letter be sent to all your faculty.

If you are required to miss significant class time, you will be provided temporary academic supports so that you can continue to make satisfactory progress in this course.

- Class notes from a peer
- One-on-one meetings with instructor either during office hours or by appointment. In-person or virtual.
- Class powerpoint slides
- Handouts or other materials that are distributed

Library: The UNH Manchester librarians are available to assist you with the research process. Visit the library's website at <https://cps.unh.edu/library> to learn about library services and to search for reliable academic sources. You can contact the library at 603-641-4173 or at unhm.library@unh.edu.

The links below guide you to useful online library resources:

- Make a Research Appointment with a librarian: <https://libraryguides.unh.edu/remotearchive/researchhelp>
- Use the Library Search Box to find information: https://libraryguides.unh.edu/librarysearchbox_unhmanchester
- Reserve a Study Room: <https://cps.unh.edu/library/support-services>
- Discover resources for Citing Sources: <https://libraryguides.unh.edu/unhmcitingsources>
- Learn strategies for Evaluating Sources: <https://libraryguides.unh.edu/ENGL401UNHManchester/evaluatingsources>.

Center for Academic Enrichment: The Center for Academic Enrichment (CAE) professionals and peers are available to support all UNH Manchester students in maximizing their learning potential through individual in-person and online tutoring, in-class workshops, and study groups in math, writing, course content, study skills, time management, and personal statements. All students registered for UNH Manchester courses are entitled to one hour of individual tutoring, per course, per week. Appointments are available at <https://caetutor.unh.edu>; for more information, contact the CAE at (603) 641-4113, or unhm.cae@unh.edu.

Support Services - According to the Americans with Disabilities Act (as amended, 2008), each student with a disability has the right to request services from UNH to accommodate his/her/their disability. If you are a student with a documented disability or believe you may have a disability that requires accommodations, please contact Student Accessibility Services (SAS) located on the Manchester campus in room 417 or sas.office@unh.edu.

Accommodation letters are created by SAS with the student. Please follow-up with your instructor as soon as possible to ensure timely implementation of the identified accommodations in the letter. Faculty have an obligation to respond once they receive official notice of accommodations from SAS but are under no obligation to provide retroactive accommodations.

For more information refer to www.unh.edu/sas or contact SAS at 603.862.2607 or sas.office@unh.edu.

Emotional or mental health distress

In partnership with The Mental Health Center of Greater Manchester, UNH Manchester offers consultation visits on a walk-in basis and through telehealth appointments. Services include:

- Free confidential screening & consultation with a licensed mental health therapist.
- Referrals to mental health or substance misuse treatment. And assistance in understanding how to afford additional treatment (with or without insurance!) or find free services.

Students can schedule an appointment to meet with a mental health therapist through an online booking link located on the [UNH Manchester Student Wellness page](#).

If you would like to connect to counseling services directly, you may do so by contacting The Greater Manchester Mental Health Center at (603) 668 - 4111.

The National Suicide Prevention Lifeline provides 24/7, free and confidential support via phone or chat for people in distress, resources for you or your loved ones, and best practices for professionals. Call (800) 273-TALK (8255).

Confidentiality and Mandatory Reporting of Sexual Violence or Harassment –

The University of New Hampshire and its faculty are committed to assuring a safe and productive educational environment for all students and for the university as a whole. To this end, the university requires faculty members to report to the university's [Title IX Coordinator](#) (Bo Zarycky, Bo.Zarycky@unh.edu, 603-862-2930). Faculty, staff or students on the Manchester campus can

also contact Lisa Enright, Deputy Title IX Coordinator (lisa.enright@unh.edu; 603-641-4336; Room 439) to report any incidents of sexual violence and harassment shared by students.

If you wish to speak to a confidential support service provider who does not have this reporting responsibility because their discussions with clients are subject to legal privilege, you can contact the [SHARPP Center for Interpersonal Violence Awareness, Prevention, and Advocacy](#) at (603) 862-7233, as well as, Caroline Young, SHARRP Center Advocacy Expanded Services Coordinator for UNH Manchester (caroline.young1@unh.edu; room 417; Available in person Mondays 9 am to 4-pm and available by appointment (in person and virtually) by emailing caroline.young1@unh.edu). Individuals can also access Reach Crisis Services NH 603-668-2299 (24 hours), 77 Sundial Ave., Suite 306W, Manchester, NH.

For more information about what happens when you report, how the university treats your information once a report is made to the Title IX Coordinator, your rights and reporting options at UNH (including anonymous reporting options) please visit [student reporting options](#) . The [uSafeUS app](#) is also available for students to keep reporting options and resources easily accessible on their phones.

Help us improve our campus and community climate. If you have observed or experienced an incident of bias, discrimination or harassment, please report the incident by contacting the Civil Rights & Equity Office at UNH.civilrights@unh.edu or TEL # (603) 862-2930 voice, or [visit the CREO website](#). Anonymous reports may be submitted.

Basic Needs and other resources

There are resources for students with food, housing, and financial insecurities. Faculty are encouraged to list these resources on their syllabus as part of general supports for students.

Basic Needs Support: [Food](#), Housing, Financial.

Food Pantry: UNH Manchester Food Pantry- located in room 437, is open Tuesdays and Thursdays. Students can sign up for individual appointment times to shop the pantry throughout the academic year.

Civil Rights and Equity Office provides services for student who experience identity-based bias.

The SHARPP Center for Interpersonal Violence Awareness, Prevention, and Advocacy

The SHARPP Center is a free and confidential resource for members of the UNH community who have been impacted by interpersonal violence (sexual assault, relationship abuse, stalking, and sexual harassment), regardless of where or when their experience occurred. Services are available to individuals who have directly experienced interpersonal violence as well as the family, friends, and loved ones who are supporting them. Services provided include support, crisis intervention, safety planning, and assistance understanding and navigating reporting, legal, and medical systems and processes. 24/7 Helpline: 603-862-SAFE (7233)

ASL Club:

This is a student-run extra-curricular activity, which ASL students of all different levels can join. You are encouraged to participate in their fun-filled ASL activities outside the classroom. Club

activities include fieldtrips and various Deaf community events such as bowling, Deaf services, museum visits, and interpreted plays, etc. This is an excellent way for you to get moral support from your advanced ASL peers as mentors and to take advantage of opportunities to practice and improve your ASL fluency in natural communication environments. High ASL fluency is not required to participate. Interpretation into spoken English will be temporarily provided by advanced interpreting students until you are able to participate in the club meetings on your own.

For more information on club meetings and activities schedule, please look see the ASL Club's bulletin board, across from room #372, the ASL tutoring room. Flyers will be distributed.

HOW TO FIND INFORMATION ON DIFFERENT DEAF COMMUNITY EVENTS

There are different ways you can find out about Deaf Community events:

- Teachers distributed Deaf Community event announcement flyers or the announcements in Canvas.
- See the ASL Club bulletin board, across from room #372, the ASL Tutoring Room.
- Facebook, by typing "Deaf," and your state/town
- Subscribe to local Deaf Community event announcements at yahoo.com
 - a. NewHampDeafTerp@yahoogroups.com
 - b. ndhhs@yahoogroups.com
 - c. Mass_Deaf-Terp@yahoogroups.com
 - d. DeafVermont@yahoogroups.com
- a. <https://ndhhs.org/events-calendar/>
- b. <http://nhrid.org/>
- c. <https://www.facebook.com/New-England-Deaf-and-ASL-Social-Events-343643575658888>

It is strongly recommended that you plan to attend events well in advance. This advanced planning gives students time to arrange carpools to these gatherings, which are often not found in your local neighborhood.

VOLUNTEER OPPORTUNITY:

Needless to say, while your classroom attendance/participation is an excellent opportunity to learn the visual-gestural language of the Deaf Community, to really enculturate well, one has to "be raised in the Deaf village," so to speak. This comes from knowing, not only intellectually but instinctively, the norms and values of the Deaf Community. Cultural learning is intertwined with the language being studied.

From time to time, there are opportunities for you to volunteer with Deaf-related organizations and/or agencies and spend time within the Deaf Community. I will announce in class short-term opportunities (e.g. weekend, for a few days, and the like). If you are interested and want to make the short-term commitment, you are responsible for contacting the organization with the information given.

In addition, if you find volunteer opportunities yourself within the Deaf Community, please see me

so that I can approve your volunteer placement. Monitoring of your participation will be based upon either submission of a short report or a private meeting with me. If needed, an interpreter will be provided. It is with sincere hope you will see how norms, values, and language come together as you progress in the American Sign Language class.

Quiet Rooms for Zoom use

1. Students can reserve a library study room. To do so, have them fill out the request form here: bit.ly/unhmroom
2. Students can use a dedicated room. Dedicated rooms do not have to be reserved and are as follows:
 - Rooms 115, 202, 501, & 573
 - Monday – Thursday 9:00am – 11:50am and 1:00pm – 3:50pm
 - Rooms 366 & 367
 - Monday – Thursday 9:00am -11:50am
 - Room 142
 - Monday – Thursday 1:00pm – 3:50pm
3. Students can reserve any of the dedicated rooms outside of the days/hours listed above by emailing unhm.registration@unh.edu

Course Schedule:

Here is a general guideline of what we will cover each week. This schedule is tentative and may be adjusted based on students' needs, with changes announced in class. Homework assignments will also be announced in class. The workbook serves as a supplemental aid to help you review and reinforce what we've covered in class. Use it to prepare for each unit.

Week	Class	Assignments (All assignments are in Canvas)
Week 1	Jan. 21	Fingerspelling Activities/Drills Multiple Meaning Activities TWA Unit 18 Review
Week 2	Jan. 28	https://www.laits.utexas.edu/aslonline3/18 (all videos) due before class Signing Naturally (SN) Unit 18- Narrating Unforgettable Moments ThinkASL Lesson 1: Common Nouns Lesson 1: Pronouns Lesson 2: Verbs and Abstract Noun
Week 3	Feb. 4	SN Unit 18- Narrative/Quiz ThinkASL Lesson 3: Superordinate Nouns
Week 4	Feb. 11	SN Unit 19 – Sharing Facts- ASL Composition (all videos) due before class https://www.laits.utexas.edu/aslonline3/19

		ThinkASL Lesson 4-Single Word Compounds
Week 5	Feb. 18	SN Unit 19 Sharing Facts- ASL Composition/Quiz ThinkASL Lesson 4-Two Words Compounds & Lesson 4: Hyphenated three or more Word Compounds
Week 6	Feb. 25	SN Unit 20 – Explaining Rules- ASL Composition (all videos) due before class https://www.laits.utexas.edu/aslonline3/20 ThinkASL Lesson 5: Abbreviations & Lesson 5: Abbreviations 2
Week 7	Mar. 4	SN 20- Explaining Rules- ASL Composition/Quiz (all videos) due before class ThinkASL Lesson 7 :States and Cities
Week 8	Mar. 11	SN Unit 21 – Telling About Accidents (all videos) due before class https://www.laits.utexas.edu/aslonline3/21 ThinkASL Lesson 8:Adjectives
Week 9	Mar. 18	Spring Break
Week 10	Mar. 25	SN Unit 22- Talking about Money (all videos) due before class https://www.laits.utexas.edu/aslonline3/22 ThinkASL Lesson 9:Lexicalized Fingerspelled Signs
Week 11	Apr. 1	SN Unit 23 - Making Major Decisions (all videos) due before class https://www.laits.utexas.edu/aslonline3/23 ThinkASL Lesson 10: Initialized Signs
Week 12	Apr. 8	Unit 24 – Discussing Health Conditions (all videos) due before class https://www.laits.utexas.edu/aslonline3/24
Week 13	Apr. 15	SN Unit 25-Storytelling (all videos) due before class https://www.laits.utexas.edu/aslonline3/25
Week 14	Apr. 29	Debates
Week 15	May 8 (Thursday)	Final Exam: Self-Assessment due via GoReact

Tentative Outline:

- Roll Call/Deaf Community News/Announcements/Deaf News

- Drills/Presentations/Translation Activities/Book Discussion (Structured peer conversations such as academic conversation, social interaction, and peer thinking)
- Con't Translation Activities ASL to ASL, Book or/Articles Discussion
- Small group activities
- Homework assignments when the time is left.
- Wrapping up