



ASL 102-xxx American Sign Language II Fall Semester 2026

This is a model syllabus developed by the Anchor Instructor and overseen by the Program Coordinator that details how an instructor might deliver the course. Future instructors may NOT adjust the materials, assignments, or grading policies without first communicating with the Program Coordinator, as the Department typically offers several sections of this course each semester and consistency is essential to student learning outcomes across several degree programs.

Instructor: TBD
Email: TBD

Program Contact: Melinda Kisling
Email: melinda.kisling@unco.edu

Office Hours: My office hours are ____ from _____ pm at McKee _____. If you need to meet with me at a different time, let me know, and we will set an appointment.

Class Times and Locations: Class meets every M/W/F from 12:20 pm to 1:10 pm in McKee 146. The semester runs from January 13th to May 9th, 2025.

Canvas: We will be using Canvas extensively with this class. You can access it at this address <http://canvas.unco.edu>. Your login is the same as you use for Bear Mail. Be sure to check both at least 3 times per week. All of your homework assignments, quizzes, and tests are submitted in Canvas.

Course Language: American Sign Language (with some English supporting documents & readings)

Course Description: This course builds on production and comprehension skills in American Sign Language (ASL). Students will further develop beginning-level ASL vocabulary, structure, and grammar. Course content also includes signs for daily living, time conventions, and advanced tense systems. Students will continue developing beginning to intermediate conversational abilities, culturally appropriate behaviors, and further delve into the culture and history of Deaf communities.

Course Purpose: The ASL II course is designed as a sequential progression from the ASL I course. This course is an introduction to the basic skills in developing production and comprehension in American Sign Language (ASL). This three-credit-hour lecture and laboratory course emphasizes the analysis and practical application of core ASL vocabulary, sentence structure, parameters, and grammar,

fingerspelling, numerical conventions, and non-manual markers. Students will develop fundamental conversational skills and culturally appropriate behaviors and acquire knowledge of the culture and history of Deaf communities. Receptive skills pertain to the ability to understand others' signing in ASL with minimal difficulty. Upon successful completion, students will be equipped to employ a range of basic sentences in one-on-one and small-group interactions.

Pre-Requisites: None

Brief Course Outline:

- Unit 4 Residences and Communities
- Unit 5 Scheduling
- Unit 6 Good Times

Required Texts/Materials:

1. Purple Moontower. (2022). *TRUE+WAY ASL Student eWorkbook Units 4-6* (3rd ed.).
2. Digital camera or webcam for recording video assignments and video conferencing

Course Level Outcomes:

At the end of this course, the students should be able to do the following:

1. Vocabulary Development (SLO3 & 4)

- a. Recognize and produce vocabulary items in each unit.
- b. Demonstrate comprehensive mastery of targeted vocabulary words drawn from class items, lectures, and videos.

2. Grammatical Features (SLO3 &4)

- a. Demonstrate comprehensive mastery of target, content-specific commands, questions, and statements in ASL.
- b. Identify grammatical features within short dialogues in ASL directed by the professor.

3. Conversational and Communication Skills (SLO2, 3 &4)

- a. Demonstrate comprehension and conversation facilitating behaviors.
- b. Demonstrate comprehension and production of regulating behaviors (i.e., attention-getting techniques, turn-taking signals, and others)
- c. Comprehend short narratives and stories in ASL signed by the professor, Deaf ASL speakers, or ASL videos added by the professor.
- d. Demonstrate the ability to create, conduct, and terminate a short content-specific conversation.

4. Cultural Awareness (SLO2)

- a. Analyze and critique competing perspectives of diverse Deaf Communities in the United States and Canada, ideas, aesthetic traditions, and cultural practices, and its history.
- b. Compare, contrast, and interpret differences and commonalities among Deaf and hearing cultures.

Liberal Arts Curriculum & GT Pathways

This course is a part of the Liberal Arts Curriculum at UNC and fulfills 3 credit hours of the Arts & Humanities: World Languages category. The Colorado Commission on Higher Education has approved ASL 101-001 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-AH4 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>

UNC’s LAC outcomes in Arts & Humanities: World Languages are aligned with the State of Colorado’s GT Pathways student learning outcomes, competencies, and content criteria for AH4. This includes CDHE competency and student learning outcomes in Oral/Presentational Communication.

LAC World Languages Learning Outcomes + GTP Competency & SLOs		Course Mapping
<p>Oral/Presentational Communication: Competency in oral communication represents a student’s ability to deliver a well-prepared and purposeful presentation grounded in credible information and organized effectively.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p>		
<p>SLO 2</p> <p>Course Objectives 3 & 4</p>	<p>Develop a Central Message</p> <p>a. Develop a central message using the content and supporting materials.</p>	<p>Students complete multiple online assignments throughout the semester that help them improve their ASL comprehension and production skills, including learning how to produce ASL with a clear central message.</p> <p>At the end of each unit, students will receive a prompt in ASL (comprehension) and then be asked to produce a response (production) that includes a central message, specific content, and linguistic features. These responses are assessed based on criteria aligned with the language curriculum.</p> <p>ASL Comprehension: Unit 4, 5, and 6 weekly Snapshots, Worksheets, Quizzes. Weekly Comprehension Conversation Starter Discussion. Units 4-6 Unit Comprehension Tests and Unit Production Prompt Tests</p>
<p>SLO 3</p> <p>Course objectives 1, 2 & 3</p>	<p>Address Language</p> <p>a. Employ language that enhances the presentation. b. Incorporate language that is appropriate to the audience.</p>	<p>Peer Observation Assignments (POA) and Story Comprehension quizzes require students to identify language that is appropriate for the audience, enhance their presentation, and meet grammatical and articulation standards. The course instructor will review peer feedback and provide feedback to students through discussion.</p> <p>Peer Observation Assignments (POA): Unit 4 POA, Unit 5 POA, and Unit 6 POA</p> <p>Story Comprehension (SC): Unit 4 SC, Unit 5 SC, and Unit 6 SC</p>
<p>SLO 4</p>	<p>Execute Delivery</p>	<p>At the end of each unit, students will receive a prompt in ASL (comprehension) and then be asked</p>

<p>Course Objectives 1, 2 & 3</p>	<p>a. Demonstrate performance skills (posture, gesture, eye contact, and vocal expressiveness) to share content with/present content to a particular audience for a specific occasion and purpose.</p>	<p>to produce a response (production) that includes a central message, specific content, and linguistic features. These responses are assessed based on criteria aligned with the language curriculum.</p> <p>Self-Observation Assessment Review (SOAR): Unit 4 SOAR Part 1 and 2, Unit 5 SOAR Part 1 and 2, and Unit 6 SOAR Part 1 and 2</p> <p>Units 4-6 Unit Production Prompt Tests</p>
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<p>Content Criteria for World Languages (GT-AH4)</p>	<p>Course Mapping</p>
<p>Develop an ability to communicate in, and understand, a language other than spoken and written English. Students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate measurable proficiency at the appropriate level informed by current ACTFL (American Council for the Teaching of Foreign Languages) Proficiency Guidelines for specific languages in speaking, aural comprehension, reading, and writing in a language other than English, or in signing and visual comprehension in American Sign Language. 2. Demonstrate cultural competency through communication in the target language, utilizing knowledge and understanding of cultural norms, values, and practices. 	<p>This course curriculum aligns with all guidelines of the ACTFL (American Council for the Teaching for Foreign Language). These World-Readiness Standards for Learning Languages are national guidelines that set a vision for what language learners should know and be able to do, organized around five goal areas: Communication, Cultures, Connections, Comparisons, and Communities.</p> <p>This course meets both of these criteria through the lens of meeting the criteria of ACTFL's 5 C's as described below:</p> <p>These standards aim to develop "world-readiness" and focus on developing competence in real-world situations through three modes of communication: Interpersonal, Interpretive, and Presentational. The 5 C's: Goal Areas:</p> <p>1. Communication:</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2. Cultures:</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3. Connections:</p> <p>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>Standard 3.2: Students acquire information and</p>

	<p>recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4. Comparisons: Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5. Communities: Standard 5.1: Students use the language both within and beyond the school setting.</p> <p>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p> <p>Students apply the 5 c's through the following assignments:</p> <ul style="list-style-type: none"> • Students complete multiple weekly assignments that are assessed to demonstrate learning in ASL vocabulary, sentence structure, discourse, dialogue and turn-taking, grammar, and more. • Through interactive ASL conversational assignments, students engage with each other, the instructor, and ASL Lab Assistants who are Deaf native users. This requires understanding and producing ASL. They then submit a weekly video summarizing their language learning, which the instructor evaluates. • At the end of each unit, students receive a prompt in ASL (comprehension) and are asked to create a response (production) with a central message, specific content, and linguistic features that are graded based on criteria aligned with the language curriculum. • Attendance at ASL Bear Lab to interact in real-time using authentic spontaneous language with native users of ASL. <p>Students are assessed through the following:</p> <p>Self-Observation Assessment Review (SOAR): Unit 4 SOAR Part 1 and 2, Unit 5 SOAR Part 1 and 2, and Unit 6 SOAR Part 1 and 2</p> <p>Units 4-6 Unit Production Prompt Tests</p>
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U.S. Multicultural Studies Competency

As part of a Liberal Arts Curriculum, the U.S. Multicultural Studies (MS) competency refers to students' ability to recognize the perspectives of individuals and groups with a range of identities (including but not limited to race, gender, economic class, sexual orientation, physical ability, religion, language, age,

and/or national identity) in terms of the greater “American Experience.” Courses designated MS introduce students to concepts, theories, and histories of marginalization and inequity and systemic impacts on individuals, groups, and events. By building an awareness of the possibilities and challenges of diversity and inclusivity, courses with the MS designation reveal to students their historically rooted roles in communities and their potential as agents of change.

MS SLO #	RESPRESENTATIVE RELEVANT TEXTS/READINGS	RESPRESENTATIVE ASSESSMENT/S
<p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <p>SLO 1. Discuss the diversity of experiences and perspectives of individuals and groups with a wide range of identities (including but not limited to race, gender, economic class, sexual orientation, physical ability, religion, language, age, and/or national identity) and their contributions to educational, social, legal, religious, political, and/or cultural institutions and society.</p>	<p>Watch several short videos throughout the semester featuring diverse Deaf individuals sharing Deaf perspectives and experiences.</p> <p>ASL Comprehension: Weekly Unit 4, 5, and 6 Snapshot and Comprehension Videos</p> <p>Conversation Starter Discussion Videos: Unit 4, 5, and 6.</p>	<p>Students will be evaluated for their understanding by completing short answer quizzes after each video or retelling the videos in ASL via discussions graded by a rubric or summarizing what they learned (depending on the specific assignment).</p> <p>(Weekly) Unit 4, 5, and 6 Snapshot and Comprehension Assignments</p> <p>(Weekly) Conversation Starter Discussions Unit 4, 5, and 6.</p>
<p>SLO 2. Explain the social, political, historical, cultural, and/or economic experiences of at least one cultural group in terms of the greater “American Experience.”</p>	<p>View several short videos throughout the semester featuring diverse Deaf individuals sharing social, political, historical, and cultural experiences and perspectives.</p> <p>ASL Comprehension: Weekly Unit 4, 5, and 6 Snapshot and Comprehension Videos</p> <p>Conversation Starter Discussion Videos: Unit 4, 5, and 6.</p>	<p>Students will be assessed on their understanding through short answer quizzes after each video, retelling the videos in ASL, or summarizing what they learned, depending on the specific assignment.</p> <p>(Weekly) Unit 4, 5, and 6 Snapshot and Comprehension Assignments</p> <p>(Weekly) Conversation Starter Discussions Unit 4, 5, and 6 Assignments</p> <p>Exercise Skill Expressive Videos: 4, 5, and 6.</p>
<p>SLO 3. Recognize and explain key concepts and terms related to diversity, equity, and/or inclusion (for example, bias, implicit bias, cultural appropriation, equity, privilege, inclusion, intersectionality, structural inequality, institutional racism, systemic racism, etc.)</p>	<p>Students learn to understand and produce ASL vocabulary and content related to these topics, and they watch videos and lectures in class that cover the inequitable experiences of Deaf people in society. Additionally, students watch short videos on Canvas of Deaf individuals discussing these subjects.</p> <p>ASL Comprehension: Weekly Unit 4, 5, and 6 Snapshot and Comprehension Videos</p> <p>Conversation Starter Discussion Videos: Unit 4, 5, and 6.</p> <p>Self-Observation Assessment Review</p>	<p>The students will discuss their recognition and key concepts within the Deaf community in class. Formative assessments will happen through the instructor observing and providing feedback during class. Afterwards, summative assessments will take place on Canvas via quizzes, discussions graded by rubric, self-observation assessments, exercise video recordings, and production prompt tests after all learning activities are finished.</p> <p>(Weekly) Unit 4, 5, and 6 Snapshot and Comprehension Assignments</p>

	(SOAR) Videos: Unit 4 SOAR Part 1 and 2, Unit 5 SOAR Part 1 and 2, and Unit 6 SOAR Part 1 and 2	(Weekly) Conversation Starter Discussions Unit 4, 5, and 6 Assignments Self-Observation Assessment Review (SOAR): Unit 4 SOAR Part 1 and 2, Unit 5 SOAR Part 1 and 2, and Unit 6 SOAR Part 1 and 2 Unit Production Prompt Tests (UPPT): Unit 4 UPPT, Unit 5 UPPT, and Unit 6 UPPT
SLO 7. Assess one's own role in systems of oppression, privilege, and/or power and identify the various ways in which they have used or may use their roles to ensure equity, inclusion, and justice.	Students analyze case studies and watch videos that explore hearing privilege and how they can apply social justice strategies both individually and collectively to promote equity and inclusion for Deaf people across society. They also watch short videos on Canvas featuring Deaf individuals discussing topics related to hearing privilege. ASL Comprehension: Weekly Unit 4, 5, and 6 Snapshot and Comprehension Videos Conversation Starter Discussion Videos: Unit 4, 5, and 6.	The students will discuss these topics in class, including participating in activities that identify hearing privilege. Formative assessments will be done through the instructor observing in class and providing feedback. Then, summative assessment will take place in Canvas with quizzes and discussions graded by a rubric after all learning activities are finished. (Weekly) Unit 4, 5, and 6 Snapshot and Comprehension Assignments (Weekly) Conversation Starter Discussions Unit 4, 5, and 6 Assignments

Course Requirements (see assignment document and Canvas for full explanation)

Assignments	Description	%
Conversation Starter Discussions #SLO 2 # MS SLO 1 # MS SLO 2 # MS SLO 3 # MS SLO 7	Watch the conversation starters. Pick a question to answer and type your response in the discussion board by the due date. Once you type your response, you will be able to see your classmates' responses. Feel free to post additional questions and comments to better understand the conversation starters.	5%
Worksheets #SLO 2	Worksheets are designed to retain and reinforce what is learned in the classroom. Complete the assigned workbook assignments by the assigned due dates.	15%
Quizzes #SLO 2	Quizzes are designed to cover content previously learned to ensure you are on the right pace in learning the material. Complete the assigned quizzes by the due dates.	20%

<p>#SLO 3 # MS SLO 1 # MS SLO 2 # MS SLO 3 # MS SLO 7</p>		
<p>Peer Observation Assignment (POA)</p> <p>#SLO 3 #MS SLO 3</p>	<p>At the end of each unit, you will be watching videos of proficient Deaf ASL signers signing something incorrectly. Try to identify the error by answering the questions by the due date.</p>	<p>5%</p>
<p>Self-Observation Assessment Review (SOAR)</p>	<p>At the end of each unit, you are to sign sentences in ASL. You are to record your work and submit your video by the due date. Complete the rubric by comparing your video with the proficient Deaf ASL signer, identifying areas you can improve and areas that you are doing well.</p>	<p>5%</p>
<p>Story Comprehension</p> <p>#SLO 2 #SLO 3 # MS SLO 1 # MS SLO 2 # MS SLO 3 # MS SLO 7</p>	<p>At the end of each unit, you will watch a story and answer questions about the story by the due date.</p>	<p>10%</p>
<p>Unit Comprehension Test</p> <p>#SLO 2</p>	<p>The test will cover material presented up to this point in the course. They will include information from the lectures, vocabulary, conversation starter discussions, worksheets, and quizzes.</p>	<p>20%</p>
<p>Unit Production Test</p> <p>#SLO 2 #SLO 4 #MS SLO 3</p>	<p>The test will cover material presented up to this point in the course. They will include information from the lectures, vocabulary, conversation starter discussions, worksheets, and quizzes.</p>	<p>15%</p>
<p>ASL Bear Lab</p>	<p>Attend meetings with ASL Bear Lab and your peers to participate in activities with your peers – a total of 14 weekly meetings, a week of meeting is worth .14 points.</p>	<p>2%</p>

Attendance	Attend meetings with your peers to participate in activities with your peers –a total of 15 weeks of meetings, a week of meeting is worth 0.2 points.	3%
Total Points		100

Evaluation Method: The points for all the assignments in a course will add up to 100 percent and letter grades are assigned as follows for undergraduate classes:

A = 91 - 100 points: superior achievement of course objectives

B = 81 - 90 points: above average achievement of objectives

C = 71 - 80 points: below acceptable achievement of objectives

D = 61 - 70 points: below acceptable achievement of objectives

F = 0 - 60 points: below is considered not passing

Note: If you are an ASLEI seeking student or ASL Minor student, you must achieve a minimum of 81% in ASL classes. For LAC, you must maintain at least a “C” per class to meet graduation requirements.

Late Assignment Policy

Late assignments will be accepted and graded for up to 72 hours after the due date and time, but the final grade will be dropped one letter. Late assignments submitted after the 72 hours that have not been approved in advance with the respective instructor will NOT be graded and students will receive a zero as the assignment grade.

Extension Policy: Extensions for assignment due date and time must be approved in advance with the respective instructor based on the following criteria:

- The extension is requested at least 24 hours in advance of the due date and time.
- An extension is requested no more than once during any given semester.
- No late work will be accepted in the last three days of this course.

Exceptions to the above criteria will only be considered based on documented evidence of special circumstances—such as illness, hospitalization, or death of a family member.

Make Ups: No make ups for exams and any assignments are permitted for any reason whatsoever. You are notified of the due dates and the test dates far in advance and you should be able to plan accordingly.

If there are extenuating circumstances that prevent you from attending and/or participating and/or completing your assignments, you are encouraged to contact the Dean of Students (DOS) Office (<https://www.unco.edu/dean-of-students/>) for assistance with case management. Through them, make ups may be arranged.

Language Policy: When you are entering the ASL classroom or Zoom meeting, you are entering the ASL community, which means you are in total immersion with the Deaf Community and American Sign Language (ASL). This means entering a no-voice environment from the beginning to the end of the class session. There are several reasons for this practice:

1. The **no-voice** environment will help you develop receptive and expressive skills effectively. Experience shows that students are generally more successful at learning ASL when they immerse themselves in the language.
2. It is the socio-cultural norm and custom of the Deaf-World.
3. Voicing interferes with correct uses of ASL vocabulary in different contexts (semantics) and grammatical structures. There is the misconception that ASL is English but in sign language. Letting go of spoken English will allow you to learn ASL as a language of its own and separate from English.

For all conversations, questions, and answers, please use ASL, gestures, or written English form.

Accessibility and ASL Video Content

This course includes multiple instructional videos presented in American Sign Language (ASL). These videos are intended to support ASL language immersion and visual comprehension skills, particularly for students in ASL or interpreting programs. As part of the instructional design, captions are not included to encourage direct engagement with ASL as a visual language.

Curriculum Access Policy:

To protect all parties involved in this course, you are required to use your BearMail to communicate with your professor and classmates. You must also use BearMail to create accounts with TrueWay and to log in to your courses in Canvas. This ensures we all follow the Federal Educational Rights and Privacy Act (FERPA).

Student Progress: Grades will be posted in Canvas. You are responsible for monitoring your progress in this course. Questions about your progress and this course are welcome at any time – preferably through e-mail.

Free Online Resources: These resources can be used to review vocabulary or fingerspelling.

Disclaimer: The content provided by these web sites do not guarantee the accuracy of ASL.

Vocabulary	Fingerspelling	Numbers
American Sign Language Dictionary http://www.handspeak.com/word/	FactSumo https://factsumo.com/search?query=%20Fingerspelling	Dr. Bill Vicar’s ASL Number Practice http://asl.bz/

Signing Savvy http://www.signingsavvy.com/	ASL Pro Fingerspelling http://www.aslpro.com/cgi-bin/aslpro/fingerspell.cgi	Fingerspell, practice, practice, practice https://fingerspell.net/#/
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University Policies and Resources

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievement (e.g., inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s). Additionally, if you have a temporary health condition or a permanent disability that requires accommodation, contact the Disability Resource Center (DRC) as soon as possible. DRC facilitates the interactive process that establishes reasonable accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more here: www.unco.edu/disability-resource-center

Title IX/Equal Opportunity

The University of Northern Colorado is committed to providing a safe and inclusive learning environment for all students that is free from discrimination and harassment, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these concerns should know that they are not alone. UNC has staff members in the University's [Office of Institutional Equity and Compliance](#) (OIEC) who are trained to support students in navigating these concerns and are able to provide on- and off-campus resources and supports, referrals to health and counseling services, academic and housing modifications, and mutual no-contact orders between individuals. Please be aware all UNC instructors and most staff members are required to report their awareness of sexual misconduct to the OIEC. This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator and Equity Officer, Dr. Matt Ricke. Dr. Ricke or a trained staff member in OIEC will contact the reporting students to let them know about resources and support services at UNC as well as their options to pursue an investigation through OIEC, law enforcement, or both. Students who have experienced these types of incidents are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary. If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future. UNC has confidential victim advocates available 24/7 by phone – students can contact the [Assault Survivors Advocacy Program](#) (ASAP) at 970-351-1490 to seek confidential guidance and support.

Artificial Intelligence (AI) Use Statement

The use of artificial intelligence (AI) chatbot technologies, such as ChatGPT, to generate text, is not allowed and will be treated as an academic integrity violation. Intellectual honesty is vital to an academic community and for a fair evaluation of your work. All work submitted must be your own, completed in accordance with the University's academic regulations. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.

Academic Integrity

Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

Attendance

Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

Equity and Inclusion

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity, and Inclusion at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance. Additionally, there are several cultural and resource centers across the campus that are equipped and designed to serve as caring and thoughtful centers for students, staff, and faculty. You can find their information below:

Land Acknowledgment

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations. As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

Student Well-Being

Students often experience stressors that make it difficult for them to meet the challenges of their courses—stressors like sleep problems, financial concerns, relationship concerns, employment difficulties, feelings of anxiety, hopelessness, or depression.

- If you are struggling with this class, please visit me during office hours or contact me via e-mail.
- If you're not sure where to turn, the [website](#) for UNC's Student Outreach and Support (SOS) office lists a wide variety of resources for students. Case Managers in the SOS office can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, and illness or injury.

- Mental health professionals are available on-campus and in the community. See a wide variety of on- and off-campus resources on the [Dean of Student's webpage](#).
 - If you or someone else is experiencing a crisis:
 - On-Campus and During Business Hours: Call the [UNC Counseling Center](#) at 970-351-2496.
 - After Hours (including evenings, weekends, and holidays):
 - Contact North Range Behavioral Health by calling 844-493-TALK (8255) or text TALK to 38255
 - Contact the 988 Suicide and Crisis Lifeline at 9-8-8.
 - For free, confidential consultations, check out the [Counseling Center](#). To access staff in the Counseling Center, call 970-351-2496 or stop by the Center, located on the second floor of Cassidy Hall.

Technology Support

Call (970-351-4357), email (help@unco.edu), or visit our website (help.unco.edu). We're here to help!

Name in Use/Pronoun in Use/Name Change

Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>

University Libraries

Check out all the resources we offer, from scholarly journal databases and streaming media to laptops and anatomical models, at our website: <https://www.unco.edu/library/>. Need research help from an expert? Ask a librarian. We offer multiple ways to get in touch: <https://www.unco.edu/library/research-help/>.

Writing Center

The [Writing Center](#) offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work. To guarantee a session time, make an appointment using our online scheduling system by visiting our website (below). We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230 as well as walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm. If your instructor requires you to visit the Writing Center, make sure to alert your consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor. For more information, email the Writing Center at writingcenter@unco.edu or visit the website: www.unco.edu/writing-center.

Final Exam Inclement Weather Policy

Campus based classes: In the unlikely event the university closes during the final exam period, the final exam will be moved to an online assessment, delivered through Canvas, due by 5 PM on the last day of finals week. Any student who is unable to access Canvas should contact the instructor as soon as possible to make alternate arrangements.

Online classes: Final exam activities will proceed as normal. Students have until the end of the semester to complete all assignments *due during* finals week. Students are encouraged to do their work ahead of time, especially during the winter months. If an event occurs that disrupts your internet service due to significant weather, please contact me as soon as possible to set a new due date or make alternate arrangements.

For additional services and resources, please visit www.unco.edu/center-enhancement-teaching-learning/teaching-resources/syllabus_statements.aspx

General Course Schedule

Week	Units
1	Syllabus / Unit 4: Residences and Communities
2	Unit 4.1 & 4.2 Snapshots, Discussion & Worksheet, and Quizzes
3	Unit 4.3 & 4.4 Snapshots, Discussion & Worksheets, and Quiz
4	Unit 4.5 Snapshots, Discussion Worksheets & Quiz
5	Unit 4 Review: POA, Story Comprehension & SOAR and Tests
6	Unit 5 / Unit 5.1 & 5.2 Snapshots, Discussions & Worksheets and Quiz
7	Unit 5.3 Snapshots, Discussions & Worksheets and Quiz
8	Unit 5.4 Snapshots, Discussions & Worksheets
9	Unit 5.5 Snapshots, Discussions & Worksheets and Quiz
10	Unit 5 Review: POA, Story Comprehension & SOAR and Tests
11	Unit 6 / Unit 6.1 Snapshots, Discussion & Worksheets
12	Unit 6.2 Snapshots, Discussion & Worksheets, and Quiz
13	Unit 6.3 Snapshots, Discussion & Worksheets
14	Unit 6.4 Snapshots, Discussion & Worksheets, and Quiz
15	Unit 6 Review: POA, Story Comprehension & SOAR
16	Cumulative Unit 6 Comprehension and Production Tests

** Detailed course schedule including assignment due dates are available below in the course schedule as well as in the course itself in Canvas. Any changes will be announced in class and posted in Canvas.*

TRUE+WAY ASL Workbook Outline

Unit 4: Residences and Communities

4.1 Transportation

4.1.1 Energy

- 4.1.2 Types of Transportation
- 4.1.3 Which Handshape? Riding
- 4.1.4 Review: Noun-Verb Pairs
- 4.1.5 More Relevant Vocabulary
- 4.1.6 Culture and Language Snapshots: TAKING-OFF
- 4.1.7 Lexicalized Fingerspelling
- 4.2 Housing and Dwellings
 - 4.2.1 Different Types of Housings and Dwellings
 - 4.2.2 Living Arrangements
 - 4.2.3 Culture and Language Snapshots: THERE and Informational Numbers
- 4.3 Places Around Town
 - 4.3.1 Types of Buildings
 - 4.3.2 Services Provided
 - 4.3.3 Giving Directions
 - 4.3.4 Culture and Language Snapshot: Deaf Owned Businesses
- 4.4 Cities, States, and Provinces
 - 4.4.1 Compass Directions
 - 4.4.2 Cities
 - 4.4.3 States
 - 4.4.4 Provinces
 - 4.4.5 Your Neighborhoods
 - 4.4.6 Culture and Language Snapshots: Deaf Hubs
 - 4.4.7 ASL in United States and Canada

Unit 5: Scheduling

- 5.1 Calendar and Time Expressions
 - 5.1.1 Schedule
 - 5.1.2 Calendar: Day, Week, Month, and Year
 - 5.1.3 M, W, and F
 - 5.1.4 Numerical Incorporation: Days, weeks, months, and years
 - 5.1.5 Dates
 - 5.1.6 Timeline
 - 5.1.7 Time-related Non-Manual Markers
 - 5.1.8 Time Expressions
 - 5.1.9 Time: Duration
 - 5.1.10 Semantics: LAST
 - 5.1.11 Clock Times
 - 5.1.12 Culture and Language Snapshots: Numerical Incorporation
 - 5.1.13 YEAR
 - 5.1.14 Time and Non-Manual Markers
 - 5.1.15 Ordinal Suffixes
 - 5.1.16 Eyeth
 - 5.1.17 Clock Numbers

- 5.1.18 Times of the Day
- 5.1.19 Telling Time
- 5.1.20 Two Degrees of Separation
- 5.2 Events
 - 5.2.1 Event-related Vocabulary
 - 5.2.2 Holidays and Observances
 - 5.2.3 Calendar Events
 - 5.2.4 Semantics: “Break”
 - 5.2.5 Culture and Language Snapshots: Regional Variations
 - 5.2.6 Homecoming
- 5.3 Errands
 - 5.3.1 Getting Things Done
 - 5.3.2 Calendar-related Vocabulary
 - 5.3.3 Culture and Language Snapshots: Tense Markers
 - 5.3.4 CLEAN
 - 5.3.5 BABYSIT
- 5.4 Reasons and Excuses
 - 5.4.1 Explanations
 - 5.4.2 Absent
 - 5.4.3 Culture and Language Snapshot: Explaining Why Late
- 5.5 Frequency
 - 5.5.1 How Often?
 - 5.5.2 Numerical Incorporation: Every
 - 5.5.3 Culture and Language Snapshot: Frequent
 - 5.5.4 Common error - FREQUENT
 - 5.5.5 HAVE-TO, NEED, MUST, and SHOULD
- 5.6 Daily Activities
 - 5.6.1 Daily Routines
 - 5.6.2 Review: A Day
 - 5.6.3 Culture and Language Snapshot: STORE and SHOP
 - 5.6.4 MONEY, BUY, and SHOP
 - 5.6.5 BED and SLEEP
 - 5.6.6 FEED and EAT

Unit 6: Good Times

6.1 Insights and Skills

- 6.1.1 Opinions
- 6.1.2 Activity Skills
- 6.1.3 Bravery
- 6.1.4 Culture and Language Snapshots: Bravery
- 6.1.5 Bravery
- 6.1.6 Opinions
- 6.1.7 Skill Levels
- 6.1.8 Lost in Translation

6.2 Hobbies and Interests

6.2.1 Collections

6.2.2 Culture and Language Snapshot: Modifying Action Signs

6.2.3 Deaf Gatherings

6.3 Sports and Recreation

6.3.1 World Sport Organizations

6.3.2 Culture and Language Snapshots: VISIT, DRIVE, and TEXT

6.3.3 LAPS

6.3.4 Playing with Signs

6.3.5 Deaflympics

6.4 Vacations

6.4.1 Culture and Language Snapshot: Signing Camps

6.5 Snack Time

6.5.1 Snacks

6.5.2 Drinks

6.5.3 Culture and Language Snapshot: How Do You Like Your Coffee?

Week # & Title	Module Learning Objectives with Course & Program Objectives	Learning Materials (Instructional Materials)	Activities (Learner Interaction & Engagement)	Assessments and Rubrics
<p>Week 1: Introduction Unit 4.1 Transportation</p> <p>TWA Units 4.2 Housing and Dwellings</p> <p>Aug 25 – Aug 31</p> <p>#SLO 2 # MS SLO 1 # MS SLO 2 # MS SLO 3 # MS SLO 7</p>	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> ● identify and describe modes of transportation ● produce and list conceptually accurate signs for the word “leave” ● maintain dialogue about his/her/their transportation options ● produce and comprehend signs related to modes of transportation ● identify and describe their residence/dwelling ● converse about his/her/their living arrangements 	<p>Read:</p> <p>Course Syllabus</p> <p>Instructor Provides Video on format of the course.</p> <p>“What’s the Sign?” - ASL dictionary</p> <p>TWA 4.1 Vocabulary list – instructor makes video and shows how to sign vocabulary list.</p> <p>TWA Vocabulary 4.1 and 4.2</p> <p>Videos Snapshot 4.1</p> <p>-Taking Off - Lexicalized Fingerspelling</p>	<p>Watch</p> <p>Introduction of Professor Video for Unit 4.1 and 4.2</p> <p>Unit 4.1 - Snapshots.</p> <p>Units 4.2 - Snapshots</p> <p>Unit 4.1 Conversation Starter</p> <p>Unit 4.2 Conversation Starter</p>	<p>Assignments:</p> <p>Discussion 4.1 Conversation Starter Discussion</p> <p>Quiz -Unit 4.1 Comprehension Quiz</p> <p>**quiz format: Timed, MC and T/F.</p> <p>Worksheet -Unit 4.1 worksheet Part 1 - Unit 4.1 worksheet Part 2</p> <p>-Unit 4.2 Worksheet Part 1 -Unit 4.2 Worksheet Part 2</p> <p>To-Do -Sign up for ASL Bear Lab</p>

		Snapshot 4.2 --AND - THERE -Informational Numbers		*** Note: All Assignments are due Sunday at 11:59 pm. Due Aug 31st
<p>Week 2: Unit 4.3 Places Around Town</p> <p>Sept 1 – Sept 7</p> <p>Sept 1 – UNCO Closed: Labor DAY.</p> <p>#SLO 2 # MS SLO 1 # MS SLO 2 # MS SLO 3 # MS SLO 7</p>	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> ● identify and describe buildings in the city ● identify places and types of service provided ● identify and discuss places around the city ● give direction and how to get there 	<p>Read</p> <p>TWA Unit 4.3 Vocabulary list – instructor makes video and shows how to sign vocabulary list.</p> <p>Videos:</p> <p>Snapshot 4.3</p> <p>-Deaf Owned Businesses</p>	<p>Watch</p> <p>Introduction of Professor Videos for Unit 4.3</p> <p>Unit 4.3 Snapshots</p> <p>Unit 4.3 Conversation Starter</p>	<p>Assignments</p> <p>Discussion 4.3 Conversation Starter Discussion</p> <p>Quiz -Unit 4.2 & 4.3 Comprehension Quiz</p> <p>**quiz format: Timed, MC and T/F.</p> <p>Worksheet -Unit 4.3 worksheet Part 1 - Unit 4.3 worksheet Part 2</p> <p>*** Note: All Assignments are due Sunday at 11:59 pm. Due Sept 7th</p>
<p>Week 3: Unit 4.4 Cities, States, and Provinces</p> <p>Sept 8 – Sept 14</p> <p>#SLO 2 # MS SLO 1 # MS SLO 2 # MS SLO 3 # MS SLO 7</p>	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> ● describe and identify cities and states/provinces in the United States and Canada ● provide directions according to the compass ● identify and discuss the reasons behind the Deaf hubs in various cities ● share their insights about living in and/or visiting cities, states/provinces 	<p>Read</p> <p>TWA Unit 4.4 Vocabulary list – instructor makes video and shows how to sign vocabulary list.</p> <p>Videos</p> <p>Snapshot 4.4</p> <p>-Deaf Hubs -ASL in United States and Canada</p>	<p>Watch: Lecture from Instructor of Vocabulary for Unit 4.4</p> <p>Videos:</p> <p>Unit 4.4 Snapshots</p> <p>Unit 4.4 Conversation Starter</p> <p>Unit 4.4 Study Guide Handout for Students</p>	<p>Assignments</p> <p>Discussion 4.4 Conversation Starter Discussion</p> <p>Quiz -Unit 4.4 Comprehension Quiz</p> <p>**quiz format: Timed, MC and T/F.</p> <p>Worksheet -Unit 4.4 worksheet Part 1 - Unit 4.4 worksheet Part 2</p>

				<p>*** Note: All Assignments are due Sunday at 11:59 pm.</p> <p>Due Sept 14th</p>
<p>Week 4:</p> <p>Unit 4 Review</p> <p>Sept 15 – Sept 21</p> <p>#SLO 2 #SLO 3 #SLO 4 # MS SLO 1 # MS SLO 3</p>	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> complete Unit 4 	<p>Read</p> <p>Review Unit 4.1 – Unit 4.4 Vocabulary list – instructor makes video and shows how to sign vocabulary list.</p> <p>Videos:</p> <p>Review Unit 4 Vocabulary List</p>	<p>Watch</p> <p>“What’s the Sign?” – type in “Unit 4” in the search box. Make sure you use “”.</p>	<p>Test</p> <p>Unit 4 POA</p> <p>Unit 4 Story Comprehension</p> <p>Unit 4 SOAR Part 1</p> <p>Unit 4 SOAR Part 2</p> <p>Unit 4 Comprehension Test</p> <p>Unit 4 Production Prompt</p> <p>*** Note: All Assignments are due Sunday at 11:59 pm.</p> <p>Due Sept 21st</p>
<p>Week 5:</p> <p>Unit 5.1 – Calendar and Time Expressions</p> <p>Unit 5.2 – Events</p> <p>Sept 22 – Sept 28</p> <p>#SLO 2 # MS SLO 1 # MS SLO 2 # MS SLO 3 # MS SLO 7</p>	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> recognize and demonstrate timelines using the body as a starting point express different time zones properly classify time using number incorporation rules schedule a plan including appointments exchange information about time management distinguish the difference between formal and informal year signs 	<p>Read</p> <p>TWA Unit 5.1 & 5.2 Vocabulary list – instructor makes video and shows how to sign vocabulary list.</p> <p>Videos:</p> <p>Snapshot 5.1</p> <p>-Numeral incorporation -YEAR -Time and Non-manual Markers -Ordinal Suffixes -Eyeth -Clock Numbers -Times of the Day -Telling Time</p>	<p>Watch</p> <p>Introduction of Professor Video for Unit 5.1 and 5.2</p> <p>Unit 5.1 - Snapshots.</p> <p>Units 5.2 - Snapshots</p> <p>Unit 5.1 Conversation Starter #1 Unit 5.1 Conversation Starter #2 Unit 5.1 Conversation Starter #3 Unit 5.1 Conversation Starter #4 Unit 5.1 Conversation Starter #5</p> <p>Unit 5.2 Conversation Starter</p>	<p>Assignments</p> <p>Discussion</p> <p>5.1 Conversation Starter Discussion #1 5.1 Conversation Starter Discussion #2 5.1 Conversation Starter Discussion #3 5.1 Conversation Starter Discussion #4 5.1 Conversation Starter Discussion #5</p> <p>5.2 Conversation Starter Discussion</p> <p>Quiz</p> <p>-Unit 5.1 Comprehension Quiz -5.2 Comprehension Quiz **quiz format: Timed, MC and T/F.</p>

	<ul style="list-style-type: none"> ● indicate the importance of using non-manual markers with time expressions ● identify and describe the differences between Eyeth and Earth ● discuss conceptually accurate signs for “last” ● demonstrate and produce number incorporation for calendar-related signs ● rephrase time signs and phrase it in different ways ● share how holidays are celebrated ● recognize and identify regional variations in some areas in USA 	<p>-Two Degrees of Separation</p> <p>Snapshot 5.2</p> <p>-Regional Variations</p> <p>-Homecoming</p>		<p>Worksheets</p> <p>-Unit 5.1 worksheet Part 1</p> <p>- Unit 5.1 worksheet Part 2</p> <p>- Unit 5.1 worksheet Part 3</p> <p>- Unit 5.2 worksheet Part 1</p> <p>- Unit 5.2 worksheet Part 2</p> <p>- Unit 5.2 worksheet Part 3</p> <p>Sept ASL Bear Lab</p> <p>*** Note: All Assignments are due Sunday at 11:59 pm.</p> <p>Due Sept 28th</p>
<p>Week 6: Unit 5.3 Errands</p> <p>Sept 29 – Oct 5</p> <p>#SLO 2</p> <p># MS SLO 1</p> <p># MS SLO 2</p> <p># MS SLO 3</p> <p># MS SLO 7</p>	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> ● state and describe calendar-related activities ● distinguish between the various degrees of cleanliness ● identify and express the conceptually accurate term for “sitting” i.e. babysitting, house sitting, etc ● maintain dialogue about calendar-related activities ● contribute to discussions about calendar-related activities 	<p>Read</p> <p>TWA Unit 5.3</p> <p>Vocabulary list – instructor makes video and shows how to sign vocabulary list.</p> <p>Videos:</p> <p>Snapshot 5.3</p> <p>-Tense Markers</p> <p>-CLEAN</p> <p>-BABYSIT</p>	<p>Watch</p> <p>Introduction of Professor Video for Unit 5.3</p> <p>Unit 5.3 - Snapshots.</p> <p>Unit 5.3 Conversation Starter</p>	<p>Assignments</p> <p>Discussion</p> <p>5.3 Conversation Starter Discussion</p> <p>Quiz</p> <p>-Unit 5.3 Comprehension Quiz</p> <p>**quiz format: Timed, MC and T/F.</p> <p>Worksheet</p> <p>-Unit 5.3 worksheet Part 1</p> <p>- Unit 5.3 worksheet Part 2</p> <p>-Units 5.3 worksheet Part 3</p> <p>*** Note: All Assignments are due Sunday at 11:59 pm.</p> <p>Due Oct 5th</p>

<p>Week 7: Unit 5.4 Explanations</p> <p>Oct 6 – Oct 12</p> <p>#SLO 2 # MS SLO 1 # MS SLO 2 # MS SLO 3 # MS SLO 7</p>	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> produce and comprehend signs related to giving excuses and reasons 	<p>Read</p> <p>TWA Unit 5.4 Vocabulary list – instructor makes video and shows how to sign vocabulary list.</p> <p>Videos:</p> <p>Snapshot 5.4</p> <p>-Explaining Why Late</p>	<p>Watch</p> <p>Introduction of Professor Video for Unit 5.4</p> <p>Unit 5.4 - Snapshot.</p> <p>Unit 5.4 Conversation Starter</p>	<p>Assignments</p> <p>Discussion 5.4 Conversation Starter Discussion</p> <p>Quiz -Unit 5.4 Comprehension Quiz</p> <p>Worksheet -Unit 5.4 worksheet Part 1 - Unit 5.4 worksheet Part 2 - Unit 5.4 worksheet Part 3</p> <p>*** Note: All Assignments are due Sunday at 11:59 pm.</p> <p>Due Oct 12th</p>
<p>Week 8: Unit 5.5 Frequency Unit 5.6 Daily Activities</p> <p>Oct 13 – Oct 19</p> <p>#SLO 2 # MS SLO 1 # MS SLO 2</p>	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> express frequency for a specific time of day participate in a dialogue about how often specific tasks are done describe daily routines during the day 	<p>Read</p> <p>TWA Unit 5.5 Vocabulary list – instructor makes video and shows how to sign vocabulary list.</p> <p>Videos:</p> <p>Snapshot 5.5</p> <p>-Frequent</p>	<p>Watch</p> <p>Introduction of Professor Video for Unit 5.5 and 5.6</p> <p>Unit 5.5 - Snapshots.</p> <p>Unit 5.6 Conversation Starter</p>	<p>Assignments</p> <p>Discussion 5.5 Conversation Starter Discussion 5.6 Conversation Starter Discussion</p> <p>Quiz -Unit 5.5 & 5.6 Comprehension Quiz</p> <p>**quiz format: Timed, MC and T/F.</p>

<p># MS SLO 3 # MS SLO 7</p>	<ul style="list-style-type: none"> produce and list conceptually accurate signs for the word “shopping”, “eating”, and “sleeping” produce and comprehend signs related to daily routines 	<p>-Common Error – Frequent -Have-To, Need, Must, and Should</p> <p>Snapshot 5.6</p> <p>-STORE and SHOP -Money, Buy and Shop -Bed and Sleep -Feed and Eat</p>		<p>Worksheet -Unit 5.5 worksheet Part 1 - Unit 5.5 worksheet Part 2 -Unit 5.6 worksheet Part 1 -Unit 5.6 worksheet Part 2</p> <p>Assignments are due Sunday at 11:59 pm. Due Oct 19th</p>
<p>Week 9: Unit 5 Review</p> <p>Oct 20 – Oct 26</p> <p>#SLO 2 #SLO 3 #SLO 4 # MS SLO 1 # MS SLO 3</p>	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> complete Unit 5 	<p>Read</p> <p>Review Unit 5.1 – Unit 5.6 Vocabulary list – instructor makes video and shows how to sign vocabulary list.</p> <p>Videos:</p> <p>Review Unit 5</p>	<p>Watch</p> <p>“What’s the Sign?” – type in “Unit 5” in the search box.</p>	<p>Test</p> <p>Unit 5 POA</p> <p>Unit 5 Story Comprehension</p> <p>Unit 5 SOAR Part 1</p> <p>Unit 5 SOAR Part 2</p> <p>Unit 5 Comprehension Test</p> <p>Unit 5 Production Prompt</p> <p>October ASL Bear Lab</p> <p>*** Note: All Assignments are due Due Oct 26th</p>
<p>Week 10: Unit 6.1 Insight and Skills Unit 6.2 Hobbies and Interest</p> <p>Oct 27 – Nov 2</p> <p>#SLO 2 #SLO 3 #SLO 4 # MS SLO 1 # MS SLO 3</p>	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> identify and produce varying degree of intensity regarding insights and opinions produce and comprehend signs related to hobbies and interests produce descriptions of hobbies narrate about participation in 	<p>Read</p> <p>TWA Unit 6.1 & 6.2 Vocabulary list – instructor makes video and shows how to sign vocabulary lists.</p> <p>Videos:</p> <p>Snapshot 6.1</p> <p>-Opinions -Skill Levels -Bravery</p>	<p>Watch</p> <p>Introduction of Professor Video for Unit 6.1 and 6.2</p> <p>Unit 6.1 - Snapshots.</p> <p>Unit 6.2 Conversation Starter</p>	<p>Assignments</p> <p>Discussion 6.1 Conversation Starter Discussion 6.2 Conversation Starter Discussion</p> <p>Quiz -None</p> <p>**quiz format: Timed, MC and T/F.</p> <p>Worksheet</p>

	hobbies during downtime	-Lost in Translation Snapshot 6.2 -Modifying Actions Signs -Deaf Gatherings		-Unit 6.1 worksheet Part 1 - Unit 6.1 worksheet Part 2 -Unit 6.1 worksheet Part 3 -Unit 6.2 worksheet Part 1 -Unit 6.2 worksheet Part 2 *** Note: All Assignments are due Sunday at 11:59 pm. Due Nov 2nd
Week 11: Unit 6.3 Sports and Recreation Nov 3 – Nov 9 #SLO 2 # MS SLO 1 # MS SLO 2 # MS SLO 3 # MS SLO 7	After successful completion of the module, the student will be able to: <ul style="list-style-type: none"> ● narrate about participation in sport activities ● narrate about participation in recreational activities ● identify and produce conceptually accurate signs using the term “visit”, “drive”, and “text” ● identify and produce conceptually accurate signs for the term “laps” ● demonstrate ability to integrate multiple handshapes together to create a handshape story ● identify and discuss the existence of various Deaf sport organizations ● share experience in participating in sports and recreational activities ● contribute to dialogue on sports and recreation 	Read TWA Unit 6.3 Vocabulary list – instructor makes video and shows how to sign vocabulary list. Videos: Snapshot 6.3 -Visit, Drive, and Text -Laps -Playing with Signs -Deaflympics	Watch Introduction of Professor Video for Unit 6.3 Unit 6.3 - Snapshots. Unit 6.3 Conversation Starter	Assignments Discussion 6.3 Conversation Starter Discussion Quiz -Unit 6.1-6.3 Comprehension Quiz **quiz format: Timed, MC and T/F. Worksheet -Unit 6.3 worksheet Part 1 - Unit 6.3 worksheet Part 2 -Unit 6.3 worksheet Part 3 *** Note: All Assignments are due Sunday at 11:59 pm. Due Nov 9th
Week 12: Unit 6.4 Vacations Nov 9 – Nov 16	After successful completion of the module, the student will be able to: <ul style="list-style-type: none"> ● describe the procedures of planning for vacations or trips ● retell their experiences of successful and/or 	Read TWA Unit 6.4 Vocabulary list – instructor makes video and shows how to sign vocabulary list.	Watch Introduction of Professor Video for Unit 6.4 Unit 6.4 - Snapshots.	Assignments Discussion 6.4 Conversation Starter Discussion Quiz -Unit 6.4 Comprehension Quiz

<p>#SLO 2 # MS SLO 1 # MS SLO 2 # MS SLO 3 # MS SLO 7</p>	<p>unsuccessful vacations or trips</p>	<p>Videos: Snapshot 6.4 -Signing Camps</p>	<p>Unit 6.4 Conversation Starter</p>	<p>**quiz format: Timed, MC and T/F.</p> <p>Worksheet -Unit 6.4 worksheet Part 1 - Unit 6.4 worksheet Part 2</p> <p>*** Note: All Assignments are due Sunday at 11:59 pm.</p> <p>Due Nov 16th</p>
<p>Week 13: Unit 6.5 Snack Time Nov 17 – Nov 23 #SLO 2 # MS SLO 1 # MS SLO 2 # MS SLO 3 # MS SLO 7</p>	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> ● express their opinions about their favorite snacks or beverages ● produce and comprehend signs related to snacks or beverages ● contribute to dialogue regarding snacks and beverages 	<p>Read TWA Unit 6.5 Vocabulary list – instructor makes video and shows how to sign vocabulary list.</p> <p>Videos: Snapshot 6.5 -How do you like your coffee?</p>	<p>Watch Introduction of Professor Video for Unit 6.5 Unit 6.5 - Snapshots. Unit 6.5 Conversation Starter</p>	<p>Assignments Discussion 6.5 Conversation Starter Discussion</p> <p>Quiz -Unit 6.5 Comprehension Quiz</p> <p>**quiz format: Timed, MC and T/F.</p> <p>Worksheet -Unit 6.5 worksheet Part 1 - Unit 6.5 worksheet Part 2 -Unit 6.5 worksheet Part 3</p> <p>*** Note: All Assignments are due Sunday at 11:59 pm.</p> <p>Due Nov 23rd</p>
<p>Week 14: Unit 6 Review Nov 24 – Nov 30 Nov 26 – 30: UNC Closed: Thanksgiving Break #SLO 3 #SLO 4</p>	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> ● Review Unit 6 	<p>Read Review Unit 6.1 – Unit 6.5 Vocabulary list – instructor makes video and shows how to sign vocabulary list.</p> <p>Videos: Review Unit 6</p>	<p>Watch “What’s the Sign?” – type in “Unit 6” in the search box.</p>	<p>Assignment Unit 6 POA Unit 6 Story Comprehension</p> <p>*** Note: All Assignments are due Sunday at 11:59 pm. Due Nov 30th (may have extra day to due holiday Dec 1)</p>

# MS SLO 1 # MS SLO 3				
<p>Week 15: Unit 6 Review Cumulative Unit 6: SOAR, Comprehension and Production Test</p> <p>Dec 1 – Dec 7</p> <p>#SLO 2 #SLO 4 #MS SLO 3</p>	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> • Complete Unit 6 • Prepare for the final exam. 	Unit 6.1 – 6.5 Review	<p>Watch</p> <p>“What’s the Sign?” – type in “Unit 6” in the search box.</p>	<p>Unit 6 SOAR Part 1</p> <p>Unit 6 SOAR Part 2</p> <p>Unit 6 Comprehension Test</p> <p>Unit 6 Production Test</p> <p>Nov/Dec ASL Bear Lab</p> <p>*** Note: All Assignments are due Sunday at 11:59 pm.</p> <p>Due Dec 7th</p>
<p>Week 16:</p> <p>Units 4-6</p> <p>Dec 8 – Dec 12</p>	Final Exam	Review Units 4 - 6		<p>Opens Monday and closes Friday. Pick a day that works for you. Due no later than Dec 12 by 5pm.</p>