

Deck 1

EDU T&L 101
SPOB

OHIO STATE NEW COURSE REQUEST

College: Education and Human Ecology

Academic unit: School of Teaching and Learning

Book 3 Listing: EDU T&L (147)
(e.g., Portuguese)

Proposed Course No: 101 Full Title of Course: American Sign Language I

Proposed Effective Qtr/Yr: SU AU WI SP YEAR: 2008 (See OAA Academic Organization and Curriculum Handbook for Deadlines)

A. Course Offerings Bulletin Information. Follow instructions in the OAA Academic Organization and Curriculum Handbook.

Is this a course with decimal subdivisions? If so, use one New Course Request form for the generic information that will apply to all subdivisions. Use separate forms for each new decimal subdivision, including on each form only the information that is unique to that subdivision.

16-Character Transcript Abbreviation: Amer Sign Lang L Level J G P Credit Hours: 05

Description (not to exceed 25 words) Speaking and listening skills in American Sign Language. Developed at an informal conversational level; instruction occurs primarily in ASL without speech.

Quarter offered (check): (SU AU WI SP *Distribution of class time/contact hours: 2 days a week; 2 1/2 hrs per day

Quarter and contact/class time hours information should be omitted from Book 3 publication: (check here)

Prerequisite (s): N/A

Exclusion or limiting clause: ~~Not~~ Not open to students with English 101. cd

Repeatable to a maximum of 0 credit hours.

Cross-listed with: -

Grade Option (Please check): Letter SA Progress

If this course is Progress graded, what course is the last one in the series? -

Honors Statement: Yes No GEC: Yes No Admission Condition Course: Yes No
Off-Campus: Yes No EM: Yes No
Embedded Honors Statement: Yes No
Service Learning Course*: Yes No

*To learn more about this option, please visit <http://artsandsciences.osu.edu/curric/>

Other General Course Information: Credit counts toward Foreign Language Sequence for GEC's (e.g. "Taught in English." Credit does not count toward BSBA degree.)

This course is available for 5m credit GEC for lang course

Subject Code 16.1601 Subsidy Level (V, G, T, B, M, D, or P) B cd

Will course be taught in distance learning format: Yes No

American Sign Language (ASL)

B. General Information:

1. Provide the rationale for proposing this course: This class is intended for students who need to take a foreign Language Sequence as an undergrad. WE already offer the last 2 in the sequence and are now going to offer the full 4 course sequence. This course will reduce the waitlist that is currently an issue affecting many undergrad students.

2. List Major/Minor affected by the creation of this new course. Attach revisions of all affected programs. This course is (check one) Required Elective Other (Explain) : GEC Requirements for Undergrads

* If the course offered is less than quarter, term, or semester, please also complete the Flexibly Scheduled/Off Campus/Workshop Request form.

cd 117108 CDE

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course. Load adjustment will be made for the relevant faculty/staff who will teach this course. This will become part of that faculty/staff's teaching load.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List:

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: EDU T&L 113 & 114

6. Expected section size: 24 Proposed number of sections per year: 6-8

7. Do you want prerequisites enforced electronically? (See OAA Curriculum Manual for what can be enforced.) Yes

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms): Not Applicable

**See attached Memo of Understanding

9. Attach a course syllabus that includes a topical outline of the course student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA Curriculum Handbook.

APPROVAL SIGNATURES (As needed, All signatures on line in ALL CAPS (e.g. ACADEMIC UNIT) must be completed

Academic Unit Undergraduate Studies Committee Chair (Undergraduate course)	Printed Name	Date
	DAVID BLOCK	11/14/07
Academic Unit Graduate Studies Committee Chair (Undergraduate/Graduate course)	Printed Name	Date
	Helen Jackson	12/02/07
School /College Undergrad Curriculum Committee (Undergraduate/Graduate course)	Printed Name	Date
	Rebecca Kautz	11-14-07
ACADEMIC UNIT CHAIR /SCHOOL DIRECTOR	Printed Name	Date
	Sandy Hunt	12/14/07
COLLEGE DEAN	Printed Name	Date
Graduate School (If Appropriate)	Printed Name	Date
ASC Curriculum Committee Chair (If Appropriate)	Printed Name	Date
University Honors Center (If Appropriate)	Printed Name	Date
Office of International Education (study tour only)	Printed Name	Date
	W Randy Smith	12/14/07
ACADEMIC AFFAIRS	Printed Name	Date

The Ohio State University
 College of Education and Human Ecology
 School of Teaching and Learning
 EDU T&L 101 (American Sign Language - level 1)
 UG 05 2 days/ week for 2 hr.18 min. each session

Description/Rationale

This course is for students with no previous course work in American Sign Language (ASL). It begins by developing skills necessary for reliance on vision as the primary means of communicative interaction. Production and comprehension skills will be developed at an informal conversational level. Instruction will occur primarily in ASL. Upon completion of the course, students will be able to have simple conversations about themselves and their immediate surroundings. Students will also study the importance of ASL in America, including the people who use it, and the culture that surrounds it.

The School of Teaching and Learning has been offering the two higher levels of American Sign Language (EDU T&L) [3, 114]. This class would open up the first level to students who are on waitlists in other departments.

Relationship to Other Courses/Curricula

This course is the first course in a four course sequence for foreign language credit (GEC). The College of Humanities as well as the Speech and Hearing Department in the College of Social and Behavioral Sciences also offer these courses.

GEC Requirements

ASL 101 [102, 103, 104, 113, 114] meets the GEC Foreign Language Requirement. Students who take this course will be able to: 1) demonstrate basic skills of reception and expression in a language other than their native language (in American Sign Language, reception and expression of this visual-spatial language are the equivalent of speaking, listening, reading, and writing in other more oral and print-based languages) and 2) describe cultural, social and communicative differences in a community and culture other than their own, and demonstrate an appreciation of these differences

Course Objectives/Learning Outcomes:

- Introduce self and interact in Deaf culturally appropriate ways.
- Discuss aspects of and perspectives on Deaf Culture and Deaf Communities.
- Ask and answer questions, both yes/no and WH.
- Use basic ASL grammar structure, including rhetorical questions and topic/comment, directional verbs and the appropriate use of fingerspelling.
- Incorporate number structures such as cardinal and special information into basic conversations.
- Demonstrate appropriate usage of facial expression and non-manual markers.
- Engage in conversations about a variety of basic topics including introductions, personal schedules, activities, classroom environments, etc

Off-campus Field Experiences

Not applicable

Diversity

Students will be exposed to issues affecting a range of deaf and hard of hearing individuals, including those from diverse and ethnic backgrounds. In this regard, the course will practice the College's statement against discrimination on any basis (including but not limited to race, religion, color, sex, age, national origin, or ancestry, marital status, parental status, gender identity, sexual orientation, health status, or veteran status).

Technology

Students will be expected to use internet resources to seek additional readings related to special topics. Students can download required readings and video clips from the Carmen website (for assigned homework). Students will also be expected to use their Carmen page as a major access point for information regarding class, use discussion boards, and the drop box for homework assigned. Students will be required to also use a VCR/DVD player to watch additional required homework passages from a videotape/DVD.

Topical Outline

WEEK 1 – 1 session	<ul style="list-style-type: none"> • Course Overview/ Expectations • Begin Unit One: pgs.2-5 • Assign pgs. xv – xxiv for homework
WEEK 2 – 2 sessions	<ul style="list-style-type: none"> • Homework #1 due in first session • Continue Unit 1 - cover pages 6 -11 • Homework #2 due in second session
Week 3 – 2 sessions	<ul style="list-style-type: none"> • Continue Unit 1 – cover pages 12 -24 • Workbook pages vii - 6 • Homework # 3 due in second session
Week 4 – 2 sessions	<ul style="list-style-type: none"> • Continue Unit 1 – cover pages 24 - 33 • Receptive Test during session 1 • Homework # 4 due in second session • Discussion Board posting Due: "How do People Learn ASL?" - due in second session
Week 5 – 2 sessions	<ul style="list-style-type: none"> • Expressive Test during session 1 • Begin Unit 2 – cover pages 39 – 46 • Homework # 5 due in second session
Week 6 – 2 sessions	<ul style="list-style-type: none"> • Continue Unit 2 – cover pages 47 – 57 • Workbook pages 7 – 12 • Homework # 6 due in second session

Week 7 – 2 sessions	<ul style="list-style-type: none"> • Continue Unit 2 – cover pages 8-70 • Film/Discussion - "For a Deaf Son" during session #1 • Receptive test during session # 2
Week 8 – 2 session	<ul style="list-style-type: none"> • Begin Unit 3 - cover pages 73-92 • Discussion Board posting Due: "What is deafness? What is Deaf Culture?" – due session one • Homework # 7 due in session 2 • Workbook pages 13-18
Week 9 – 2 sessions	<ul style="list-style-type: none"> • Continue Unit 3 – cover pages 92-100 • Continue with workbook pages • Homework # 8 due during session 1 • Expressive test during session 2
Week 10 – 2 sessions	<ul style="list-style-type: none"> • Continue Unit 3 –cover pages 101-112 • Homework # 9 due session 1 • Receptive test during session 2 • Review for final exams during session 2

Instructional Methods:

***This class is primarily taught with a "voices off" approach. This means that instruction will occur in the target language- ASL- supplemented by gestures, body language, and visual materials. Examples are:

- Demonstration/modeling
- Guided/directed activities

- Written responses to texts & experiences
- Assigned readings

Course Requirements

- **Attendance and participation** in all class discussions and signing activities is expected. If a student misses class, it is not possible to "make-up" attendance and/or participation points. **Class participation and attendance is heavily weighed in this course because it is so essential to successful learning!** If there is an emergency it is your responsibility to find out what you missed. A student who misses two or more sessions will have great difficulty passing this class.
- **Receptive Tests (may be announced or unannounced) and Final Exam.**
They are intended to assess the understanding of signed material and grammatical concepts. If some extenuating circumstance prohibits the student from attending that day, it will be left to the teacher's discretion whether or not a test will be made up.
- **Expressive Tests and Final Exam**
Each test is an assessment of your expressive language skills. Tests/exams are videotaped for grading and student review purposes, should the student like to review their test. Let the instructor know and we can set up a time to review together in the lab. The test may occur during class or the students may be asked to come into the lab during blocks of time scheduled. The instructor will let the students know prior to the test/taping where the test will occur. If some extenuating circumstance prohibits the

student from attending that day, it will be left to the teacher's discretion whether or not a test will be made up.

- **Deaf Event Reflection Paper**

Throughout the quarter, there will be numerous opportunities to interact with members of the Deaf community and observe Deaf culture within Columbus. The students are required to attend at least one event and turn in a reflection paper before the end of the quarter. Interaction requirements and paper guidelines will be handed out in class. If transportation to one of these events poses a problem for the student, PLEASE speak with the instructor during the 1st week of the quarter to discuss possible alternate assignments; DO NOT wait until the end of the quarter to bring this to the instructor's attention; an alternate assignment will not be given. The instructor will be informing the students of these events as they come up.

- **Homework**

Homework will be assigned sporadically during class. Assignments are due on the day indicated and not accepted late.

- **Discussion Board Postings**

Students will learn about several topics related to Deaf Culture throughout the quarter. They will be asked to read two articles/short readings and then respond to them. The instructor will post guiding questions on Carmen. The students are required to post two responses to each set of questions. Following are the topics that will be read and responded to:

A) "How do people learn ASL?" (pp 22-25 Master ASL)- Unit 1 assignment

B) "What is deafness and Deaf Culture?" - Unit 2 assignment

Each prompt will be opened on Carmen Discussion and all responses will be submitted on Carmen Discussion (*not* in email or hard copy). All Discussion postings are due *before* the start of class on the due date.

NOTE: All Discussion Board postings should be two paragraphs long. They should be thoughtful, critical and carefully proofread for surface errors. Keep in mind that this is a discussion in a college classroom; do not treat this like an IM conversation with a friend. The students **MUST** use complete English sentences with proper grammar, punctuation, and spelling. Points will be deducted for improper grammar, punctuation, and spelling, as well as for demonstration of a lack of thorough readings of texts, research, and classmates' postings. No late submissions will be accepted.

Late Work Policy:

This policy applies to ALL work to be handed in throughout the quarter. Late work will NOT be accepted. If you are absent for ANY reason and wish to earn credit, you may do one of the following: 1) email your assignment (as an attachment) to the instructor *prior* to the start of class to prove you have completed the work -OR- 2) put a hard copy in the instructors mailbox (Arps Hall 327) prior to the class time it is due.

Evaluation

Attendance and Participation	10%
Homework	10%
Reflection Paper	10%
Discussion Boards	5%
Expressive Tests	20%
Receptive Tests	20%
Final Exams	25%

Grade Chart

A	(93-100%)
A-	(90-92%)
B+	(88-89%)
B	(83-87%)
B-	(80-82%)
C+	(78-79%)
C	(73-77%)
C-	(70-72%)
D+	(68-69%)
D	(65-67%)
E	(64% and below)

I-E Due to the nature of this course, **NO INCOMPLETES** will be given.

Required Texts/Materials

Zinza, J. (2006). Master ASL: Level 1. Burtonsville, MD: Sign Media, Inc.

An Important Note about Learning ASL:

This course may be like no other that you have taken. It is a **SKILL** building course. As such, you must continually work to develop, improve and expand your visual processing skills. The best way to do this is to actively use the language everyday. Study groups are a great way to practice vocabulary and build friendships within the class. There is no way to wait until the last minute and cram to learn a language. Study 20 - 30 minutes **EVERYDAY** by reviewing previous material, meeting with a study partner, interacting with the Deaf community, etc. During this course you are laying the foundation for what will follow in ASL 2, 3, and 4.

Statement of Student Rights

Anyone who feels she/he may need an accommodation based on the impact of a disability should contact the appropriate faculty member/s to arrange an appointment as soon as possible. At that appointment, the faculty member can discuss course format, anticipate your needs and explore potential accommodations. Our School relies on the Office Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office of Disability Services, we encourage you to do so.

Academic Integrity (Academic Misconduct)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. It is expected that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, resubmission of papers previously used and graded in another course, and possession of unauthorized materials during an examination.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Grievances and Solving Problems

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "you should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life."

SUGGESTED READINGS

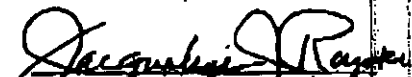
- Humphries, T., & Padden, C. (2005). *Inside Deaf culture*. Cambridge, MA: Harvard University Press.
- Ladd, P. (2003). *Understanding Deaf culture: In search of deafhood*. Tonawanda, NY: Multilingual Matters.
- Liddell, S. (2003). *Grammar, gesture, and meaning in American Sign Language*. Cambridge, New York: Cambridge University Press.
- Lucas, C., Bayley, R., & Valli, C. (2003). *What's your sign for pizza?: An introduction to variation in American Sign Language*. Washington, DC: Gallaudet University Press.
- Moore, M., & Levitan, L. (2003). *For hearing people only: Answers to some of the most commonly asked questions about the Deaf community, its culture, and the "Deaf Reality"* (3rd ed). Rochester, NY: Deaf life Press.
- Paris, D., & Wood, S. (2002). *Step into the circle: The heartbeat of American Indian, Alaska native, and first nations deaf communities*. Salem, OR: AGO Publications.
- Paul, P. (2001). *Language and deafness* (3rd ed.). San Diego, CA: Singular Thomson Learning.

**Memorandum of Understanding
American Sign Language Program
March 30, 2007**

This memo is to put into writing the substance of discussions held on November 20, 2006 and March 13, 2007 concerning the American Sign Language (ASL) Program. In general, we agreed that the course offerings in ASL will continue to originate from departments/school within the three colleges. To facilitate the further development of the program, we will create an administrative structure for this program designed to bring coherence to the disparate course offerings. To this end, we agreed that

1. The three colleges (Education and Human Ecology, Humanities, and Social and Behavioral Sciences) will provide funding (including annual increases) for a full-time 12 month A & P position that will serve as the staff Coordinator for ASL and also teach one class each quarter in the program. Funding for the teaching component will be provided by the department/college whose course(s) is being taught. The funding for the balance of the coordinator's salary and benefits will be proportionate to each college's share of the credit hours generated in the previous fiscal year in ASL courses.
2. The Arts and Sciences Office of the Executive Dean through the services of the Office of Interdisciplinary Programs will facilitate the oversight of the ASL Program and its operations.
3. The three departmental/college faculty coordinators and the Director of the Foreign Language Center will be constituted as a faculty advisory (oversight) group for the ASL program reporting to the ASL Executive Dean and the deans of the three colleges. This will be the program reporting line and will concern policy and other issues related to the development and growth of ASL at Ohio State.
4. The ASL Coordinator will be appointed through the Colleges of the Arts and Sciences. He or she will report directly to the Director of the Foreign Language Center who will also have responsibility for an annual performance review with the advice and consent of the other members of the ASL faculty advisory group. Office space and basic supplies will be provided through the World Media and Culture Center/Foreign Language Center. A budget for needed programming funds will be made available by the three participating colleges (proportionate to college course enrollment in ASL courses) in consultation with the advisory committee and deans.
5. The Coordinator will have the following duties:
 - coordinating the course offerings with administrators in three participating units.
 - organizing and attending ASL instructor (monthly) meetings.
 - organizing and attending regular faculty advisory meetings.
 - teaching four (4) courses annually, possibly at least one in each department/college of the ASL offerings.

- coordinating curricular development with the ASL-GEC offerings and ensuring that these courses conform to the goals and objectives of the foreign language GECs.
 - developing and implementing ongoing procedures for the review of the ASL program that conform with the university's assessment initiative and that provide annual feedback on the quality of the ASL-GEC courses.
 - coordinating training, evaluation, and professional development of all ASL teachers
 - serving as principal advisor and Ombudsman for the ASL-GEC program.
 - insuring routine assessment of the ASL program.
 - overlooking the content and needed changes for the ASL program website.
 - coordinating the interpreting for ASL program teachers and events.
 - working with unit administrators to identify grant and other funding/development opportunities for the overall ASL program and providing support for proposal development.
 - providing an annual report on the ASL program. This report will be developed in consultation with the advisory group and then provided to the Executive Dean and the partnering deans.
6. The departments offering ASL courses will continue to select, hire and fund instructors for the courses offered in their respective units. However, the ASL Coordinator will be expected to work with the departments and college administrators to maximize opportunities for all ASL instructors to teach ASL courses at all levels.
 7. The Department of English will continue to teach only English (ASL) 101 and 102 and will offer no more than 30 sections per year.
 8. The Departments of Speech and Hearing and The School of Teaching and Learning will continue to offer SHS 103 and SHS104 and EDU T & L 113 and EDU T & L 114 to meet student demand. In addition, both SHS and EDU T & L will have the option of offering ASL 101 and 102 beginning in Autumn quarter 2007 but will offer no more than 25 sections each of ASL courses per year.
 9. This agreement is in force for FY08 through FY10. The program will be reviewed in FY10 by its advisory committee and the ASC Executive Dean in collaboration with the three partnering deans to determine whether it will be renewed, and under what terms, for subsequent years.


 Jacquelin J. Royter, Executive Dean
 College of the Arts and Sciences


 David W. Andrews, Dean
 College of Education and Human Ecology


 Paul A. Beck, Dean
 College of Social and Behavioral Sciences


 John W. Roberts, Dean
 College of Humanities

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E-Mail Registrar@osu.edu

The Ohio State University

Office of the University Registrar

Fax Transmittal Cover Sheet

1. Name: Lakshmi Dutta

Fax Number: 2-3658

2. Name: _____

Fax Number: _____

3. Name: _____

Fax Number: _____

4. Name: _____

Fax Number: _____

From: Carol Jones Date: 3/5/08

Subject/Comments/Instructions: Edu T & L 101 - Sp 2008
new course

~~Handwritten scribbles~~

Emails sent to Carolyn Wycuff & Kate Hallihan
cd

We are transmitting 13 pages in addition to this cover sheet.
If you do not receive all pages or they are not legible, please call (614)292-1556.

Carol A. Dones

From: Karen B. Sondrini
 Sent: Wednesday, January 09, 2008 10:15 AM
 To: Carol A. Dones
 Subject: RE: Edu T&L 101 - Sp 2008

Thanks Carol! :)

- Karen

Karen Sondrini
 Degree Audit Program Coordinator
 700 Lincoln Tower
 1800 Cannon Drive
 Columbus, OH 43210
 Ph: (614) 292-5705
 Fax: (614) 292-7199
 sondrini.3@osu.edu

-----Original Message-----

From: Carol A. Dones
 Sent: Wednesday, January 09, 2008 10:12 AM
 To: hallihan.3@osu.edu
 Cc: Karen B. Sondrini
 Subject: FW: Edu T&L 101 - Sp 2008

FYI

-----Original Message-----

From: Carolyn Wycuff (mailto:wycuff.1@osu.edu)
 Sent: Wednesday, January 09, 2008 10:04 AM
 To: Carol A. Dones
 Subject: Re: Edu T&L 101 - Sp 2008

Hi Carol:
 I checked with Tia Jones (2-5392) who worked on the 101 New Course Form and she said YES to both questions. If you have any more questions about this course, please give Tia a call at 2-5392.
 Have a good quarter!
 Carolyn

At 05:30 PM 1/4/2008, you wrote:

>
 >Carolyn,
 >
 >Is this course available for EM credit? The New Course Request form is marked "yes". i.e. "This course is available for EM credit."
 >
 >Also, the form shows "Credit counts toward Foreign Language Sequence for >GEC's."
 >
 >Should we include "GEC for lang course" ?
 >
 >Thanks.
 >
 >Carol
 >
 >
 >
 >

Carol A. Dones

From: Carol A. Dones
Sent: Friday, January 04, 2008 5:26 PM
To: hallihan.3@osu.edu
Subject: Edu T&L 101 - Sp 2008

Kate,

The New Course Request form for Edu T&L 101, American Sign Language I, has the statement "Credit counts toward Foreign Language Sequence for GEC's" Under general information.

This course is "Not open to students with credit for English 101."

The attached "memo of understanding" states that Edu T&L can pick up 101 beginning Au 2007.

Should this course have the GEC statement "GEC for lang course"?

Thanks.

Carol

1/4/2008