

OHIO STATE NEW COURSE REQUEST

College: Education and Human Ecology

Academic unit: School of Teaching and Learning Book 3 Listing: EDU T&L (e.g., Portuguese)

Proposed Course No: 102 Full Title of Course: American Sign Language 2

Proposed Effective Qtr/Yr: SU AU X 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.

18-Character Transcript Abbreviation: Amer Sign Lang 2 Level U X G P Credit Hours: 05

Description (not to exceed 25 words): Continuation of ASL 1; expressive and receptive skills in American Sign Language

are expanded. Deaf Culture and the Deaf Community are explored.

Quarter offered (check): SU X AU X WI X SP X *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) X

Prerequisite (s): American Sign Language 1 (English 101 or EDU T&L 101), or Em, or Placement Exam equivalence. Not open to students with credit for English 102.

Exclusion or limiting clause: ~~N/A~~ Not open to students with English 102

Repeatable to a maximum of 0 credit hours.

Cross-listed with: -----

Grade Option (Please check): Letter X S/U Progress

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

Honors Statement:	Yes <input type="checkbox"/> No X	GEC: Yes X No <input type="checkbox"/>	Admission Condition
Off-Campus:	Yes <input type="checkbox"/> No X	EM: Yes X No <input type="checkbox"/>	Course: Yes <input type="checkbox"/> No X
Embedded Honors Statement:	Yes <input type="checkbox"/> No X		
Service Learning Course*:	Yes <input type="checkbox"/> No X		

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

Other General Course Information: Taught in American Sign Language. Credit counts toward Foreign Language Sequence for G.E.C.

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

Subject Code 16.1601 Subsidy Level (V, G, T, B, M, D, or P) B
(If you have questions please email Jed Dickhaut @ dickhaut.1@osu.edu)

Will course be taught in distance learning format: Yes No X

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 undergraduate. We already offer the first in the series as well as the last 2 in the series and this will complete the 4 course sequence for us. This course will reduce the waitlist that is currently an issue affecting many undergraduate 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) X: GEC requirement for Undergrads

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

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

Load adjustments will be made for the relevant faculty/staff who will teach this course. This will become part of their 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 101, 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 lines in ALL CAPS (e.g. ACADEMIC UNIT) must be completed

Academic Unit Undergraduate Studies Committee Chair (Undergraduate course) Printed Name Date

Academic Unit Graduate Studies Committee Chair (Undergraduate/Graduate course) Printed Name Date

School/College Undergrad Curriculum Committee (Undergraduate/Graduate course) Printed Name Date

School/College Graduate Curriculum Committee (Undergraduate/Graduate course) Printed Name Date

ACADEMIC UNIT CHAIR / SCHOOL DIRECTOR Printed Name Date

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

ACADEMIC AFFAIRS Printed Name Date

The Ohio State University
College of Education and Human Ecology: School of Teaching and Learning
EDU T&L 102
American Sign Language - Level 2
5 Credit Hours

COURSE COORDINATOR:

Dr. Peter Paul, ASL Program Faculty Leader; Coordinator of the ASL Program for the College of Education and Human Ecology. Email: paul.3@osu.edu

COURSE DESCRIPTION/RATIONALE

This course continues to develop production and comprehension skills at an informal conversational level. Language instruction will occur primarily in ASL. Upon completion of the course, students will be able to have simple conversations about themselves and others and their activities as well as tell short stories about events in their world. Students will continue studying the cultural and linguistic repertoire of the Deaf Community in America and will come to understand more of the key issues confronting deaf individuals and the Deaf Community.

RELATIONSHIP TO OTHER COURSES/CURRICULA

This course is the second 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

The American Sign Language (ASL) series, levels 1-4, fulfills the GEC Skills category. Foreign Language coursework develops students' skills in communication across ethnic, cultural, ideological, and national boundaries, and helps students develop an understanding of other cultures and patterns of thought. Expected outcomes are:

- Students demonstrate basic skills of reception and expression in a language other than their native language. (Note: In ASL, 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.)
- Students describe cultural, social, and communicative differences in a community and culture other than their own, and demonstrate an appreciation of these differences.

PREREQUISITE(S):

American Sign Language 1 (English 101 or EDU T&L 101), or EM, or placement test equivalence. This course is not open to students with credit for ENGLISH 102.

OBJECTIVES/LEARNING OUTCOMES

After successful completion of this course, students will be able to:

1. Expand knowledge of Deaf Culture, including such topics as Deaf educational options and the role of CODAs in the Community.
2. Use basic to intermediate level ASL grammar structure, including contrastive structure, agent markers, and pronouns.
3. Develop beginning level skills incorporating classifiers into sentences.

4. Engage in conversations about a variety of basic to intermediate level topics including family, school, time, personalities, etc.

OFF -CAMPUS FIELD EXPERIENCE

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.

REQUIRED TEXT(S) AND COURSE MATERIALS:

- a. Zinza, J. (2006). Master ASL! Level One. Burtonsville, MD: Sign Media, Inc.

*Note: This includes a hardcover textbook, softcover workbook, and DVD. You will be using these same texts in ASL 1-4, so do not resell them at the end of the quarter.

- b. Access to the OSU Carmen course website and OSU email. (*check daily)
- c. Selected readings will be available on Carmen and/or on closed reserve in the library
- d. Film(s) and video clip(s) shown during class.
- e. Access to use of digital videocamera, DVDs, CDs, etc. for expressive tests.
- f. Attendance at one or more Deaf community event. (This may be off campus)

GRADING SCALE

A	93-100	B+	87-89	C+	77-80	D+	67-69
A-	92-90	B	86-83	C	73-76	D	66-60
		B-	82-80	C-	72-70	E	0-59

EVALUATION

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

COURSE REQUIREMENTS

- **Attendance and participation** in all class discussions and signing activities is expected. **Class**

participation and attendance is heavily weighed in this course because it is so essential to successful learning! (See the Attendance and Participation Policy section of the syllabus). 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**

You will learn about several topics related to Deaf Culture throughout the quarter. You will post responses on the Carmen discussion board on three topics related to the Deaf community. Your instructor will provide you with prompts as the dates approach. Each prompt will be opened on Carmen Discussion and all responses should 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.

As stated, on the course Carmen page you will have access to a prompt(s) that you must respond to. Your response should have a distinct/specific perspective and should not simply be paraphrased versions of earlier responses either by you or your classmates. Your posting may be in direct response to the initial prompt or in response to a classmate's post. This is a discussion board that is intended to be interactive so that you may learn from the dialogues with each other – challenging previous knowledge and beliefs.

NOTE: All Discussion Board postings should be at least two paragraphs long, 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. You **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.

ATTENDANCE & PARTICIPATION POLICY

“An **excused absence** is defined by the university as:

- 1) Participation in a sanctioned University function. Students who participate in University sanctioned events must submit a copy of the events and their dates/times, signed by their coach/supervisor on OSU letterhead. This is due to the instructor by the second week of the quarter.
- 2) A death in the family or of a close friend. Students attending a funeral should bring some evidence of the event.
- 3) Observation of a religious holiday. Students observing a religious holiday must inform the instructor within the first two weeks of class of the upcoming holiday(s) and the dates/times to be missed.
- 4) Unexpected illness with doctor’s excuse. Students absent due to illness must have a doctor’s excuse written on the doctor’s letterhead or with his/her seal, and have the date(s) of illness, the doctor’s signature, and the physician’s phone number and address.”

“Other legitimate excused absences are: subpoenas, jury duty, military service, and serious verifiable family emergencies. These require documentation.”

PLEASE NOTE: Although an excused absence will not count against your attendance and participation grade, you are **expected to turn in assignments on time and it is *your responsibility* to contact your instructor to request a make-up for a test.** It is the student's responsibility to notify his/her instructor of any excused absence as far in advance as possible. Make-up work will be permitted only when the instructor is presented with acceptable documentation.

If a test/assignment is missed due to an unexcused absence, points lost for participation cannot be “made-up”. If you have to be absent or are ill, check the Carmen course page and/or contact a classmate to find out the assignments that you missed.”

ASL is a hands-on class...literally. You cannot learn the language by merely watching me sign. Although it may be uncomfortable, I strongly encourage you to participate in class as much as possible. The more you participate, the more you will learn. Hence, the better your grade will be.

Your instructor reserves the right to deduct points from your grade each time you 1) show up unprepared to class or 2) do not adequately participate in signing activities/practice or 3) miss a class without an excused absence.

Points will also be deducted for each instance of tardiness or leaving class early without a valid excuse.

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

WEEKLY OUTLINE

WEEK 1 – 1 session	<ul style="list-style-type: none">• Course Overview/ Expectations• Review ASL 1 content
WEEK 2 – 2 sessions	<ul style="list-style-type: none">• Homework #1 due in first session• Begin Unit 4- cover pages 120-130, 145-149• Homework # 2 due second session
Week 3 – 2 sessions	<ul style="list-style-type: none">• Continue Unit 4 – cover pages 131-139, 142-144• Discussion Board #1 due prior to session 1• Homework # 3 due in second session• Comprehension Test # 1 at end of session 2
Week 4 – 2 sessions	<ul style="list-style-type: none">• Continue Unit 4 – cover pages 150-159• Homework # 4 due in first session• Expressive Test during session 2
Week 5 – 2 sessions	<ul style="list-style-type: none">• Begin Unit 5 – cover pages 167-174• Discussion Boards #2 due prior to second session• Watch “Audism Unveiled” and class discussion during second session
Week 6 – 2 sessions	<ul style="list-style-type: none">• Continue “Audism Unveiled” class discussion during first session• Continue Unit 5 – cover pages 175-182• Homework # 5 due in first session• Comprehension Test # 2 at end of session 2
Week 7 – 2 sessions	<ul style="list-style-type: none">• Continue Unit 5 – cover pages 183-191• Homework # 6 due in first session
Week 8 – 2 session	<ul style="list-style-type: none">• Continue Unit 5 - cover pages 192-198• Discussion Board #3 due prior to session 1• Homework # 7 due in second session
Week 9 – 2 sessions	<ul style="list-style-type: none">• Continue Unit 5 – cover pages 199-204• Homework # 8 due in first session• Expressive test # 2 during second session
Week 10 – 2 sessions	<ul style="list-style-type: none">• Complete Unit 5 (if needed)• Comprehension Test # 3 at end of session 1• Homework # 9 due in first session• Review for final exams during session 2

POLICIES FOR STUDENT CONDUCT

On your first day of class, you will receive an instructor/student contract detailing the code of conduct expected from both parties throughout the quarter. The instructor and student will sign the contract, indicating that each agrees to abide by the code in order to provide a safe and encouraging learning environment for all. This is available for your reference on the Carmen course page.

Courses in ASL may necessitate physical contact between students and/or instructor. This contact may include demonstrating culturally appropriate attention-getting behaviors, modeling deaf-blind communication, and/or remediating students' sign production.

ACADEMIC MISCONDUCT:

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and 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."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Such instances include, but are not limited to: plagiarism (representing as one's own work anything done by another), cheating on assignments or examinations, collusion (unauthorized collaboration), falsification of excuses, submitting work from a previous quarter without explicit permission of the current instructor, receiving or passing exam information to other students before, during or after the exam (cheating in this case applies both to the receiver of the exam information and the person who gives the information), and violation of course rules contained in the syllabus or provided in class. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct. This document is available at: http://studentaffairs.osu.edu/resource_csc.asp.

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.

DISABILITY STATEMENT

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services (<http://www.ods.ohio-state.edu>) at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

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, is 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.”

RESOURCES

- Fingerspelling Practice : <http://www.asl.ms/>
- MSU's ASL Dictionary : <http://commtechlab.msu.edu/sites/aslweb/browser.htm>
- ASLPRO (dictionaries+) <http://aslpro.com/>
- Columbus Colony Housing and Elderly Care: <http://columbuscolony.org/>
- National Association of the Deaf: <http://nad.org>
- Registry of Interpreters for the Deaf: <http://rid.org/>
- American Sign Language Teachers Association: <http://www.aslta.org/>
- Laurent Clerc National Deaf Education Center, Gallaudet University: <http://clerccenter.gallaudet.edu/>

SUGGESTED READINGS

- Brueggemann, B. (1999). *Lend Me Your Ear: Rhetorical Constructions of Deafness.* Washington DC: Gallaudet University Press.
- Ceney, J. (2007). *Deaf Education in America: Voices of Children from Inclusion Settings.* Washington DC: Gallaudet University Press.
- Paul, P., & Quigley, S. (1990). *Education and Deafness.* New York: Longman.
- Schein, J. (1989). *At Home Among Strangers: Exploring the Deaf Community in the United States.* Washington DC: Gallaudet University Press.
- Stewart, D., & Luetke-Stahlman, B. (1998). *The signing family: what every parent should know about sign communication.* Washington, DC: Gallaudet University Press.
- Van Cleve, J & Crouch, B. (1989) *A Place of Their Own: Creating the Deaf Community in America.* Washington DC: Gallaudet University Press.
- Winefield, R. (1987) *Never the Twain Shall Meet: Bell, Gallaudet, and the Communication Debate.* Washington DC: Gallaudet University Press