

TO: College Curriculum Committee
FROM: Peter V. Paul
RE: Changes in T&L 101, 102, 113, 114
DATE: January 2, 2009

Enclosed are the updated course forms and course syllabi with the revised exclusion statement and a letter of support from the ASL Associate Coordinator, Lauren Sanders.

Below is the justification for the changes for the syllabi (a brief statement has also been included in all syllabi):

The instructors, assistant coordinators, Associate Coordinator, and Faculty Leaders (including Foreign Language Director) associated with the American Sign Language GEC Program have worked together to ensure that there is consistency across the content and instruction of the ASL courses. The syllabi in English, Speech-Hearing Science, and EHE (T&L), who offer ASL courses, adhere to the basic principles and policies of the Arts & Sciences GEC programs. The goal is to ensure uniformity with respect to a range of issues, including the amount of time associated with each course offering. As a result, EHE T&L is offering each of its four 5-credits ASL (T&L 101, 102, 113, 114) GEC courses in accordance with the following schedule—1 hour 48 minutes twice a week. It is expected that students will expend time and energy to improve sign proficiency not only by attending the classes, but also by focusing on and practicing the content of the course outside the required meeting time.

Thanks for your consideration of this matter.

To the Curriculum Committee:

I endorse the statement composed by the School of Teaching and Learning to be added to American Sign Language course syllabi. This statement conforms to the expectations and role(s) that I have of and for the American Sign Language GEC program as Associate Coordinator.


Please feel free to contact me at 292-7082 or by email if you need further information.

Best regards and Happy Holidays,
Lauren Sanders

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge." ~Albert Einstein

Lauren Sanders
Associate Coordinator and Instructor
American Sign Language (ASL) Program
The Ohio State University
<http://asl.osu.edu/>

Phone 614.292.7082
VP 614.688.3696
Fax 614.688.3355
Office: 450 Hagerty Hall

 Please consider the environment before printing this e-mail.

B. General Information:

1. Do you want prerequisites enforced electronically? YES NO
(See OAA Academic Organization and Curriculum Handbook for what can be enforced.)
2. Does this course currently satisfy any GEC requirement? YES NO
3. What other units require this course?
Have these changes been discussed with those units? YES NO
4. Have these changes been discussed with academic units
that might have a jurisdictional interest in the subject matter?
[Attach relevant letters.] YES NO
5. Is the request contingent upon other requests? YES NO

List:

6. Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives.)
Update the description to reflect current curriculum.

7. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change:
N/A

8. If the proposed change involves budgetary adjustments, describe the method of funding:
N/A

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

Academic Unit Undergraduate Studies Committee Chair (Undergrad course)	Printed Name	Date
	DAVID Bloome	11-20-08
Academic Unit Graduate Studies Committee Chair((Undergrad/Graduate course)	Printed Name	Date

	Printed Name	Date
School/College Undergrad Curriculum Committee (Undergrad/Grad course)	Bryan Warrick	1/7/09

School/College Graduate Curriculum Committee (Undergrad/Grad course)	Printed Name	Date
	Rebecca Kantor	11-19-08
ACADEMIC UNIT CHAIR/SCHOOL DIRECTOR	Printed Name	Date

	Printed Name	Date
COLLEGE DEAN	Cheryl Achterberg	1/9/09

Graduate School (If Appropriate)	Printed Name	Date
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ASC Curriculum Committee Chair (If Appropriate)	Printed Name	Date
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University Honors Center (If Appropriate)	Printed Name	Date
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Office of International Education (study tour only)	Printed Name	Date
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ACADEMIC AFFAIRS	Printed Name	Date
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Original-recipient: rfc822;jones.2246@osu.edu
DKIM-Signature: v=1; a=rsa-sha256; c=relaxed/relaxed; d=gmail.com; s=gamma; h=domainkey-signature:received:received:message-id:date:from:sender :to:subject:mime-version:content-type:x-google-sender-auth; bh=3g93EqVrgAqzXR3v8lffh6b6AfnKn+SzOTCOskDHGYo=; b=f/T4dComHvn2NGav29oi5OTSWg/qiYHvM7mT6G7IGZTtTg00bpxzmZIRuTNX3FXCR PQvZbrCss/i0f3u5NKSyYggvllF58px2s/nJu7ljZypehWmjRjWq7mHZviiwPF0n2xc0FV P/jirZWv4RLKWt+N5n1VxxC8xJGBouor77ljl=
DomainKey-Signature: a=rsa-sha1; c=noFWS; d=gmail.com; s=gamma; h=message-id:date:from:sender:to:subject:mime-version:content-type :x-google-sender-auth; b=bkBJSEKEyEe0Dw/wjX7xQGbeY8M5JOWvZwveMdXWDwuYJkcOgN3fYMOCasIOPgV7 pU
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Date: Mon, 03 Nov 2008 19:47:17 -0500
From: Brenda Brueggemann <brueggemann.1@osu.edu>
Sender: brendabrueggemann@gmail.com
To: Tia Jones <jones.2246@osu.edu>
Subject: EDU T & L 101 course description change
X-Google-Sender-Auth: e65db2bce59e1ee5
X-Spam-Score: 0.80 () [Tag at 4.50] FVGT_s_SINGLE_LETTER,HTML_MESSAGE
X-CanitPRO-Stream: 11_tagonly_no_subject
X-Canit-Stats-ID: Bayes signature not available
X-Scanned-By: CanIt (www.roaringpenguin.com) on 128.146.216.132

The Department of English supports the changes made to EDU T&L 101 in the Course Offerings Bulletin (Book 3) by the School of Teaching and Learning. In my capacity as an ASL Program Faculty Leader who is also the Course Director for the ASL 101 and 102 courses in English, I approve these changes.

--
Brenda Jo Brueggemann

Professor, English
Associate Faculty: Comparative Studies
Associate Faculty: Women's Studies
Coordinator, Disability Studies Program
Faculty Leader, American Sign Language

Co-Editor, Disability Studies Quarterly

Original-recipient: rfc822;jones.2246@osu.edu
DKIM-Signature: v=1; a=rsa-sha256; c=relaxed/relaxed; d=gmail.com; s=gamma; h=domainkey-signature:received:received:message-id:date:from:reply-to :to:subject:mime-version:content-type; bh=KZl0oREXh9MWxwahETesf6Flu7X7qouPBtVmlDIDUd0=; b=sZ8KMOriuI2wPUqqodbzh5eDFec2kjeesQzqE1psEcBWu1b9lwUOwzwo99N21Jfy8 q11zEvrnK5ExYpECUI/5u0KHb+82vERG8WqP1cwnBYKibQLxBiT2S0I91xbxD05/UVWA GYJeWOpZewtnELk54U6hwEhsAedHHupiSmKKc=
DomainKey-Signature: a=rsa-sha1; c=noFWS; d=gmail.com; s=gamma; h=message-id:date:from:reply-to:to:subject:mime-version:content-type; b=roX8fN04X/k75ZvDfXeQXDtzVc2OKgYPhmE/s1mX76/Jlr453N0Pim738SndiDITmv Woar/OFIom0UKj9VqBGUJwwwEXTG4Me6bofu6MYzJSalcB0WQyWwTn1wwVKatyBiCY eX3LBUFYf6ttekPMv8I17Nj4s1kOgPW2HQ/+k=
Date: Thu, 06 Nov 2008 10:21:55 -0500
From: Robert Allen Fox <rgafox@gmail.com>
Reply-to: rgafox@gmail.com
To: Tia Jones <jones.2246@osu.edu>
Subject: Changes to 101
X-Spam-Score: 0.00 () [Tag at 4.50] HTML_MESSAGE
X-CanitPRO-Stream: 11_tagonly_no_subject
X-Canit-Stats-ID: Bayes signature not available
X-Scanned-By: Canit (www.roaringpenguin.com) on 128.146.216.131

Dear Tia:

The Department of Speech and Hearing Science supports the changes made to EDU T&L 101 in the Course Offerings Bulletin (Book 3) by the School of Teaching and Learning.

-Rob Fox

Professor and Chair



The Ohio State University

College of Education and Human Ecology: School of Teaching and Learning

Autumn Quarter 2008

(Proposed class time 9:30 – 11:18am) on Monday and Wednesday

02 Arps Hall

For more course or program information, contact: Lauren Sanders, Associate Coordinator of the ASL Program at sanders.67@osu.edu or 292-7082.

Instructor: Mrs. Tia Jones

Course Credits: 5

Office: 344 A Arps Hall

Carmen webpage: www.carmen.osu.edu

E-mail: jones.2246@osu.edu

ASL webpage: www.asl.osu.edu

Mailbox: 327 Arps Hall

Office hours: Mondays from 11:30 until 1:00pm

Tuesdays from 10:30 until 12:00pm

AMERICAN SIGN LANGUAGE 1

Prerequisite: There is no prerequisite for this class.

Course Description:

Introduction to American Sign Language; development of receptive (listening) and expressive (speaking) skills. American deaf culture and history are explored. Instruction primarily in ASL.

General Information for ALL ASL GEC courses:

The instructors, assistant coordinators, Associate Coordinator, and Faculty Leaders (including Foreign Language Director) associated with the American Sign Language GEC Program have worked together to ensure that there is consistency across the content and instruction of the ASL courses. The syllabi in English, Speech-Hearing Science, and EHE (T&L), who offer ASL courses, adhere to the basic principles and policies of the Arts & Sciences GEC programs. The goal is to ensure uniformity with respect to a range of issues, including the amount of time associated with each course offering. EHE T&L is offering each of its four 5-credits ASL (T&L 101, 102, 113, 114) GEC courses in accordance with the following schedule—1 hour 48 minutes twice a week. It is expected that students will expend time and energy to improve sign proficiency not only by attending the classes, but also by focusing on and practicing the content of the course outside the required meeting time.

RELATIONSHIP TO OTHER COURSES/CURRICULA

This course is the first course in the ASL sequence for foreign language credit. This class is not open to native users of the language or to students with credit for English 101.

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, if applicable.
- d. Film(s) and video clip(s) shown during class.
- e. Access to use of digital video camera, DVDs, CDs, etc. for expressive tests.
- f. Attendance at one or more Deaf community event. (This may be off campus)

Purchasing Text: OSU Bookstores, SBX, Barnes and Noble, or you can order it through Sign Media Incorporated (www.signmedia.com)

GEC REQUIREMENTS

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

- Students demonstrate basic communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.
- Students learn about the cultural contexts and manifestations of the peoples who speak the language that they are studying.
- Students recognize and understand differences and similarities between the cultures and communities of the language that they are studying and their own.

COURSE OBJECTIVES AND LEARNING OUTCOMES

It is expected that students will achieve learning outcomes by spending time and energy of the content of the course (improving sign proficiency) outside of the class meeting times.

Course credit is based upon adequately mastering the course content as reflected in these course objectives and learning outcomes:

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

1. Introduce self and interact in Deaf culturally appropriate ways.
2. Discuss aspects of and perspectives on Deaf Culture and Deaf Communities.
3. Ask and answer questions, both yes/no and WH.
4. Use basic ASL grammar structure, including rhetorical questions and topic/comment, directional verbs and the appropriate use of fingerspelling.

5. Incorporate number structures such as cardinal and special information into basic conversations.
6. Demonstrate appropriate usage of facial expression and non-manual markers.
7. Engage in conversations about a variety of basic topics including introductions, personal schedules, activities, classroom environments, etc.

INSTRUCTIONAL METHODS

- Demonstration/modeling
- Guided/directed activities
- Conversational ASL
- Lectures
- Film screening
- Discussion
- Assigned readings
- Group Presentations
- Written responses to texts and experiences
- Video/web exercises for at home and in-class practice

DIVERSITY

Students will be exposed to issues affecting a range of deaf and hard of hearing individuals, including those from diverse and ethnic backgrounds.

TECHNOLOGY

Students will be expected to use internet to access the Carmen course page and additional internet resources for course information and to seek information on special topics. Students will be expected to use video cameras and other recording technologies for video recording and reviewing expressive tests. Students will be expected to use a DVD player to watch additional required homework passages from a DVD.

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.

The Writing Center

Students are expected to demonstrate college level writing skills for each assignment. The Writing Center offers students free consultation on any piece of writing at any point in the writing process. Students can make appointments online at cstw.org, by phone at 688-4291, or by visiting the Writing Center at 485 Mendhenhall Laboratories.

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.

CLASS CANCELLATION POLICY:

In the unlikely event of class cancellation due to emergency, I will contact you via email and post an announcement on the home page of our Carmen course site, under "News". When possible, I will also request that a note be placed on the classroom door. I will contact you as soon as possible following the cancellation to let you know how the syllabus and work deadlines will be affected.

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."

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 attendance and participation cannot be "made-up" and missed tests will not be made up.

ASL is a hands-on class...literally. You cannot learn the language by merely watching others sign or studying a book. **Becoming proficient in ASL means...**

- UNDERSTANDING how the language works.
- Developing CULTURALLY APPROPRIATE language SKILLS and BEHAVIORS.
- INTERACTING with others during the variety of in class activities.
- STUDYING & PRACTICING regularly and meaningfully outside of class – independently, with classmates, during office hours, etc.
- You will find that REGULAR PREPARATION is essential for steady progress and good performance.
- COMPLETING HOMEWORK & ASSIGNMENTS on time to reinforce your learning.
- REGULARLY ATTENDING class. This will give you the opportunity to learn new vocabulary and concepts, practice using the language with others, and to receive feedback from your instructor.
- It is also a courtesy to your instructor and the other learners when you attend regularly, fully prepared and motivated to work and learn.
- **The more you participate = the more you will learn!**

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 me *prior* to the start of class to prove

you have completed the work –OR- 2) put a hard copy in my mailbox (327 Arps Hall) prior to the class time it is due.

OSU GRADING SCALE

A	100-93	B+	89-87	C+	79-77	D+	69-67
A-	92-90	B	86-83	C	76-73	D	66-60
		B-	82-80	C-	72-70	E	59-0

COURSE EVALUATION:

This class is worth a total of 1000 points. The general breakdown is below. Read further for more detailed explanations of each category.

Class Attendance, Participation & Homework*	200 points
Comprehension Tests: (3 x 120 points each)	360 points
Two Expressive Assessments (one “take-home”, one in-class with partner)	150 X 2 = 300 points
Deaf Community Event & Reflection Essay:	80 points
Carmen Discussion readings & writings: (4 x 15 points each)	<u>60 points</u>
	1000 points

Read below for an important policy regarding attendance, participation and self-study

• **Extra Credit**

Students may earn up to 10 extra credit points if they attend a second Deaf-world event and write a second reflective essay about it. The extra credit event and essay must fulfill the requirements as explained in the syllabus and on Carmen for the required Deaf-world event.

ASSIGNMENT DETAILS

- Class Attendance, Participation & Homework 200 points

Class participation and attendance is heavily weighed in this course because it is so essential to your successful learning! Students with consistent, thoughtful, respectful, active class participation will begin the quarter with 200 points and 5 points will be deducted from your grade time each time you:

- 1) Are unprepared for an assigned signing activity and/or homework –or-
- 2) Do not adequately participate in all-class, small group, or partner signing activities-or-
- 3) Are unprepared for a discussion or review of an assigned activity-or-
- 4) Miss a class without documentation of a university-approved excuse –or-
- 5) Tardiness or leaving class early.

- Comprehension Skills Tests (3 x 120 points each) 360 points

The three comprehension skills tests are announced on the syllabus. They are intended to assess your understanding of signed material and grammatical concepts. Tests are NOT made up – unless given *PRIOR APPROVAL* for a valid, university approved excused absence!!

- Expressive Assessments (2 x150 points each) 300 points

Each test is an assessment of your expressive language skills. The individual test focuses on your ability to sign the meaning of a written English paragraph(s). The partner test focuses on your ability to engage in a signed conversation. This means that you must be able to sign for yourself and understand what is being signed to you. You are also expected to use appropriate cultural behaviors to ask for or provide clarification and to show that you are following along with the conversation. You will have **one week to prepare** for each test using the prompts given to you by the instructor. Tests/exams are videotaped for grading and student review purposes.

THE FIRST EXPRESSIVE TEST: Students will be required to come to my office area to tape their expressive tests. This will take place outside of regular class time. The student will have until 3:00 pm of the Friday indicated in the Weekly Schedule section of the syllabus to come and tape the test. The instructor will provide a schedule of available blocks of time for students to come in and tape their test. Students will sign up for a designated testing time. Students are required to show up at their chosen testing time. If the student does not show up for their designated time without 24 hour prior notification and approval for a valid, university approved excused absence, the student will NOT be allowed to make up the test. Your teacher will provide the camera equipment.

THE SECOND EXPRESSIVE TEST will be **taped live during class with a partner**. These **can NOT be made up**. Please be respectful to your partner and show up on time. Your teacher will provide the camera equipment.

- Carmen Discussion board postings: (4 at 15 points each) 60 points

You will learn about several topics related to Deaf Culture throughout the quarter. You will be asked to read two articles/short readings and then respond to them. The instructor will post guiding questions on Carmen. You 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) “The Promise of 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). **See syllabus schedule and Carmen for the due dates**. 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. 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.

- Deaf Community Event & Reflection Essay: 80 points

Students will be **required to participate in one event within the Deaf community** during the quarter. Listed on Carmen (some are listed below in the syllabus – these will be up on Carmen as well) will be regularly scheduled and/or special events. If you would like to attend an event that is not listed on Carmen or announced during class, you must submit your event to your instructor for approval.

The basic requirements for the Deaf Community Event and Reflection Essay are listed below. Please see Carmen for more specific assignment requirements.

- ☞ The total experience is a minimum of one hour.
- ☞ ASL should be the primary language used at the event.
- ☞ It is preferred that you have a signed interaction with other participants.
- ☞ The essay is to be 2-3 typed pages, double-spaced, 12-size font, and completed in or compatible with Microsoft Word.
- ☞ Your essay is DUE by Dec 3rd at the beginning of class. You can email, bring to class, or drop off in my mailbox

***Earlier submissions are welcomed and encouraged. I would recommend that you do your paper as soon after the event as possible so the information and impressions are still fresh.**

NOTE: *If you are unable to attend a Deaf community event, you will write a 5-6 page research paper about a topic agreed upon by you and your instructor.*

Deaf Cultural Event options:

*SILENT BOWLING! November 13th 9-11pm @ Columbus Square Bowling Palace

**The Ohio School for the Deaf has fall sporting events that are also a great opportunity for you to interact with members of the Deaf community, observe Deaf culture, and improve your signing skills. The sports schedule and directions can be found on their website <http://www.ohioschoolforthe deaf.org/>.

*ASL Social Night- 1st Friday night starting at 7:00pm of every month at Gordy's. Contact OhioASLTA@aol.com for more information.

*Silent Get-a-Way: October 3-5th Rocky Fork State Park, Hillsboro, OH

*Silent Weekend- October 17-19th. Each quarter, Columbus State Community College hosts this camping opportunity for students, teachers, and the Deaf community.
www.silentweekend.com

* Columbus Colony Elderly Care allows OSU ASL students to interact with residents. They have a calendar of events listed on their website <http://www.columbuscolony.org/>. Please call ahead of you are planning on visiting the nursing home (614) 891-5055, ask for Jenna. Explain that you are an OSU ASL student and that you are interested in meeting some of the residents in hopes of gaining a better knowledge of Deaf Culture and improving your signing skills.

*Deaf Services Center Community Calendar for ongoing events: www.dsc.org.
NOTE: The Deaf Coffee Chat is NOT accepted at this time.

GRADING AND RETURNING STUDENT WORK

In order for you, the student, to benefit from feedback provided by the Instructor to improve your skill development, the Instructor will return graded student work *within one week* after the due date. This student work includes, but is not limited to, written work (hard copy or on Carmen), comprehension tests, and expressive tests. It needs to be understood that the expressive tests (videos) may take more time to grade, but these grades and feedback will be returned *no later than two weeks* after the due date.

Recommended RESOURCES for Self-Study, research, and general interest:

- a. Fingerspelling Practice : <http://www.asl.ms/>
- b. MSU's ASL Dictionary : <http://commtechlab.msu.edu/sites/aslweb/browser.htm>
- c. ASLPRO (dictionaries+) <http://aslpro.com/>
- d. National Association of the Deaf: <http://nad.org>
- e. Registry of Interpreters for the Deaf: <http://rid.org/>
- f. American Sign Language Teachers Association: <http://www.aslta.org/>
- g. Laurent Clerc National Deaf Education Center, Gallaudet University:
<http://clerccenter.gallaudet.edu/>
- h. Deaf Performing Artists Network: <http://www.d-pan.com/index.html>
- i. ASL Shakespeare Project: <http://www.yale.edu/asl12night/index.html>
- j. National Theater of the Deaf: <http://www.ntd.org/>
- k. Best of Deaf blogs and vlogs: <http://www.deafread.com/>

Some Important Notes about Learning ASL:

1. **Be in class, be on time, and be engaged.** Attendance, punctuality, and participation are essential to your learning. You can't participate if you're not in class. You can't fully learn the language if you're not participating. So come to class (on time! and stay the whole time!), get involved, and have fun! If an absence is inevitable, it is your

responsibility to find out what you missed. I will be available during my scheduled office hours or by appointment for support, but it is not my responsibility to re-teach all of the material. Therefore, I suggest that you find two or three classmates who can fill you in on what happened during class. Also take advantage of the Class Exchange forum on Carmen's Discussions tab for this purpose. However, YOU-and only you-are responsible for your own education;

2. **Stay updated.** Check the Carmen course page and your OSU email every day. I will post updates to the syllabus, paper and assessment requirements, grades and general class info to Carmen. Urgent information will also be sent out via our Carmen course page. Emails sent through the Carmen page WILL go to your standard OSU email address.
3. **Learn together, study together, succeed together.** Find a study buddy or create a study group to meet regularly to review and practice using ASL. Even ten minutes before or after class is valuable. Go to Deaf community events together and *socialize* with native signers and other students and fluent signers. This is the BEST way to learn and improve!
4. **Respect yourself, respect your instructor, and respect your peers.** Be encouraging and kind. No negativity, criticism, or mocking will be tolerated in my classroom. Using ASL can be challenging and scary, but if we maintain a comfortable, supportive atmosphere, our learning will be fun and successful.
5. **Respect yourself, respect the Deaf and signing community, and respect OSU.** Remember when you are signing in public – at a Deaf community event or out in public, you are representing yourself as a student, and you are representing your class, instructor, and university. You are essentially a guest in the Deaf and signing community, so be courteous and respectful.
6. **Communicate your concerns.** I want you to be SUCCESSFUL, so anytime you have concerns or problems, please let me know ASAP.
7. **Be distraction free.** It is important that we create a learning environment free of distractions. Please turn off ALL cell phones, pagers, Ipods, MP3s, etc. during class. If you are expecting an important phone call, put it on vibrate and then step outside when the call comes in. And, of course, **NO WHISPERING** or talking!
8. **Use ASL!** The more you challenge yourself to use the target language in and out of class, the more you will feel comfortable with ASL and the more progress you will experience. Interaction is vital to learning sign language.
9. **Sit in a new seat.** Seeing the language used by your instructor and classmates from many different angles is important and helpful.
10. **Be aware that...** 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 correcting students' sign production. If at any time you are uncomfortable, inform the teacher and/or your classmate(s) immediately.

CLASS SCHEDULE

☞ **This schedule is subject to change. Check Carmen and your OSU email daily.**

Homework will be announced in class and posted on Carmen.

Week 1	Sept. 24	Course Overview/expectations Begin Unit One
Week 2	Sept. 29 & Oct. 1	Unit One continued
Week 3	Oct. 6 & 8	Unit One continued Due on the 8th of October: 2 online postings in response to “How do people learn ASL?”
Week 4	Oct. 13 & 15	Complete Unit 1 Begin Unit Two 15th of October - Comprehension Test #1
Week 5	Oct. 20 & 22	Unit Two Continued DUE: EXPRESSIVE TEST #1 by 3:00pm on October 24, 2008
Week 6	Oct. 27 & 29	Unit 2 Continued and completed
Week 7	Nov. 3 & 5	Begin Unit Three 3rd of November–Comprehension Test #2 5 th of November - Watch “For a Deaf Son”
Week 8	Nov. 10 & 12	Unit Three continued Due on the 12TH of November: 2 online postings in response to “The Promise of Culture”
Week 9	Nov. 17 & 19	Unit Three Continued
Week 10	Nov. 24 & 26	24th of November - In-class Expressive Test #2 Unit Three Continued
Week 11	Dec 1 & 3	Unit Three completed Review 3rd of December - last Day to turn Deaf Event Reflection Paper

Finals Week Dec. 9

Tuesday, Dec 9th at 9:30am
COMPREHENSION TEST #3

(See <http://www.ureg.ohio-state.edu/ourweb/scheduling/>)

OHIO STATE COURSE CHANGE REQUEST

College Education and Human Ecology

Department School of Teaching and Learning
(e.g., Portuguese)

Book 3 Listing: EDU T&L

Proposed Effective Qtr/Yr: SU AU WI SP X YEAR: 2009
(See OAA Academic Organization and Curriculum Handbook for Deadlines)

A. Course Offerings Bulletin Information. Follow instructions in the *OAA Academic Organization and Curriculum Handbook*. Before you fill out the "Present Course" information, be sure to check the latest edition of the Course Offerings Bulletin and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed.

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

COMPLETE ALL ITEMS THIS COLUMN

Present Course

1. Book 3 Listing: EDU T&L

2. Number: 102

3. Full Title: American Sign Language 2

4. 18-Char. Transcript Title: Amer Sign Lang 2

5. Level and Credit Hours U 05
6. Description: Continuation of ASL 1; expressive and receptive skills in American Sign language are expanded. Deaf Culture and the Deaf community are explored.

(25 words or less)
7. Qtrs. Offered : SU X AU X WI X SP X
1st SEM 2nd SEM

8. Distribution of Contact Time: 2 days 2 hr 18 min
(e.g., 3 cl, 1 3-hr lab)

9. Prerequisite(s): none

10. Exclusion: Not open to students with credit for English 102
(Not open to...)
11. Repeatable to a maximum of 0 credits.

12. Off-Campus Field Experience: N/A

13. Cross-listed with: N/A

14. Check the curricular requirement this course fulfills:
BER LAR GEC X 3rd writing course
15. Grade option (circle): Ltr X S/U P
If P graded, what is the last course in the series?

16. Is an honors version of this course available? Y NX
Is an Embedded Honors version of this course available? Y NX

17. Other general course information:

COMPLETE ONLY THOSE ITEMS THAT CHANGE

Changes Requested

-
-
-
-
- Further development of receptive and expressive ASL skills in a cultural context. Continued exploration of American deaf culture and history. Instruction primarily in ASL.
-
- SU AU WI SP
1st SEM 2nd SEM
-
- 2 days 1 hr 48 min
-
- EDU T&L 101 or ENGLISH 101 or equiv.
-
- This class is not open to native users of the language or to students with credit for English 102.
-
- Repeatable to a maximum of _____ credits.
-
-
- Cross listed with:
-
- Check the curricular requirement this course fulfills:
BER LAR GEC 3rd writing course
- Grade option (circle): Ltr S/U P
-
- Last course in Progress series:
Y N

B. General Information:

1. Do you want prerequisites enforced electronically? YES NO
(See OAA Academic Organization and Curriculum Handbook for what can be enforced.)
2. Does this course currently satisfy any GEC requirement? YES NO
3. What other units require this course?
Have these changes been discussed with those units? YES NO
4. Have these changes been discussed with academic units
that might have a jurisdictional interest in the subject matter?
[Attach relevant letters.] YES NO
5. Is the request contingent upon other requests? YES NO

List: _____

6. Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives.)
Update the description to reflect current curriculum

7. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change:
N/A

8. If the proposed change involves budgetary adjustments, describe the method of funding:
N/A

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

Academic Unit Undergraduate Studies Committee Chair (Undergrad course)	Printed Name	Date
	DAVID Bloome	11-20-08
Academic Unit Graduate Studies Committee Chair((Undergrad/Graduate course)	Printed Name	Date
	Bryan Warrick	1/7/09
School /College Undergrad Curriculum Committee (Undergrad/Grad course)	Printed Name	Date
	11-14-08	Rebecca Kantor
ACADEMIC UNIT CHAIR/SCHOOL DIRECTOR	Printed Name	Date
	Cheryl Achterberg	1/9/09
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

Original-recipient: rfc822;jones.2246@osu.edu
DKIM-Signature: v=1; a=rsa-sha256; c=relaxed/relaxed; d=gmail.com;
s=gamma; h=domainkey-signature:received:received:message-id:date:from:sender
:to:subject:mime-version:content-type:x-google-sender-auth;
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Date: Mon, 03 Nov 2008 19:49:05 -0500
From: Brenda Brueggemann <brueggemann.1@osu.edu>
Sender: brendabrueggemann@gmail.com
To: Tia Jones <jones.2246@osu.edu>
Subject: EDU T&L 102 course description change
X-GoogLe-Sender-Auth: 805d3819a97aa005
X-Spam-Score: 0.00 () [Tag at 4.50] HTML_MESSAGE
X-CanItPRO-Stream: 11_tagonly_no_subject
X-CanIt-Stats-ID: Bayes signature not available
X-Scanned-By: CanIt (www.roaringpenguin.com) on 128.146.216.89

|

The Department of English supports the changes made to EDU T&L 102 in the Course Offerings Bulletin (Book 3) by the School of Teaching and Learning. In my capacity as an ASL Program Faculty Leader who is also the Course Director for the ASL 101 and 102 courses in English, I approve these changes.

--
Brenda Jo Brueggemann

Professor, English
Associate Faculty: Comparative Studies
Associate Faculty: Women's Studies
Coordinator, Disability Studies Program
Faculty Leader, American Sign Language

Co-Editor, Disability Studies Quarterly

Original-recipient: rfc822;jones.2246@osu.edu
DKIM-Signature: v=1; a=rsa-sha256; c=relaxed/relaxed; d=gmail.com;
s=gamma; h=domainkey-signature:received:received:message-id:date:from:reply-to
:to:subject:mime-version:content-type;
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VUo4tm/h4aBoQAWCE1AzdcSmgG4xtNVOcYQZg=
Date: Thu, 06 Nov 2008 10:22:32 -0500
From: Robert Allen Fox <rgafox@gmail.com>
Reply-to: rgafox@gmail.com
To: Tia Jones <jones.2246@osu.edu>
Subject: Changes to 102
X-Spam-Score: 0.00 () [Tag at 4.50] HTML_MESSAGE
X-CantitPRO-Stream: 11_tagonly_no_subject
X-Canit-Stats-ID: Bayes signature not available
X-Scanned-By: Cantit (www.roaringpenguin.com) on 128.146.216.18

Dear Tia:

The Department of Speech and Hearing Science supports the changes made to EDU T&L 102 in the Course Offerings Bulletin (Book 3) by the School of Teaching and Learning.

-Rob Fox

Professor and Chair



The Ohio State University

College of Education and Human Ecology: School of Teaching and Learning

Winter Quarter 2008

(PROPOSED) Tuesday and Thursday from 3:30 – 5:18 pm

389 Watts Hall

For more course or program information, contact: Lauren Sanders, Associate Coordinator of the ASL Program at sanders.67@osu.edu or 292-7082.

Instructor: Mrs. Tia Jones

Course Credits: 5

Office: 344 A Arps Hall

Carmen webpage: www.carmen.osu.edu

E-mail: jones.2246@osu.edu

ASL webpage: www.asl.osu.edu

Mailbox: 327 Arps Hall

Office hours: Tuesday and Thursday from 10:00 until 12:00pm
Also by Appointment

AMERICAN SIGN LANGUAGE 2

Prerequisite: ASL 1 (EDU T&L 101 and ENGLISH 101), or EM, or placement test equivalence.

Course Description:

Further development of receptive and expressive ASL skills in a cultural context. Continued exploration of American deaf culture and history. Instruction primarily in ASL.

General Information for ALL ASL GEC courses:

The instructors, assistant coordinators, Associate Coordinator, and Faculty Leaders (including Foreign Language Director) associated with the American Sign Language GEC Program have worked together to ensure that there is consistency across the content and instruction of the ASL courses. The syllabi in English, Speech-Hearing Science, and EHE (T&L), who offer ASL courses, adhere to the basic principles and policies of the Arts & Sciences GEC programs. The goal is to ensure uniformity with respect to a range of issues, including the amount of time associated with each course offering. EHE T&L is offering each of its four 5-credits ASL (T&L 101, 102, 113, 114) GEC courses in accordance with the following schedule—1hour 48 minutes twice a week. It is expected that students will expend time and energy to improve sign proficiency not only by attending the classes, but also by focusing on and practicing the content of the course outside the required meeting time.

RELATIONSHIP TO OTHER COURSES/CURRICULA

This course is the second course in the ASL sequence for foreign language credit. This class is not open to native users of the language or to students with credit for English 102.

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, if applicable.
- d. Film(s) and video clip(s) shown during class.
- e. Access to use of digital video camera, DVDs, CDs, etc. for expressive tests.
- f. Attendance at one or more Deaf community event. (This may be off campus)

Purchasing Text: OSU Bookstores, SBX, Barnes and Noble, or you can order it through Sign Media Incorporated (www.signmedia.com)

GEC REQUIREMENTS

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

- Students demonstrate basic communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.
- Students learn about the cultural contexts and manifestations of the peoples who speak the language that they are studying.
- Students recognize and understand differences and similarities between the cultures and communities of the language that they are studying and their own.

COURSE OBJECTIVES AND LEARNING OUTCOMES

It is expected that students will achieve learning outcomes by spending time and energy of the content of the course (improving sign proficiency) outside of the class meeting times.

Course credit is based upon adequately mastering the course content as reflected in these course objectives and 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.

INSTRUCTIONAL METHODS

- Demonstration/modeling
- Guided/directed activities
- Conversational ASL
- Lectures
- Film screening
- Discussion
- Assigned readings
- Group Presentations
- Written responses to texts and experiences
- Video/web exercises for at home and in-class practice

DIVERSITY

Students will be exposed to issues affecting a range of deaf and hard of hearing individuals, including those from diverse and ethnic backgrounds.

TECHNOLOGY

Students will be expected to use internet to access the Carmen course page and additional internet resources for course information and to seek information on special topics. Students will be expected to use video cameras and other recording technologies for video recording and reviewing expressive tests. Students will be expected to use a DVD player to watch additional required homework passages from a DVD.

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.

The Writing Center

Students are expected to demonstrate college level writing skills for each assignment. The Writing Center offers students free consultation on any piece of writing at any point in the writing process. Students can make appointments online at cstw.org, by phone at 688-4291, or by visiting the Writing Center at 485 Mendhenhall Laboratories.

CLASS CANCELLATION POLICY:

In the unlikely event of class cancellation due to emergency, I will contact you via email and post an announcement on the home page of our Carmen course site, under "News". When possible, I will also request that a note be placed on the classroom door. I will contact you as soon as possible following the cancellation to let you know how the syllabus and work deadlines will be affected.

DISABILITY STATEMENT

Any student who feels s/he may need an accommodation based on the impact of a disability must contact me (your instructor) privately to discuss your specific needs. To ensure your success in this class, it is important that you discuss this with me at the beginning of the quarter or immediately upon realizing your concern for accommodations. Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

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."

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 attendance and participation cannot be "made-up" and missed tests will not be made up.

ASL is a hands-on class...literally. You cannot learn the language by merely watching others sign or studying a book. **Becoming proficient in ASL means...**

- UNDERSTANDING how the language works.
- Developing CULTURALLY APPROPRIATE language SKILLS and BEHAVIORS.
- INTERACTING with others during the variety of in class activities.
- STUDYING & PRACTICING regularly and meaningfully outside of class – independently, with classmates, during office hours, etc.
- You will find that REGULAR PREPARATION is essential for steady progress and good performance.
- COMPLETING HOMEWORK & ASSIGNMENTS on time to reinforce your learning.
- REGULARLY ATTENDING class. This will give you the opportunity to learn new vocabulary and concepts, practice using the language with others, and to receive feedback from your instructor.
- It is also a courtesy to your instructor and the other learners when you attend regularly, fully prepared and motivated to work and learn.
- **The more you participate = the more you will learn!**

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 me *prior* to the start of class to prove

you have completed the work –OR- 2) put a hard copy in my mailbox (327 Arps Hall) prior to the class time it is due.

OSU GRADING SCALE

A	100-93	B+	89-87	C+	79-77	D+	69-67
A-	92-90	B	86-83	C	76-73	D	66-60
		B-	82-80	C-	72-70	E	59-0

COURSE EVALUATION: This class is worth a total of 1000 points. The general breakdown is below. Read further for more detailed explanations of each category.

Class Attendance & Participation	150 points
3 Comprehension Tests (3 X100 points each)	300 points
Expressive Tests (2 X 150 points each)	300 points
Deaf Community Event & Reflection Essay:	70 points
Homework	100 points
<u>Carmen Discussion Postings</u>	<u>80 points</u>
	1000 points

Extra Credit

Students may earn up to 10 extra credit points if they attend a second Deaf-world event and write a second reflective essay about it. The extra credit event and essay must fulfill the requirements as explained in the syllabus and on Carmen for the required Deaf-world event.

ASSIGNMENT DETAILS

- Class Attendance & Participation 150 points

Class participation and attendance is heavily weighed in this course because it is so essential to your successful learning! Students with consistent, thoughtful, respectful, active class participation will begin the quarter with 150 points and 5 points will be deducted from your grade time each time you (see the above policy):

- 1) Are unprepared for an assigned signing activity and/or homework –or-
- 2) Do not adequately participate in all-class, small group, or partner signing activities-or-
- 3) Are unprepared for a discussion or review of an assigned activity-or-
- 4) Miss a class without documentation of a valid excuse (see policy below) –or-
- 5) Tardiness or leaving class early.

- Comprehension Skills Tests (3 x 100 points each) 300 points

The three comprehension skills tests are announced on the syllabus. They are intended to assess your understanding of signed material and grammatical concepts. Tests are NOT made up – unless given *PRIOR APPROVAL* for a valid, university approved excused absence!!

- Expressive Assessments (2 x150 points each) 300 points

Each test is an assessment of your expressive language skills. The individual test focuses on your ability to sign the meaning of a written English paragraph(s). The partner test focuses on your ability to engage in a signed conversation. This means that you must be able to sign for yourself and understand what is being signed to you. You are also expected to use appropriate cultural behaviors to ask for or provide clarification and to show that you are following along with the conversation. You will have **one week to prepare** for each test using the prompts given to you by the instructor. Tests/exams are videotaped for grading and student review purposes.

THE FIRST EXPRESSIVE TEST: Students will be required to come to my office area to tape their expressive tests. This will take place outside of regular class time. The student will have until 3:00 pm of the Friday indicated in the Weekly Schedule section of the syllabus to come and tape the test. The instructor will provide a schedule of available blocks of time for students to come in and tape their test. Students will sign up for a designated testing time. Students are required to show up at their chosen testing time. If the student does not show up for their designated time without 24 hour prior notification and approval for a valid, university approved excused absence, the student will NOT be allowed to make up the test. Your teacher will provide the camera equipment.

THE SECOND EXPRESSIVE TEST will be **taped during class with a partner**. These can NOT be made up. Please be respectful to your partner and show up on time. Your teacher will provide the camera equipment.

- Carmen Discussion board postings: 80 points

There will be assigned topics and readings throughout the quarter. You will be given guidelines to discuss these topics with your classmates on Carmen. We will also discuss these topics in class. Your participation will be graded for both the postings as well as your discussion in class. Guidelines will be posted on Carmen and discussed in class as well.

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

NOTE: All Discussion Board postings 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. 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.

- Deaf Community Event & Reflection Essay: 70 points

Throughout the quarter, there will be numerous opportunities to interact with members of the Deaf community and observe Deaf culture within Columbus. You 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. Known Deaf community events are listed in this syllabus. Updated opportunities will be listed on Carmen and announced in class. If you happen to hear of any events please let me know and we will pass it along to your classmates.

If you would like to attend an event that is not listed on Carmen or announced during class, you just submit your event to your instructor for approval. Not all events that include a deaf person will satisfy this requirement. For example: serving a group of deaf individuals at a restaurant, while very exciting, will not count as a cultural experience for this class. OSU Language Tables/Signing social hour also does *not* count for this assignment.

If transportation to or other concerns regarding the Deaf events poses a problem for you, PLEASE speak with me by the 2nd week of the quarter to discuss your options. DO NOT wait until the end of the quarter to bring this to my attention, as you will not be given an alternate assignment.

NOTE* If you *absolutely* cannot attend a Deaf community event, you are required to complete a 5-6 page research paper about a Deaf cultural topic and presentation to the class. This topic must be pre-approved by your instructor at least three weeks prior to the end of the quarter.

The basic requirements for the Deaf Community Event and Reflection Essay are listed below. Please see Carmen for more specific assignment requirements.

- ☞ The total experience is a minimum of one hour.
- ☞ ASL should be the primary language used at the event.
- ☞ It is preferred that you have a signed interaction with other participants.
- ☞ The essay is to be 2-3 typed pages, double-spaced, 12-size font, and completed in or compatible with Microsoft Word.

Approved Deaf Events for Winter 2009

- 1) The Ohio School for the Deaf boys and girls basketball games. See: <http://ohioschoolforthe deaf.org/>
- 2) *The Miracle Worker* theater production, January 9-18, 2008. This production will employ blind and deaf actors working with hearing and sighted actors, while integrating American Sign Language and spoken English. Tickets \$20, on sale now. See: <http://www.ticketmaster.com/Studio-One-Riffe-Center-tickets-Columbus/venue/41045>
- 3) ASL Social Nights sponsored by the Ohio Chapter of the American Sign Language Teachers Association. Held the first Friday of every month starting at 7:00pm at Gordy's, 6150 S. Sunbury Rd. – Westerville, Ohio 43081. Contact OhioASLTA@aol.com with questions.
- 4) Columbus Colony Elderly Care allows OSU ASL students to interact with residents. They have a calendar of events listed on their website <http://www.columbuscolony.org/>.

Please call ahead if you are planning on visiting the nursing home (614) 891-5055, ask for Jenna. Explain that you are an OSU ASL student and that you are interested in meeting some of the residents in hopes of gaining a better knowledge of Deaf Culture and improving your signing skills.

- **Homework**

Homework will be assigned sporadically during class. Assignments are due on the day indicated and not accepted late unless arranged prior to the due date.

GRADING AND RETURNING STUDENT WORK

In order for you, the student, to benefit from feedback provided by the Instructor to improve your skill development, the Instructor will return graded student work *within one week* after the due date. This student work includes, but is not limited to, written work (hard copy or on Carmen), comprehension tests, and expressive tests. It needs to be understood that the expressive tests (videos) may take more time to grade, but these grades and feedback will be returned *no later than two weeks* after the due date.

Recommended RESOURCES for Self-Study, research, and general interest:

- a. Fingerspelling Practice : <http://www.asl.ms/>
- b. MSU's ASL Dictionary : <http://commtechlab.msu.edu/sites/aslweb/browser.htm>
- c. ASLPRO (dictionaries+) <http://aslpro.com/>
- d. National Association of the Deaf: <http://nad.org>
- e. Registry of Interpreters for the Deaf: <http://rid.org/>
- f. American Sign Language Teachers Association: <http://www.aslta.org/>
- g. Laurent Clerc National Deaf Education Center, Gallaudet University: <http://clerccenter.gallaudet.edu/>
- h. Deaf Performing Artists Network: <http://www.d-pan.com/index.html>
- i. ASL Shakespeare Project: <http://www.yale.edu/asl12night/index.html>
- j. National Theater of the Deaf: <http://www.ntd.org/>
- k. Best of Deaf blogs and vlogs: <http://www.deafread.com/>


Some Important Notes about Learning ASL:

1. **Be in class, be on time, and be engaged.** Attendance, punctuality, and participation are essential to your learning. You can't participate if you're not in class. You can't fully learn the language if you're not participating. So come to class (on time! and stay the whole time!), get involved, and have fun! If an absence is inevitable, it is your responsibility to find out what you missed. I will be available during my scheduled office hours or by appointment for support, but it is not my responsibility to re-teach all of the material. Therefore, I suggest that you find two or three classmates who can fill you in on what happened during class. Also take advantage of the Class Exchange forum on Carmen's Discussions tab for this purpose. However, YOU-and only you-are responsible for your own education;
2. **Stay updated.** Check the Carmen course page and your OSU email every day. I will post updates to the syllabus, paper and assessment requirements, grades and general class

info to Carmen. Urgent information will also be sent out via our Carmen course page. Emails sent through the Carmen page WILL go to your standard OSU email address.

3. **Learn together, study together, succeed together.** Find a study buddy or create a study group to meet regularly to review and practice using ASL. Even ten minutes before or after class is valuable. Go to Deaf community events together and *socialize* with native signers and other students and fluent signers. This is the BEST way to learn and improve!
4. **Respect yourself, respect your instructor, and respect your peers.**
Be encouraging and kind. No negativity, criticism, or mocking will be tolerated in my classroom. Using ASL can be challenging and scary, but if we maintain a comfortable, supportive atmosphere, our learning will be fun and successful.
5. **Respect yourself, respect the Deaf and signing community, and respect OSU.**
Remember when you are signing in public – at a Deaf community event or out in public, you are representing yourself as a student, and you are representing your class, instructor, and university. You are essentially a guest in the Deaf and signing community, so be courteous and respectful.
6. **Communicate your concerns.** I want you to be SUCCESSFUL, so anytime you have concerns or problems, please let me know ASAP.
7. **Be distraction free.** It is important that we create a learning environment free of distractions. Please turn off ALL cell phones, pagers, Ipods, MP3s, etc. during class. If you are expecting an important phone call, put it on vibrate and then step outside when the call comes in. And, of course, **NO WHISPERING** or talking!
8. **Use ASL!** The more you challenge yourself to use the target language in and out of class, the more you will feel comfortable with ASL and the more progress you will experience. Interaction is vital to learning sign language.
9. **Sit in a new seat.** Seeing the language used by your instructor and classmates from many different angles is important and helpful.
10. **Be aware that...** 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 correcting students' sign production. If at any time you are uncomfortable, inform the teacher and/or your classmate(s) immediately.

CLASS SCHEDULE

 **This schedule is subject to change. Check Carmen and your OSU email daily.**

WEEK 1 (Jan 6 & 8)

ASL 1 Review and syllabus
Begin Unit 4

WEEK 2 (Jan 13 & 15)

Unit 4 continued

WEEK 3 (Jan 20 & 22)

Unit 4 Continued

WEEK 4 (Jan 27 & 29)

Unit 4 Continued

Comprehension Test #1 on January 29th

WEEK 5 (Feb. 3 & 5)

Unit 4 Completed

FILM: *Audism*

Expressive Test # 1 due by 3:00 on February 6th

WEEK 6 (Feb. 10 & 12)

Begin Unit 5

Discussion Posting # 1 due on Feb 10th

WEEK 7 (Feb. 17 & 19)

Unit 5 Continued

WEEK 8 (Feb 24 & 26)

Unit 5 Continued

Comprehension Test #2 on Feb 26th

WEEK 9 (March 3 & 5)

Unit 5 Continued

Expressive Test #2 taped in class on March 5th

WEEK 10 (March 10 & 12)

Unit 5 continued

Discussion Posting # 2 Due on March 10th

Event Reflection Paper Due March 12th

FINALS WEEK – following University Schedule

Comprehension Test #3 on Wednesday, March 18th at 3:30 – 5:18pm

(See <http://www.ureg.ohio-state.edu/ourweb/scheduling/>)

B. General Information:

- 1. Do you want prerequisites enforced electronically?
(See OAA Academic Organization and Curriculum Handbook for what can be enforced.) YES NO
- 2. Does this course currently satisfy any GEC requirement? YES NO
- 3. What other units require this course?
Have these changes been discussed with those units? YES NO
- 4. Have these changes been discussed with academic units
that might have a jurisdictional interest in the subject matter?
[Attach relevant letters.] YES NO
- 5. Is the request contingent upon other requests? YES NO

List: _____

- 6. Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives.)
Update various aspects to reflect current curriculum and policies. _____
- 7. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change:
N/A _____
- 8. If the proposed change involves budgetary adjustments, describe the method of funding:
N/A _____

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

Academic Unit Undergraduate Studies Committee Chair (Undergrad course)	Printed Name	Date
	DAVID Bloome	11-20-08
Academic Unit Graduate Studies Committee Chair((Undergrad/Graduate course)	Printed Name	Date
	Bryan Warrick	1/7/09
School/College Undergrad Curriculum Committee (Undergrad/Grad course)	Printed Name	Date
	Rebecca Kantor	11-19-08
School/College Graduate Curriculum Committee (Undergrad/Grad course)	Printed Name	Date
ACADEMIC UNIT CHAIR/SCHOOL DIRECTOR	Printed Name	Date
	Cheryl Achterberg	1/9/09
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

Original-recipient: rfc822:jones.2246@osu.edu
DKIM-Signature: v=1; a=rsa-sha256; c=relaxed/relaxed; d=gmail.com; s=gamma; h=domainkey-signature:received:received:message-id:date:from:sender :to:subject:mime-version:content-type:x-google-sender-auth; bh=lsr1NoQ/1SHY9T4DNPUtgZQwVmSDPxLLYnjpepBz2r4=; b=E8omHSdZZZinl/+ECmDnFzbnQvSUvJBccHrobq16+lhcX1EVa1itVB9x9YldQgAd 5sHcMwhZcopZw5xAVdaZCJUc1pSdpnAomiXtKIjPLTsVY30ckjzKLnqCM9eTdMEEtQF9 zOotMfRjxkzsb7PL5Gg+TRsW5PquZsLB8VLUU=
DomainKey-Signature: a=rsa-sha1; c=noFWS; d=gmail.com; s=gamma; h=message-id:date:from:sender:to:subject:mime-version:content-type :x-google-sender-auth; b=jF9W3/e85Q9hQWlcX92OfHCUBp1oDgtMFUS7CIRagSH6YAbk4C2eon/tksrbMKr8pA dVfAQUHoN1ljM42BLWggdre5Bu582ySeKSXfzq6RU7qwQehblcbeDVENt0s1zgR/uE28 INB9JW6O9xoe/4Zm1NU5J/02+uBmOHqHFrl80=
Date: Mon, 03 Nov 2008 19:50:08 -0500
From: Brenda Brueggemann <brueggemann.1@osu.edu>
Sender: brendabrueggemann@gmail.com
To: Tia Jones <jones.2246@osu.edu>
Subject: EDU T&L 113 course description change
X-Google-Sender-Auth: a01ef998ac19b5bf
X-Spam-Score: 0.00 () [Tag at 4.50] HTML_MESSAGE
X-CanitPRO-Stream: 11_tagonly_no_subject
X-Canit-Stats-ID: Bayes signature not available
X-Scanned-By: Canit (www.roaringpenguin.com) on 128.146.216.131

The Department of English supports the changes made to EDU T&L 113 in the Course Offerings Bulletin (Book 3) by the School of Teaching and Learning. In my capacity as an ASL Program Faculty Leader who is also the Course Director for the ASL 101 and 102 courses in English, I approve these changes.

--
Brenda Jo Brueggemann

Professor, English
Associate Faculty: Comparative Studies
Associate Faculty: Women's Studies
Coordinator, Disability Studies Program
Faculty Leader, American Sign Language

Co-Editor, Disability Studies Quarterly

Original-recipient: rfc822;jones.2246@osu.edu
DKIM-Signature: v=1; a=rsa-sha256; c=relaxed/relaxed; d=gmail.com; s=gamma; h=domainkey-signature:received:received:message-id:date:from:reply-to:to:subject:mime-version:content-type; bh=f6nlC4uJCm3oZwn6ZfJ6fDUFYwEs1hrenwYxrzf5QI=; b=mbDIDzGgL2aZLz9rnuOd/kB1o4grRJ5Q0OesYQS/egJvJ6f0fS0W6I/8TJBoyoiVCIzBGi9N5AQ6RPimBBfpJqWXleCV55VgBVruCdt2O5DOBmqE4PQWEKti/h1wBJtdxB+jnZNSG7IRqjNy169p+MkG+adabUz70+RgMTqK9Bs=
DomainKey-Signature: a=rsa-sha1; c=noFWS; d=gmail.com; s=gamma; h=message-id:date:from:reply-to:to:subject:mime-version:content-type; b=Kj01o6Wlb6VV+61DcjmK81H+pMYvenU7p6PvZUxeKVkK+SgtOMKcKNvRGmDzfqkivXgTTiu26adY4s53pyMLLd+Mvc0V3LpTB4Vno/AusqE4M7EoxVvhDkUYwz3ontDnan8RyCBvMRZ6xpup9Eo07ZMQle3KTYTcrtRwYvypxk=
Date: Thu, 06 Nov 2008 10:23:27 -0500
From: Robert Allen Fox <rgafox@gmail.com>
Reply-to: rgafox@gmail.com
To: Tia Jones <jones.2246@osu.edu>
Subject: Changes to 113
X-Spam-Score: 0.00 () [Tag at 4.50] HTML_MESSAGE
X-CanItPRO-Stream: 11_tagonly_no_subject
X-CanIt-Stats-ID: Bayes signature not available
X-Scanned-By: CanIt (www.roaringpenguin.com) on 128.146.216.21

Dear Tia:

The Department of Speech and Hearing Science supports the changes made to EDU T&L 113 in the Course Offerings Bulletin (Book 3) by the School of Teaching and Learning.

-Rob Fox

Professor and Chair

EDU T&L 113

The Ohio State University
Summer Quarter 2008

American Sign Language III
(EDU T&L 113)
5 Credit Hours

(Proposed class time 11:30 – 1:18pm) on Monday and Wednesday
Room: 30 Hitchcock Hall

Instructor: Mrs. Tia Jones

Email: jones.2246@osu.edu

Office: 344 A Arps Hall

Office Phone: 614-292-5392

Mailbox 327Arps Hall

Office hours: Tuesday and Thursday 10:30-12:30

For additional information: Contact Dr. Peter Paul, Coordinator of the ASL Program for the College of Education (e-mail: paul.3@osu.edu).

COURSE DESCRIPTION

Development of receptive and expressive ASL skills at a more complex level. Continued exploration of American deaf culture and history. Instruction primarily in ASL.

Prerequisites: English 101 & 102, EDU T&L 101 & 102, or equivalent.

General Information for ALL ASL GEC courses:

The instructors, assistant coordinators, Associate Coordinator, and Faculty Leaders (including Foreign Language Director) associated with the American Sign Language GEC Program have worked together to ensure that there is consistency across the content and instruction of the ASL courses. The syllabi in English, Speech-Hearing Science, and EHE (T&L), who offer ASL courses, adhere to the basic principles and policies of the Arts & Sciences GEC programs. The goal is to ensure uniformity with respect to a range of issues, including the amount of time associated with each course offering. EHE T&L is offering each of its four 5-credits ASL (T&L 101, 102, 113, 114) GEC courses in accordance with the following schedule—1 hour 48 minutes twice a week. It is expected that students will expend time and energy to improve sign proficiency not only by attending the classes, but also by focusing on and practicing the content of the course outside the required meeting time.

RELATIONSHIP TO OTHER COURSES/CURRICULA

This course is the third course in a 4-course sequence for foreign language credit. The first two courses are offered by the College of Humanities and the College of Education and Human Ecology. This course is for undergraduates only. This class is not open to native users of the language or to students with credit for Speech and Hearing 103.

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.

COURSE OBJECTIVES AND LEARNING OUTCOMES

It is expected that students will achieve learning outcomes by spending time and energy of the content of the course (improving sign proficiency) outside of the class meeting times.

Course credit is based upon adequately mastering the course content as reflected in these course objectives and learning outcomes:

Upon successful completion of this course, the student will be able to:

1. Use and recognize a variety of culturally appropriate conversational strategies, such as Signed English and tactile signing, utilized by deaf community members
2. Explain the complexities of cochlear implants from a variety of perspectives.
3. Use intermediate level ASL grammar structure, including past and future tenses, spatial organization, noun/verb pairs, etc.
4. Develop intermediate level skills incorporating classifiers and adverbial markers into sentences.
5. Engage in conversations about a variety of intermediate level topics including natural world, sports, clothing, etc.

DIVERSITY

Students will be exposed to issues affecting a range of deaf and hard of hearing individuals, including those from diverse and ethnic backgrounds.

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 Carmen. Students may be required to use a Video Cassette Player or DVD player to watch required homework passages from a videotape/DVD and CD.

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, if applicable.
 - d. Film(s) and video clip(s) shown during class.
 - e. Access to use of digital video camera, DVDs, CDs, etc. for expressive tests.
 - f. Attendance at one or more Deaf community event. (This may be off campus)

Purchasing Text: OSU Bookstores, SBX, Barnes and Noble, or you can order it through Sign Media Incorporated (www.signmedia.com)

OSU GRADING SCALE

A	93-100	B+	87-89	C+	77-79	D+	67-69
A-	92-90	B	86-83	C	73-76	D	66-60
		B-	82-80	C-	72-70	E	0-59

COURSE EVALUATION:

This class is worth a total of 1000 points. The general breakdown is below. Read further for more detailed explanations of each category.

Class Attendance & Participation	150 points
Comprehension Tests: (3 x 100 points each)	300 points
Two Expressive Tests (2 X 150 points each)	300 points
Cochlear Implant Paper	100 points
Deaf Community Event & Reflection Essay:	90 points
Homework	<u>60 points</u>
	1000 points

ATTENDANCE & PARTICIPATION POLICY:

- 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."

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 attendance and participation cannot be "made-up" and missed tests will not be made up.

ASL is a hands-on class...literally. You cannot learn the language by merely watching others sign or studying a book. Becoming proficient in ASL means developing

CULTURALLY APPROPRIATE language SKILLS and BEHAVIORS in addition to understanding how the language works. Language skills are developed through continuous and meaningful PRACTICE, independently and with others. In class we will use a variety of practice activities and language tasks that require you to INTERACT with others. These are designed to supplement your INDIVIDUAL STUDY and preparation. You will find that REGULAR PREPARATION is essential for steady progress and good performance. Timely completion of homework/assignments helps reinforce your learning and keep you up to date in class. REGULAR ATTENDANCE will give you the opportunity to practice using the language with others and to receive feedback from your instructor. It is also a courtesy to your instructor and the other learners when you attend regularly, fully prepared and motivated to work and learn. The more you participate, the more you will learn.

ASSIGNMENT DETAILS

- **Attendance and participation** in all class discussions and signing activities is expected. If a student has an unexcused absence, it is not possible to “make-up” attendance and/or participation points. (See Attendance and Participation Policy)
- **Homework**
Throughout the quarter, homework will be assigned. Late homework will not be accepted.
- **Comprehension Tests**
The three comprehension skills tests are announced on the syllabus. They are intended to assess your understanding of signed material and grammatical concepts. Tests are NOT made up – unless given *PRIOR APPROVAL* for a valid, university approved excused absence!!
- **Expressive Tests**
Tests/exams are videotaped for grading and student review purposes. Students are required to come to the ASL office/Lab area (Arps Hall) to tape their expressive tests. This will take place outside of regular class time. The student will have until 3:00 pm of the Friday indicated in the Weekly Schedule section of the syllabus to come and tape the test. During those weeks we will finish class early to accommodate students who may have no other availability to take the test at another time. The instructor will provide a schedule of available blocks of time for students to come in and tape their test. Students will sign up for a designated testing time. Students are required to show up at their chosen testing time. If the student does not show up for their designated time without 24 hour prior notification and approval for a valid, university approved excused absence, the student will **NOT** be allowed to make up the test.

- **Paper**

During the quarter we will be watching the movie “Sound and Fury”. Guidelines for the paper will be passed out during the class and/or will be posted on Carmen prior to the movie. Late papers will not be accepted.

- **Cultural Experience Reflection**

Throughout the quarter, there will be numerous opportunities to interact with members of the Deaf community and observe Deaf culture in the Columbus community. You will be encouraged 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 you, PLEASE speak with me 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 my attention, as you will not be given an alternate assignment option. I will be informing you of these events as they come up. If you happen to hear of any events please let me know and we will pass it along to your classmates. Late papers or alternate assignments will not be accepted.

Writing Center

Students are expected to demonstrate college level writing skills for each assignment. All members of the OSU community are invited to discuss their writing with a trained consultant at the Writing Center. Please call 614-688-4291 or visit www.cstw.org make an appointment or have an online tutorial.

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.

CLASS CANCELLATION POLICY

In the unlikely event of class cancellation due to emergency, I will contact you via email and post an announcement on the home page of our Carmen course site, under "News". When possible, I will also request that a note on department letterhead be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

WEEKLY SCHEDULE

WEEK 1 (June 16 & 18)

Syllabus
Review & Warm-up
Begin Unit 6

WEEK 2 (June 23 & 25)

Unit 6

WEEK 3 (June 30 & July 2)

Unit 6 complete

Begin Unit 7

Comprehension Test # 1 on July 2, 2008

WEEK 4 (July 7 & 9)

Unit 7

WEEK 5 (July 14 & 16)

Unit 7

Expressive Test Due by 3:00pm on Friday, July 18, 2008

WEEK 6 (July 21 & 23)

Unit 7 complete

Unit 8 Begin

Comprehension Test # 2 on July 23, 2008

WEEK 7 (July 28 & 30)

Unit 8

Cochlear Implant homework due on July 28, 2008

“Sound and Fury” and discussion

WEEK 8 (Aug. 4 & 6)

Unit 8

Cochlear Implant Papers due August 4, 2008

WEEK 9 (Aug 11 & 13)

Unit 8

Expressive Test Due by 3:00pm on Friday, August 15, 2008

WEEK 10 (Aug 18)

Unit 8 completed

Comprehension Test #3

Cultural Experience Reflection Paper last day to turn in – August 18, 2008

RESOURCES

Some that are current and valuable:

- a. Fingerspelling Practice : <http://www.asl.ms/>

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

OHIO STATE COURSE CHANGE REQUEST

College Education and Human Ecology

Department School of Teaching and Learning
(e.g., Portuguese)

Book 3 Listing: EDU T&L

Proposed Effective Qtr/Yr: SU AU WI SP X YEAR: 2009
(See OAA Academic Organization and Curriculum Handbook for Deadlines)

A. Course Offerings Bulletin Information. Follow instructions in the *OAA Academic Organization and Curriculum Handbook*. Before you fill out the "Present Course" information, be sure to check the latest edition of the Course Offerings Bulletin and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed.

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

COMPLETE ALL ITEMS THIS COLUMN

Present Course

1. Book 3 Listing: EDU T&L

2. Number: 114

3. Full Title: American Sign Language IV

4. 18-Char. Transcript Title: Amer Sign Lang 4

5. Level and Credit Hours U 05

6. Description: Attention to topics related to deafness and education; equity and diversity; historical and emerging perception on the condition of deafness.

(25 words or less)

7. Qtrs. Offered : SU X AU X WI X SP X
1st SEM 2nd SEM

8. Distribution of Contact Time: 2 days 2 hr 18 min
(e.g., 3 cl, 1 3-hr lab)

9. Prerequisite(s): 113 or English 103 or SPH & HRG 103 or equiv.

10. Exclusion: Not open to students with credit for English 104 or SPH & HRG 104
(Not open to....)

11. Repeatable to a maximum of 0 credits.

12. Off-Campus Field Experience: N/A

13. Cross-listed with: N/A

14. Check the curricular requirement this course fulfills:
BER LAR GEC X 3rd writing course

15. Grade option (circle): Ltr X S/U P
If P graded, what is the last course in the series?

16. Is an honors version of this course available? Y NX
Is an Embedded Honors version of this course available? Y NX

17. Other general course information:

COMPLETE ONLY THOSE ITEMS THAT CHANGE

Changes Requested

More advanced development of expressive and receptive skills with a focus on narratives. ASL Literature introduced. Further exploration of American deaf culture and history

SU AU WI SP
1st SEM 2nd SEM

2 days 1 hr 48 min

This class is not open to native users of the language or to students with credit for SPH & HRG 104.

Repeatable to a maximum of _____ credits.

Cross listed with: _____

Check the curricular requirement this course fulfills:
BER LAR GEC 3rd writing course

Grade option (circle): Ltr S/U P

Last course in Progress series:
Y N

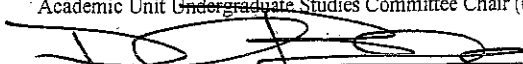

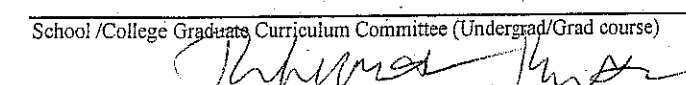
B. General Information:

1. Do you want prerequisites enforced electronically? YES NO
(See OAA Academic Organization and Curriculum Handbook for what can be enforced.)
2. Does this course currently satisfy any GEC requirement? YES NO
3. What other units require this course?
Have these changes been discussed with those units? YES NO
4. Have these changes been discussed with academic units
that might have a jurisdictional interest in the subject matter?
[Attach relevant letters.] YES NO
5. Is the request contingent upon other requests? YES NO

List:

6. Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives.)
Update various aspects to reflect current curriculum and policies.
7. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change:
N/A
8. If the proposed change involves budgetary adjustments, describe the method of funding:
N/A

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

<u>Academic Unit Undergraduate Studies Committee Chair (Undergrad course)</u>	<u>Printed Name</u>	<u>Date</u>
	DAVID BLOOME	11-20-08
<u>Academic Unit Graduate Studies Committee Chair ((Undergrad/Graduate course)</u>	<u>Printed Name</u>	<u>Date</u>
	Bryan Warrick	1/7/09
<u>School/College Undergrad Curriculum Committee (Undergrad/Grad course)</u>	<u>Printed Name</u>	<u>Date</u>
	Cheryl Achterberg	11-19-08
<u>School/College Graduate Curriculum Committee (Undergrad/Grad course)</u>	<u>Printed Name</u>	<u>Date</u>
ACADEMIC UNIT CHAIR/SCHOOL DIRECTOR	<u>Printed Name</u>	<u>Date</u>
COLLEGE DEAN	Cheryl Achterberg	1/9/09
<u>Graduate School (If Appropriate)</u>	<u>Printed Name</u>	<u>Date</u>
<u>ASC Curriculum Committee Chair (If Appropriate)</u>	<u>Printed Name</u>	<u>Date</u>
<u>University Honors Center (If Appropriate)</u>	<u>Printed Name</u>	<u>Date</u>
<u>Office of International Education (study tour only)</u>	<u>Printed Name</u>	<u>Date</u>
ACADEMIC AFFAIRS	<u>Printed Name</u>	<u>Date</u>

Original-recipient: rfc822;jones.2246@osu.edu
DKIM-Signature: v=1; a=rsa-sha256; c=relaxed/relaxed; d=gmail.com; s=gamma; h=domainkey-signature:received:received:message-id:date:from:sender:to:subject:mime-version:content-type:x-google-sender-auth; bh=sYRkRhYxgwuy0e1wFFRD1PpQI+2ipDiw0CwbOwK6+jw=; b=Uyu2N7fbsl0H9oDDTd9umnyQRKTT0SYbR+zXVnAd4/LC+PUz2ojHnd9BKTU/2sg09+R9DVZT6bqsEk8cYybDH9fA7rJsZLYFhpqmeHQZuqN0YUG+f03+ZMnC13hvjnJRuQgwT6cf92qkQ9h1oCjmHgTQwzcPnld5L+fOd5ce8=
DomainKey-Signature: a=rsa-sha1; c=noews; d=gmail.com; s=gamma; h=message-id:date:from:sender:to:subject:mime-version:content-type:x-google-sender-auth; b=Z/OIT/hTTjXIAmRpLfpHkr/mWc3EWmKI75wrDJLFoxWevbRHHVUdleIOjhRVTE8QniazVY9hdlexgfUmYJPNawMmOIFWwEbnwqkqNAjHwk5QSNwEA+AVIJQqX0uCjWWWJj4gGPK
NOLkNywcfpWu8NZ0XJmDvfyx+dvPKDLyRo6fg=
Date: Mon, 03 Nov 2008 19:51:24 -0500
From: Brenda Brueggemann <brueggemann.1@osu.edu>
Sender: brendabrueggemann@gmail.com
To: Tia Jones <jones.2246@osu.edu>
Subject: EDU T&L 114 course description change
X-Google-Sender-Auth: 5a09e3e950061981
X-Spam-Score: 0.00 () [Tag at 4.50] HTML_MESSAGE
X-CanItPRO-Stream: 11_tagonly_no_subject
X-CanIt-Stats-ID: Bayes signature not available
X-Scanned-By: CanIt (www.roaringpenguin.com) on 128.146.216.83

The Department of English supports the changes made to EDU T&L 114 in the Course Offerings Bulletin (Book 3) by the School of Teaching and Learning. In my capacity as an ASL Program Faculty Leader who is also the Course Director for the ASL 101 and 102 courses in English, I approve these changes.

--
Brenda Jo Brueggemann

Professor, English
Associate Faculty: Comparative Studies
Associate Faculty: Women's Studies
Coordinator, Disability Studies Program
Faculty Leader, American Sign Language

Co-Editor, Disability Studies Quarterly

Original-recipient: rfc822;jones.2246@osu.edu
DKIM-Signature: v=1; a=rsa-sha256; c=relaxed/relaxed; d=gmail.com; s=gamma; h=domainkey-signature:received:received:message-id:date:from:reply-to:to:subject:mime-version:content-type; bh=5C7spqZN9ox9r6h5INz9XWnWl1tDyK+R0OXGgUTAU3Q=; b=pFSjmA4hQi4Sh4h7IEbBs00XYO+4cJvjBeNLa8p2z/mKYz2Dv/xXFJg2wMKT66hXGox3nmRc0GdhWKnBhwxQqnKTJghvQtvNEoi4awaPpqA6WvW6VhrQ/RB1KjtZXh8s+yc0laMzQKTsG+fbTjnGrIgb6lQq2foH6fDrIz7U=
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Date: Thu, 06 Nov 2008 10:24:02 -0500
From: Robert Allen Fox <rgafox@gmail.com>
Reply-to: rgafox@gmail.com
To: Tia Jones <jones.2246@osu.edu>
Subject: Changes to 114
X-Spam-Score: 0.00 () [Tag at 4.50] HTML_MESSAGE
X-CanitPRO-Stream: 11_tagonly_no_subject
X-Canit-Stats-ID: Bayes signature not available
X-Scanned-By: Canit (www.roaringpenguin.com) on 128.146.216.129

Dear Tia:

The Department of Speech and Hearing Science supports the changes made to EDU T&L 114 in the Course Offerings Bulletin (Book 3) by the School of Teaching and Learning.

-Rob Fox

Professor and Chair

The Ohio State University
Winter Quarter 2009

American Sign Language IV
(EDU T&L 114)
5 Credit Hours
(PROPOSED) Monday/Wednesday from 10:30-12:18pm
243 Arps Hall

Instructor: Mrs. Tia Jones

Email: jones.2246@osu.edu
Office: 344 A Arps Hall
Office Phone: 614-292-5392
Mailbox 327 Arps Hall

Office hours: **Tuesday and Thursday from 10:00 – 12:00**
Also by appointment

For more course or program information, contact: Lauren Sanders, Associate Coordinator of the ASL Program at sanders.67@osu.edu or 292-7082.

PREREQUISITES

EDU T&L 113 or SPH/HRNG 103.

COURSE DESCRIPTION/ RATIONALE

ASL IV is designed to build upon the signing information and concepts to which students have been exposed in ASL III or its equivalence. The major goal is to assist students in improving their receptive and expressive skills in ASL and to understand a few major tenets of the Deaf community.

General Information for ALL ASL GEC courses:

The instructors, assistant coordinators, Associate Coordinator, and Faculty Leaders (including Foreign Language Director) associated with the American Sign Language GEC Program have worked together to ensure that there is consistency across the content and instruction of the ASL courses. The syllabi in English, Speech-Hearing Science, and EHE (T&L), who offer ASL courses, adhere to the basic principles and policies of the Arts & Sciences GEC programs. The goal is to ensure uniformity with respect to a range of issues, including the amount of time associated with each course offering. EHE T&L is offering each of its four 5-credits ASL (T&L 101, 102, 113, 114) GEC courses in accordance with the following schedule—1 hour 48 minutes twice a week. It is expected that students will expend time and energy to improve sign proficiency not only by attending the classes, but also by focusing on and practicing the content of the course outside the required meeting time.

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, if applicable.
 - d. Film(s) and video clip(s) shown during class.
 - e. Access to use of digital video camera, DVDs, CDs, etc. for expressive tests.
 - f. Attendance at one or more Deaf community event. (This may be off campus)

Purchasing Text: OSU Bookstores, SBX, Barnes and Noble, or you can order it through Sign Media Incorporated (www.signmedia.com)

RELATIONSHIP TO OTHER COURSES/CURRICULA

This course is the fourth course in the sequence for foreign language credit. This class is not open to native users of the language or to students with credit for Speech and Hearing 104.

GEC REQUIREMENTS

The American Sign Language (ASL) series, levels 1-4, fulfills the GEC Skills category.

Foreign Language coursework cultivates students' skills in communication across ethnic, cultural, ideological, and national boundaries, and helps students develop an understanding of other cultures and patterns of thought.

- Students demonstrate basic communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.
- Students learn about the cultural contexts and manifestations of the peoples who speak the language that they are studying.
- Students recognize and understand differences and similarities between the cultures and communities of the language that they are studying and their own.

COURSE OBJECTIVES AND LEARNING OUTCOMES

It is expected that students will achieve learning outcomes by spending time and energy of the content of the course (improving sign proficiency) outside of the class meeting times.

Course credit is based upon adequately mastering the course content as reflected in these course objectives and learning outcomes:

1. Discuss Deaf history and the effects of social change on the Deaf World
2. Gain knowledge of the role of ASL literature and Deaf art within the Deaf Community.
3. Develop advanced level skills incorporating complex ASL grammatical features including classifiers, non manual signals, and special organization.
4. Engage in more expansive conversations about topics including home and community, food, occupations, etc.

INSTRUCTIONAL METHODS

- Demonstration/modeling
- Guided/directed activities
- Conversational ASL
- Lectures/movie
- Assigned readings
- Group Presentations
- Written responses to texts and experiences
- Video/web exercises fro at home and in-class practice

DIVERSITY

Students will be exposed to issues affecting a range of deaf and hard of hearing individuals, including those from diverse and ethnic backgrounds.

TECHNOLOGY

Students will be expected to use internet resources to seek additional readings related to

special topics (for assigned group History Presentations). Students will be expected to download required readings and video clips from the Carmen website (for assigned homework). Students will be required to use a VCR/DVD Player to watch additional required homework passages from a videotape/DVD.

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

Any student who feels s/he may need an accommodation based on the impact of a disability must contact me (your instructor) privately to discuss your specific needs. To ensure your success in this class, it is important that you discuss this with me at the beginning of the quarter or immediately upon realizing your

concern for accommodations. Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall (<http://www.ods.ohio-state.edu>) to coordinate reasonable accommodations for students with documented disabilities.

CLASS CANCELLATION POLICY:

In the unlikely event of class cancellation due to emergency, I will contact you via email and post an announcement on the home page of our Carmen course site, under "News". When possible, I will also request that a note be placed on the classroom door. I will contact you as soon as possible following the cancellation to let you know how the syllabus and work deadlines will be affected.

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."

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 attendance and participation cannot be “made-up” and missed tests will not be made up.

ASL is a hands-on class...literally. You cannot learn the language by merely watching others sign or studying a book. Becoming proficient in ASL means developing **CULTURALLY APPROPRIATE** language **SKILLS** and **BEHAVIORS** in addition to understanding how the language works. Language skills are developed through continuous and meaningful **PRACTICE**, independently and with others. In class we will use a variety of practice activities and language tasks that require you to **INTERACT** with others. These are designed to supplement your **INDIVIDUAL STUDY** and preparation. You will find that **REGULAR PREPARATION** is essential for steady progress and good performance. Timely completion of homework/assignments helps reinforce your learning and keep you up to date in class. **REGULAR ATTENDANCE** will give you the opportunity to practice using the language with others and to receive feedback from your instructor. It is also a courtesy to your instructor and the other learners when you attend regularly, fully prepared and motivated to work and learn. The more you participate, the more you will learn.

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 me *prior* to the start of class to prove you have completed the work –OR- 2) put a hard copy in my mailbox (Arps Hall 327) prior to the class time it is due.

OSU GRADING SCALE

A	93-100	B+	87-89	C+	77-79	D+	67-69
A-	92-90	B	86-83	C	73-76	D	66-60
		B-	82-80	C-	72-70	E	0-59

COURSE EVALUATION:

This class is worth a total of 1000 points. The general breakdown is below. Read further for more detailed explanations of each category.

Class Attendance & Participation	120 points
2 Comprehension Tests	250 points
Expressive Tests (2 X 150 points each)	300 points
Deaf History Presentation (Group)	100 points
Deaf History Test	50 points
Deaf Community Event & Reflection Essay:	80 points

Homework

100 points**1000 points****ASSIGNMENT DETAILS**

- **Attendance and participation** in all class discussions and signing activities is expected. If a student has an unexcused absence, it is not possible to “make-up” attendance and/or participation points. See the above Attendance & Participation Policy.
- **Comprehension Tests**
The two comprehension skills tests are announced on the syllabus. They are intended to assess your understanding of signed material and grammatical concepts. Tests are NOT made up – unless given *PRIOR APPROVAL* for a valid, university approved excused absence!!
- **Expressive Tests**
Tests/exams are videotaped for grading and student review purposes. Students are required to come to the ASL office/Lab area (Arps Hall) to tape their expressive tests. This will take place outside of regular class time. The student will have until 3:00 pm of the Friday indicated in the Weekly Schedule section of the syllabus to come and tape the test. During those weeks we will finish class early to accommodate students who may have no other availability to take the test at another time. The instructor will provide a schedule of available blocks of time for students to come in and tape their test. Students will sign up for a designated testing time. Students are required to show up at their chosen testing time. If the student does not show up for their designated time without 24 hour prior notification and approval for a valid, university approved excused absence, the student will **NOT** be allowed to make up the test.
- **Deaf History Presentation**
During the quarter you and a group of your peers will be working on a historical related topic that will be presented (in voice) to the rest of the class. The assignment will be explained and detailed in class.
- **Deaf History Test**
Following the presentations conducted in class, you will be given a test of knowledge pertaining to the information provided by your peers. There will be homework/study guides provided by the groups to aid in the study process for this test. The test date is listed below in the weekly schedule. This will be detailed more in class.
- **Event Reflection**
Throughout the quarter, there will be numerous opportunities to interact with members of the Deaf community and observe Deaf culture within Columbus. You 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. Known Deaf community events are listed in this syllabus. Updated opportunities will be listed on Carmen and announced in class. If you happen to hear of any events please let me know and we will pass it along to your classmates.

If you would like to attend an event that is not listed on Carmen or announced during class, you just submit your event to your instructor for approval. Not all events that include a deaf person will satisfy this requirement. For example: serving a group of deaf individuals at a restaurant, while very exciting, will not count as a cultural experience for this class. OSU Language Tables/Signing social hour also does *not* count for this assignment.

If transportation to or other concerns regarding the Deaf events poses a problem for you, PLEASE speak with me by the 2nd week of the quarter to discuss your options. DO NOT wait until the end of the quarter to bring this to my attention, as you will not be given an alternate assignment.

NOTE* If you *absolutely* cannot attend a Deaf community event, you are required to complete a 5-6 page research paper about a Deaf cultural topic and presentation to the class. This topic must be pre-approved by your instructor at least three weeks prior to the end of the quarter.

Approved Deaf Events for Winter 2009

- 1) The Ohio School for the Deaf boys and girls basketball games. See: <http://ohioschoolforthe deaf.org/>
- 2) *The Miracle Worker* theater production, January 9-18, 2008. This production will employ blind and deaf actors working with hearing and sighted actors, while integrating American Sign Language and spoken English. Tickets \$20, on sale now. See: <http://www.ticketmaster.com/Studio-One-Riffe-Center-tickets-Columbus/venue/41045>
- 3) ASL Social Nights sponsored by the Ohio Chapter of the American Sign Language Teachers Association. Held the first Friday of every month starting at 7:00pm at Gordy's, 6150 S. Sunbury Rd. – Westerville, Ohio 43081. Contact OhioASLTA@aol.com with questions.
- 4) Columbus Colony Elderly Care allows OSU ASL students to interact with residents. They have a calendar of events listed on their website <http://www.columbuscolony.org/>. Please call ahead of you are planning on visiting the nursing home (614) 891-5055, ask for Jenna. Explain that you are an OSU ASL student and that you are interested in meeting some of the residents in hopes of gaining a better knowledge of Deaf Culture and improving you're signing skills.

- **Homework**

Homework will be assigned sporadically during class. Assignments are due on the day indicated and not accepted late unless arranged prior to the due date.

**** Papers, presentations, and homework are due on the day indicated unless the syllabus/schedule has been changed and you receive notification of the change.**

- **Extra Credit**

This is a quarter long opportunity however; each student is limited to leading a discussion twice during the quarter. See handout for additional details.

Writing Center

Students are expected to demonstrate college level writing skills for each assignment. All members of the OSU community are invited to discuss their writing with a trained consultant at the Writing Center. Please call 614-688-4291 or visit www.cstw.org make an appointment or have an online tutorial.

GRADING AND RETURNING STUDENT WORK

In order for you, the student, to benefit from feedback provided by the Instructor to improve your grade and skill development, the Instructor will return graded student work *within one week* after the due date. This student work includes, but is not limited to, written work (hard copy or on Carmen), comprehension tests, and expressive tests. It needs to be understood that the expressive tests (videos) may take more time to grade, but these grades and feedback will be returned *no later than two weeks* after the due date.

RESOURCES

Some that are current and valuable:

- 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/>

Policies for Student Conduct

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.

SOME TIPS FOR YOUR SUCCESS IN ASL CLASSES:

1. I WANT YOU TO BE SUCCESSFUL, so anytime you have concerns or problems, please let me know ASAP.
 2. It is important that we create a learning environment free of distractions. Please turn off ALL cell phones, beepers, etc. during class. Do NOT bring food into the classroom. Drinks are okay.
 3. NO WHISPERING☺ .
 4. USE ASL in and outside of the classroom! Students who interact with native users in the community experience the most progress. Look for opportunities to use your new ASL skills.
 5. **Try to sit in a different seat for each class.** By the end of the quarter, you should have been in every seat and seen the instructor and your classmates from many different angles. This is important for getting your eyes used to seeing the language from different angles.
 6. Be realistic in your goals, but challenge yourself. Don't compare yourself to others, but honestly keep track of the growth of your own skills.
 7. Maintain a positive attitude. Negative thoughts can put you into "shut down" and are self-defeating. Develop ways to monitor relaxation and positive self-talk. Practice these techniques, and use them in class and during test situations.
 8. Take good care of your health. Eat, sleep and exercise!! With this in mind, you will be ready to learn.
-

WEEKLY SCHEDULE

WEEK 1 (Jan. 5 & 7)

Syllabus
Review/warm-up
Begin Unit 9

WEEK 2 (Jan. 12 & 14)

Unit 9

WEEK 3 (Jan 19 & 21)

JANUARY 19, 2009 – Dr. Martin Luther Kind Day – University Closed
Finish Unit 9
Begin Unit 10

WEEK 4 (Jan. 26 & 28)

Unit 10

COMPREHENSION TEST # 1 – Jan 28th.
EXPRESSIVE TEST # 1 due by 3:00pm Friday, January 30.

WEEK 5 (Feb. 2 & 4)

DEAF HISTORY PRESENTATIONS – Feb 2 (to be continued on the 4th if needed).

Finish Unit 10

Begin Classifier Unit

WEEK 6 (Feb. 9 & 11)

DEAF HISTORY TEST – Feb. 9th

Classifier Unit

WEEK 7 (Feb. 16 & 18)

Finish Classifier Unit

Role shifting

WEEK 8 (Feb. 23 & 25)

Role- shifting

ASL Literature

WEEK 9 (March 2 & 4)

ASL Literature

EXPRESSIVE TEST #2 due by 3:00pm on Friday, March 6th.

WEEK 10 (March 9 & 11)

ASL Literature

COMPREHENSION TEST #2 – March 11.

EVENT REFLECTION PAPER DUE – March 11th

FINALS WEEK

Final Homework to be performed on MONDAY, March 16 at 10:30am (regular class time).