

## Term Information

Effective Term Spring 2014

## General Information

**Course Bulletin Listing/Subject Area** American Sign Language  
**Fiscal Unit/Academic Org** Foreign Language Center - D0543  
**College/Academic Group** Arts and Sciences  
**Level/Career** Undergraduate  
**Course Number/Catalog** 4189S  
**Course Title** Intersection of American Sign Language, deaf culture, and the deaf community  
**Transcript Abbreviation** ASL Intersections  
**Course Description** This course is designed to increase student awareness of agencies and organizations that serve the central Ohio deaf community. Students will have the opportunity to use American Sign Language with fluent users and apply their understanding of cultural norms and expectations through providing needed services and support at those organizations.  
**Semester Credit Hours/Units** Fixed: 3

## Offering Information

**Length Of Course** 14 Week  
**Flexibly Scheduled Course** Never  
**Does any section of this course have a distance education component?** No  
**Grading Basis** Letter Grade  
**Repeatable** No  
**Course Components** Field Experience, Lecture  
**Grade Roster Component** Lecture  
**Credit Available by Exam** No  
**Admission Condition Course** No  
**Off Campus** Sometimes  
**Campus of Offering** Columbus

## Prerequisites and Exclusions

**Prerequisites/Corequisites** Prereq: ASL 1101 and permission of Instructor or Department.  
**Exclusions**

## Cross-Listings

Cross-Listings

## Subject/CIP Code

**Subject/CIP Code** 16.1601  
**Subsidy Level** Baccalaureate Course  
**Intended Rank** Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Through meaningful interactions with the signing community, students will ascertain an increased level of confidence in their receptive and expressive sign language skills.
- Students will ascertain a level of comfort with Deaf culture and the Deaf community by applying their understanding of cultural norms and expectations in natural (non-classroom) environments.
- Students will appreciate that d/Deaf and hearing people share more commonalities than differences.
- The agencies and organizations that serve the central Ohio deaf community will perceive a benefit from student service.
- To increase student awareness of agencies and organizations that serve the central Ohio deaf community. Students will understand the scope of work the agencies and organizations perform.

### Content Topic List

- Introduction to Deaf Community
- Introduction to Service Learning
- Negotiating a Signing Environment
- Site specific vocabulary

## Attachments

- ASL Intersection SL designation form.doc: Service Learning Designation Form  
*(Other Supporting Documentation. Owner: Jones, Tia M)*
- Intersection syllabus.doc: Intersection of ASL syllabus  
*(Syllabus. Owner: Jones, Tia M)*

## Comments

- This new course request was developed with the assistance of a new course grant awarded by the Service Learning Course Grants. *(by Jones, Tia M on 08/31/2013 05:36 PM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Jones, Tia M	08/31/2013 05:36 PM	Submitted for Approval
Approved	Jones, Tia M	08/31/2013 06:02 PM	Unit Approval
Approved	Heysel, Garrett Robert	09/09/2013 10:50 PM	College Approval
Pending Approval	Vankeerbergen, Bernadette Chantal Nolen, Dawn Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole Hanlin, Deborah Kay	09/09/2013 10:51 PM	ASCCAO Approval

# American Sign Language 4189: Intersection of American Sign Language, deaf culture, and the deaf community.

**Spring 2014**

**Course Credits: 3**

**Class meeting times:**

**Class Location (campus):**

**Instructor:**

**Email:**

**Phone:**

**Office hours:**

**Office & Mailbox: 455 Hagerty Hall**

This course is offered through the ASL Program, Foreign Language Center, College of Arts & Sciences. For more course or program information, contact Tia Jones, Interim Director of the ASL Program, at (614) 292-5392 or [jones.2246@osu.edu](mailto:jones.2246@osu.edu).

**PREREQUISITES** ASL 1101 and permission of Instructor or Department

## **COURSE DESCRIPTION**

“Intersection of American Sign Language, deaf culture, and the deaf community” is a course that will increase student awareness of agencies and organizations that serve the central Ohio deaf community. Students will have the opportunity to use American Sign Language with fluent users and apply their understanding of cultural norms and expectations through providing needed services and support at those organizations. Students will rotate between worksites throughout the course of the semester, culminating in a community presentation that synthesizes and celebrates their service experiences with agencies and organizations.

## **COURSE OBJECTIVES/LEARNING OUTCOMES: After successful completion of this course, students will be able to...**

Goal A: Through meaningful interactions with the signing community, students will ascertain an increased level of confidence in their receptive and expressive sign language skills.

- Students will record new signs learned during the service-learning experience.
- Students will demonstrate new signs learned during the service-learning experience.
- Students will rate their comfort levels with their receptive and expressive language skills at the beginning and end of each service placement.
- Students will be able to implement tasks assigned by community partners.
- Students will be able to initiate signed conversations in the service-learning environment.

Goal B: Students will ascertain an increased level of comfort with the Deaf culture and the Deaf community.

- Students will describe their experiences in the Deaf community.
- Students will rate their comfort levels interacting with the Deaf culture and the Deaf community at the beginning and end of each service placement.
- Students will initiate and engage in signed conversations in the service-learning environment.

Goal C: Students will appreciate d/Deaf and hearing people share more commonalities than differences.

- Students will be able to label commonalities between the Deaf and hearing communities.

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- Students will be able to summarize common beliefs and misunderstandings held between Deaf and hearing cultures.
- Students will explain their expectations and experiences in the service-learning environment.

Goal D: Community partners will perceive a benefit from student service.

- Community partners will evaluate the impact of service on students.
- Community partners will evaluate the impact of students of service.

## **REQUIRED TEXT(S) AND COURSE MATERIALS**

- Daily access to the OSU Carmen course website for content including assignments and assessments, eReserve readings, streamed videos, grades, and class communication.
- Daily access to OSU email.
- Video recording device (video camera, cell phone, etc.)

## **STUDENT ASSESSMENT AND GRADING**

This class is worth a total of 500 points. Your grade in this class will be based on the general breakdown of assignments below. Read further for more detailed explanations of each category. All grades will be posted on Carmen.

### **GRADING SCALE**

A	465-500 points	C+	385-399 points	E	0-299 points
A-	450-464 points	C	365-384 points		
B+	435-449 points	C-	350-364 points		
B	415-434 points	D+	335-349 points		
B-	400-414 points	D	300-334 points		

<b>ASSIGNMENT</b>	<b>Point value</b>
Reflection Journals (5 journals at 10 points each)	50
Video Dictionary (4 videos at 25 points each)	100
Peer-Evaluation of Video Dictionary (20 evaluations at 5 points each)	100
Digital Portfolio	150
Participation at Site (50 points per site)	100
<b>Total Class Points</b>	<b>500</b>

## **REFLECTION JOURNALS**

At the conclusion of each day, students should reflect on their experience by responding to at least five of the following prompts. Over the course of the site placement, all the prompts should be addressed at least once. These reflections will be summarized and submitted twice for each site placement.

- comfort levels (based on the rating survey) - may be impacted by the tasks involved, other signers, vocabulary used, culture, etc.

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- use/observation of "negotiating a sign environment" behaviors
- use/observation of Deaf culture and etiquette
- description of tasks implemented at site
- overall summary of understanding of the partner's role in the Deaf community
- what contribution did YOU make to the partner
- what contribution did the partner make to you
- reflect on one signed conversation. Describe what was learned, how signing was used (signing style, continuum), what was learned about the conversational partner.

### **VIDEO DICTIONARY**

Students will create a Video Dictionary of the signs learned during the service-learning activities. These videos will be shared with classmates to use for preparation, study, and review. The content of the video should be structured as followed:

- Introduce yourself, the partner site location, the weeks represented.
- The signs I learned are:
  - a. present the sign
  - b. explain the meaning of the sign, circumlocute the meaning of the sign, fingerspell the sign (as a last resort)
  - c. present the sign again.

### **PEER-EVALUATION OF VIDEO DICTIONARY**

Students will be assigned two classmates' videos per week. Students will complete the "Video Dictionary - Peer Review" for each classmate. Comments will be constructive and intended for clarification and improvement purposes.

### **DIGITAL PORTFOLIO**

Students will produce and present a final portfolio synthesizing their service experiences with both agencies and organizations. This can and should include parts of the video dictionary, evidence of growth and understanding, language development, and evidence of interactions with the Deaf community. The portfolios will be digital in format. Expanded guidelines will be discussed in class and in individual meetings with the instructor.

The presentation to the Stakeholders (partners, instructor, students, ASL Program instructors, ASL Program Director) needs to be minimally 5 minutes in length. Expanded guidelines will be discussed in class and in individual meetings with the instructor.

### **PARTICIPATION AT SITES**

At the conclusion of each site rotation, the site coordinator will complete an evaluation of the student's attendance, professionalism, timeliness, work ethic, and overall contribution to the site and service performed. Students will also receive minimally one visit from the instructor during each site rotation. At the conclusion of this visit, the instructor and student will have the opportunity to review progress thus far and develop strategies for improvement (if needed).

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## **SITE PLACEMENT**

Each student will be assigned by the instructor and the details will be distributed during the site orientation. More details will be discussed in class.

## **ATTENDANCE**

Attendance at all class sessions and site days are mandatory. It is understood that emergencies do happen, should an emergency come up, the student needs to immediately contact the course instructor and the site coordinator to explain the situation. A makeup session needs to be scheduled that day. Should the student miss one day without notification, the student will receive an automatic grade deduction. In the event of two missed days without notification, the student will receive an automatic failing grade for the course.

## **LATE WORK POLICY:**

All assignments (Peer-evaluations, Reflection Journals, Video Dictionary, and Digital Portfolio) must be turned in by the due date and time. No late work will be accepted. Extensions will only be granted to students who have received **PRIOR APPROVAL** from their instructor.

## **WRITING CENTER**

Students are expected to demonstrate college level writing skills for assignments in this course. Trained consultants are available for support at the Writing Center. Call 614-688-4291 or visit [www.cstw.org](http://www.cstw.org) to make an appointment, complete an online tutorial, or review their resources.

## **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 semester 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](http://studentaffairs.osu.edu/resource_csc.asp).

## **American Sign Language 4189: Intersection of American Sign Language, deaf culture, and the deaf community.**

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 you must contact your instructor privately to discuss your specific needs. Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated. To ensure that accommodations can be prepared for, you must provide appropriate documentation from the Office for Disability Services at the beginning of the semester. Accommodations will not be made retroactively. The Office for Disability Services can be reached at 614-292-3307 in room 150 Pomerene Hall (<http://www.ods.ohio-state.edu>).

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## Weekly Schedule

Week 1	<b>Course Introduction</b> <ul style="list-style-type: none"> <li>- Video production</li> <li>- Transportation</li> </ul> <b>Overview of the Deaf Community</b> <ul style="list-style-type: none"> <li>- Assign articles chosen by community partner relating to site and services.</li> <li>- Review culture, etiquette.</li> </ul>	
Week 2	<b>Partner Site #1 Orientation</b> Pre-teach site-specific vocabulary & skills for service activities	<b>Due:</b> <ul style="list-style-type: none"> <li>- Readings from previous week</li> </ul>
Week 3	Service Learning at Partner Site #1	<b>Due:</b> <ul style="list-style-type: none"> <li>- Reflection Journal #1</li> </ul>
Week 4	Service Learning at Partner Site #1	<b>Due:</b> <ul style="list-style-type: none"> <li>- Video Dictionary #1</li> </ul>
Week 5	Service Learning at Partner Site #1	<b>Due:</b> <ul style="list-style-type: none"> <li>- Reflection Journal #2</li> </ul>
Week 6	Service Learning at Partner Site #1	<b>Due:</b> <ul style="list-style-type: none"> <li>- Video Dictionary #2</li> </ul>
Week 7	Service Learning at Partner Site #1	<b>Due:</b> <ul style="list-style-type: none"> <li>- 1<sup>st</sup> set of Peer-evaluations</li> </ul>
Week 8	<b>Reflection on Service Learning at Partner Site #1</b> <ul style="list-style-type: none"> <li>- Assign articles chosen by community partner relating to site and services.</li> </ul>	<b>Due:</b> <ul style="list-style-type: none"> <li>- Reflection Journal #3</li> </ul>
Week 9	<b>Partner Site #2 Orientation</b> Pre-teach site-specific vocabulary & skills for service activities	<b>Due:</b> <ul style="list-style-type: none"> <li>- Readings from previous week</li> </ul>
Week 10	SPRING BREAK	
Week 11	Service Learning at Partner Site #2	<b>Due:</b> <ul style="list-style-type: none"> <li>- Video Dictionary #3</li> </ul>
Week 12	Service Learning at Partner Site #2	<b>Due:</b> <ul style="list-style-type: none"> <li>- Reflection Journal #4</li> </ul>
Week 13	Service Learning at Partner Site #2	<b>Due:</b> <ul style="list-style-type: none"> <li>- Video Dictionary #4</li> </ul>
Week 14	Service Learning at Partner Site #2	<b>Due:</b> <ul style="list-style-type: none"> <li>- Reflection Journal #5</li> </ul>
Week 15	<b>Reflection on Service Learning at Partner Site #2</b>	<b>Due:</b> <ul style="list-style-type: none"> <li>- 2<sup>nd</sup> set of Peer-evaluations</li> </ul>
Finals Week	<b>Reflective Project Presentation to Stakeholders</b>	<b>Due:</b> <ul style="list-style-type: none"> <li>- Digital Portfolio and Presentation</li> </ul>



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## Service-Learning Designation Request Form

Please complete this form and attach it to your Course Request or Course Change Request when you request the S-Designation. If you have questions or need more information, please contact us at [slearning@osu.edu](mailto:slearning@osu.edu).

***(Note: This version of the S-Designation Request Form will only be used to determine assignment of the S-designation for submitted courses. If you would like to seek approval for the GE Open Option as well as the S-designation, please contact the Service-Learning Initiative at [slearning@osu.edu](mailto:slearning@osu.edu).)***

1. Has this class previously received an S-Designation?

Yes

No

2. Is this class always taught with a service-learning component?

YES

No

*(if no, please provide details)*

An effective service-learning course should include the following core premises:

- Connection to academic learning
- Analysis of connection between academic content and service
- Mutual benefit for all involved
- Student preparation and support
- Plan for evaluation
- Plan for sustainability

### COURSE CONTENT/PLANNING

3. Please describe the planned service activities to be performed by students in this course.

- The service learning component is still being developed. There are several agencies/organizations that we are in discussion to partner with. The service component will depend on the final determination of the agency/organization that we enter into an agreement with.

4. Please describe how the planned service activities reflect priorities and stated goals/needs of the community partner(s)?

- In discussions with the agencies/organizations, we are asking the community partner to explicitly explain to us the type of activities the students would be able to do to provide service to the agency. If we feel that the students do not have the language skill in order to achieve the service requested we will not partner with them or negotiate a different service. We are asking the community partners to lead the discussion on the type of service they are comfortable in working with limited language skilled students.

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5. Service-Learning activities are all based on an agreement between three parties each of whom has specific goals/expectations/responsibilities that are necessary to make it an effective service-learning experience.

Please describe goals/expectations/responsibilities for:

- a) Faculty – will recruit, teach, grade, and observe the students of this course. The faculty will work with students to grow and develop their language skill prior and during the on-site experience. The faculty person will be the liaison between the community partner and OSU. The faculty will work with the community partner to determine an appropriate scope of service for the level of language learner assigned.
- b) Students – will participate in both the required class time and arranged service learning opportunities. The students will work with the community partners to grow and develop the OSU and community partner relationship. Students will achieve all course objectives and learning outcomes.
- c) The community partner(s) will work with the instructor to determine the scope of service. The community partner will provide the students with a welcoming and enriching learning environment and experience. They will assist in the development of student’s language as well as the enhancement of their cultural understandings.

6. Please describe your plans for sustainability and departmental support for offering this service-learning course on a continuing basis.

- The ASL Program is committed to offering this course one semester each year. The course offering is not dependent on the continued existence and strength of a single community partner. With an extensive list of potential partners, a list that extends beyond those identified in this proposal, the *Intersection of American Sign Language, Deaf Culture, and the Deaf Community* course has the potential to evolve each year should different partners be chosen.
- The ASL Program will foot the cost of the instructor, should the College be unable to provide funding.
- The ASL Program would like to continue to offer the community partner the nominal stipend. We are going to request funding from College of Arts and Sciences either in its entirety or partially (in the amount of \$300.00 per community partner for each semester students are placed with them). Failure to secure the finding from the College the ASL Program will use endowment funds.

### **COURSE GOALS**

7. How does the service activity connect with the academic content of the course and how is this content in turn enhanced by the service component of the course?

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- By being immersed into the Deaf Community, students understanding, appreciation, and use of American Sign Language and the Deaf Community will expand their current levels of knowledge. By being immersed into the language and the community, students will have to negotiate communication strategies and by providing service they will be developing an understanding of the scope of work that agencies perform.

8. In addition to course-specific student learning goals, the following general Expected Learning Outcomes are defined for students in Service-Learning courses:

- Students make connections between concepts and skills learned in an academic setting and community-based work
  - Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
  - Students evaluate the impacts of the service learning activity.
- a) What processes are in place to allow students to reflect on and make connections between concepts and skills learned in an academic setting and community-based work
- At the conclusion of each rotation, students will engage in reflection and evaluation of their service and the impact made on the agency/organization. Thoughtful reflection will be demonstrated during in-class discussion at the conclusion of the rotation. Students will also compose a written reflection, post it to Carmen, and engage in online discussion with classmates about the service learning experience.
  - Students will produce and present a final project synthesizing their service experiences with both agencies and organizations. This project may take the form of a digital portfolio, slide show, video montage, etc. Stakeholders (partners, instructor, students, ASL Program instructors, ASL Program Director) will be invited to attend this culminating presentation and celebration of student service.
- b) What aspects of the course insure that the students learn about the issues, resources, assets, and cultures of the community in which they are working.
- The first week of the semester will begin with an orientation to course expectations and an overview of the deaf community (primary focus on the central Ohio deaf population, agencies, and organizations. Week two of the semester will begin the first of two service rotations. During the first week of the rotation students will meet on campus with the instructor and community partner liaison to learn about the agency/organization and expected service activities. The students will be trained on site-specific vocabulary and skills to be successful in the service activity. This "orientation" session will prepare students to successfully engage in off-campus service with the agency/organization for the following five weeks. This rotation of orientation-service will repeat one more time with another agency/organization. The second rotation will engage in four weeks of service

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- c) How does the course promote reflection on and evaluation of the impacts of the service learning activity.
  - The effectiveness of the course and value to the partners will be evaluated by a formal survey to be completed by students, partners, and the instructor.
  - Thoughtful reflection will be demonstrated during in-class discussion at the conclusion of the rotation. Students will also compose a written reflection, post it to Carmen, and engage in online discussion with classmates about the service learning experience.
  - Students will produce and present a final project synthesizing their service experiences with both agencies and organizations. This project may take the form of a digital portfolio, slide show, video montage, etc. Stakeholders (partners, instructor, students, ASL Program instructors, ASL Program Director) will be invited to attend this culminating presentation and celebration of student service.

Measuring student learning outcomes can take many different approaches. For example, you may measure student success in achieving identified outcomes through written-papers, embedded test questions, pre and post-tests, reflection journals, discussions, successful completion of a specified product, focus groups, interviews, and observations.

9. Please describe how student learning, with respect to the goals in #8 above, will be assessed in this course.

- At the conclusion of each rotation, students will engage in reflection and evaluation of their service and the impact made on the agency/organization. Methods of evaluation maybe (but are not limited to) classroom discussions, reflection journals, and videos.
- Students will produce and present a final project synthesizing their service experiences with both agencies and organizations. This project may take the form of a digital portfolio, slide show, video montage, etc. Stakeholders (partners, instructor, students, ASL Program instructors, ASL Program Director) will be invited to attend this culminating presentation and celebration of student service.