

## Term Information

Effective Term Spring 2015

## 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 an increased level of comfort with the Deaf culture and the Deaf community.
- Students will appreciate d/Deaf and hearing people share more commonalities than differences.
- Community partners 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 revised Feb 2014.pdf: ASL 4189 Syllabus  
*(Syllabus. Owner: Jones, Tia M)*
- ASL 4189 Revision Request Response.pdf: ASL 4189 Service Learning Status Revision  
*(Academic Program Revision Stmt. Owner: Jones, Tia M)*

## Comments

- See e-mail sent by Harmony Cox. *(by Vankeerbergen, Bernadette Chantal on 11/14/2013 11:38 AM)*
- 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
Revision Requested	Vankeerbergen, Bernadette Chantal	11/14/2013 11:39 AM	ASCCAO Approval
Submitted	Jones, Tia M	03/11/2014 03:17 PM	Submitted for Approval
Approved	Jones, Tia M	03/11/2014 03:18 PM	Unit Approval
Approved	Heysel, Garrett Robert	03/12/2014 07:30 PM	College Approval
Pending Approval	Vankeerbergen, Bernadette Chantal Nolen, Dawn Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole Hanlin, Deborah Kay	03/12/2014 07:30 PM	ASCCAO Approval

## Response and Clarification to S-Designation Course Review Rubric Feedback- ASL4189S

Thank you for your thoughtful review of the syllabus for American Sign Language 4189: Intersection of American Sign Language, deaf culture, and the deaf community. Our goal is for the course to be offered for the first time in Spring 2015. We have yet to finalize the partners, though an extensive list of potential partners, their missions, contact information, and possible student service activities are provided with this response (please see page 4). The listed potential partners in the Deaf community are primarily small, non-profit agencies and organizations. DWAVE (Deaf World Against Violence Everywhere) has already expressed an interest in partnering with our course. Our ASL Program hesitates to make a commitment to potential partners since we cannot guarantee service until the course is officially approved by the university.

**Each Reviewer's comments are copied here, followed by clarification as needed.**

<p><b>Reviewer 1</b></p>	<p>Overall score is a 4. This sounds like a very worthwhile course and should provide a great experience for students early on in their ASL program.</p> <ul style="list-style-type: none"> <li>• I am curious if there are any updates on the types of service the students might engage in. We know that partner sites can change for time to time, but there should be some examples of what might be the activities student are doing.</li> <li>• Again, [service activities are] hard to determine but the ambition seems to be at the right level so it does not seem to be a point of big concern for this course.</li> <li>• I would recommend that there is a bit more feedback loops with peers through one or more class meetings midway/during the semester. It seems from the schedule that students do not meet much in class and they might feel some peer discussions along the way.</li> <li>• Several good ideas [on evaluation], but a bit vague.</li> </ul>
<p><b>RESPONSE 1</b></p>	<p>Bullet points #1 &amp;2: Please see the first paragraph above and the following list of potential partners, their missions, contact information, and possible student service activities.</p> <p>Bullet point #3: This is certainly open for consideration. Once the service partner and activities and determined his can be reevaluated.</p> <p>Bullet point #4: The specific evaluation assignments will be provided in greater detail to the students (including expectations and rubrics).</p>
<p><b>Reviewer 2</b></p>	<p>Overall score is a 3. The community partners and the possible activities for the students were not clear. I have an idea it will involve signing at various meetings, events, etc., but I did not see examples. A list of partners and their mission/purpose would have been helpful.</p>

<b>RESPONSE</b> <b>2</b>	Please see the first paragraph above and the following list of potential partners, their missions, contact information, and possible student service activities.
<b>Reviewer</b> <b>3</b>	<p>Overall score is a 4. The absence of description of the service activities makes this request difficult to evaluate, particularly with regard to the connection between the service and the learning. However, the idea that students who are studying ASL can learn both etiquette and language by doing service immersed in deaf community is seems a no-brainer. Given this, it may not matter much whether the service is grunt work or involves OSU students directly in some kind of communicative act—such as staffing after-school programs. And it seems very appropriate that the community hosts should be in charge of assigning service that has value to them.</p> <p>I do think more attention to logistics would be in order. How will students get to their off-campus sites? Do they know how to negotiate public transportation? Will they be going individually, in pairs or in large groups? What expectations will the professor convey about students’ responsibility to one another in the field. I see that they are doing peer editing online; will they also be coached in how to support (rather than compete with) one another at the field sites? Has the instructor thought about making the final presentations to the community group rather than individual presentations? How will student missteps be handled? The description assumes an ideal student who will be sensitized to difference without experiencing any unpleasant failures in sensitivity. Are community partners prepared to provide the necessary feedback to correct etiquette failures or behaviors displaying unacknowledged bias?</p>
<b>RESPONSE</b> <b>3</b>	<p>Please see the first paragraph above and the following list of potential partners, their missions, contact information, and possible student service activities.</p> <p>As discussed in a conversation with Ola Ahlqvist and Harmony Cox from the Service-Learning Initiative on December 16, 2013, our ASL 1101-1103 students are typically Junior status or above. Service-Learning students will be expected to coordinate transportation to the partner sites. This is not unique to our course; numerous courses offered by the university expect the travel and transportation costs to be borne by the students. Most of our potential partners are on the COTA bus line (public transit) and final partner selection will bear in mind the issue of transportation. The following information has been added to the Course Description on ASL 4189 syllabus: “Service sites may be on the COTA bus line and efforts will be made to identify service sites accessible by public transit. Transportation responsibilities and costs will be borne by the student. “</p>

Students may go to the partner sites individually, in pairs, or in a small group (3-8) students depending on the needs and type of service requested by the partner sites. Most of our potential partners are small organizations that could not manage more than 3-4 students at a given time. As such, we envision that students will work with the partners to arrange mutually agreeable days and times for service.

One of the key aspects of the Deaf community (that students learn about in ASL 1101) is that it is a collectivist community—members work together for the greater good of the group. The ASL language course activities are designed so that students are accustomed to collaboration, providing supportive feedback, and teamwork. These expectations will certainly be reiterated and reinforced in this service-learning course.

As noted on page 3 of the syllabus, the final presentations (Digital Portfolio) would be made to the Stakeholders (community partner, instructor, students, ASL Program instructors, ASL Program Director). We certainly want the community partners to share in this culminating celebration of learning.

You raised a great question about the preparation of community partner to provide the necessary feedback to correct etiquette failures or behaviors displaying unacknowledged bias. The instructor will be responsible for communicating with the partners before and during the course about how to handle missteps and violations of etiquette/customs. One strong characteristic of Deaf culture is the value of “straight talk.” The Deaf community places a high value on clear communication and thus views directness as an expression of intimacy and solidarity among the community members. ASL 1101 students learn about this cultural expectation and will be prepared to expect any concerns to be directly addressed by the parties involved.

**Potential Service-Learning Partners for:**  
**American Sign Language 4189: Intersection of**  
**American Sign Language, deaf culture, and the deaf community**

The Deaf Community is a group of people who share the common goals of its members and work toward achieving these goals. The community includes both d/Deaf and hearing people. One of the most dominant cultural patterns in the Deaf community is collectivism. Deaf people perceive themselves as a close-knit and interconnected group. Deaf community members greatly enjoy being in the company of others and actively seek ways to do this.

Every instructor in the OSU ASL Program has a connection to our local Deaf community and its agencies and organizations. Instructors have engaged in volunteer work, previous and current employment, have Deaf friends, family members, and/or are Deaf themselves. Over the years, the OSU ASL Club has worked with several of the organizations listed below. The following list of potential partners has been created based on these ongoing relationships and the possibilities for OSU students to use their developing ASL skills engage in service with the Deaf community.

***FOLLOWING POTENTIAL PARTNERS LISTED IN ORDER OF PREFERENCE  
(STUDENTS WILL ENGAGE INSERVICE WITH  
ONE AGENCY/ORGANIZATION DURING THE SEMESTER.)***

**1. Deaf World Against Violence Everywhere**

*Mission is to promote the empowerment of and equality for Ohio's diverse Deaf, Deaf-Blind, and Hard of Hearing communities by offering culturally affirmative advocacy and education, while inspiring community accountability, in response to oppression and relationship and sexual violence.*

- a. <http://www.dwaveohio.org/>
- b. Stefanie Day (Executive Director) [stefday@dwaveohio.org](mailto:stefday@dwaveohio.org)
- c. Services include:
  - Community, legal, and social service advocacy for survivors of sexual or relationship violence
  - 24-hour advocacy for survivors of sexual assault at local hospital emergency rooms in partnerships with SARNCO
  - Education and Outreach with Deaf, Hard of Hearing and Hearing communities
  - Volunteer training

- d. Meeting on January 20, 2014 with Stefanie Day.** DWAVE is a non-profit organization that has seen its grant funding reduced with the economic downturn, so their mission is highly dependent on volunteers and fundraising. **DWAVE has a strong interest in partnering with our service-learning course and can foresee the ability to utilize 6-8 students over the course of a semester for various projects.**

**e. POTENTIAL SERVICE ACTIVITIES**

- Clerical work
- Caption educational and informational videos (produced in ASL) for website and dissemination to the Deaf community.
- Help facilitate and support advocacy materials and resources
- Plan, promote, and provide help at DWAVE fundraising events (Valentine’s Dinner and Dance, Silent Auction, 5K Race to Eliminate Sexual Violence, corporate sponsorship, etc.)

**2. Deaf Services Center**

*DSC’s vision is to create a community where there are no barriers facing people who are Deaf and Hard of Hearing. Therefore, DSC provides assistance to organizations in finding cost effective means to meet their obligations under the Americans with Disabilities Act.*

- a. <http://www.dsc.org/>
- b. John Moore (CEO) [johnmoore@dsc.org](mailto:johnmoore@dsc.org)
- c. **Deaf Kids & Teens Club**  
*Support and events for deaf and hard of hearing youth ages 8-12, 13-18.*
- d. **Regional Infant Hearing Program**  
*Mission is 1) to ensure that families who have children with any degree of hearing loss, receives the support they need, and 2) to allow these children the opportunity to learn language and the ability to communicate.*
- e. **Community Services**  
*Advocacy Services, ADA Technical Assistance, Community Education, Information and Referral Services, Peer Support & Speakers Bureau*
- f. **POTENTIAL SERVICE ACTIVITIES**
  - Clerical work (any of the programs listed above)
  - Plan, promote, and provide help at Deaf Kids & Teens Club weekend activities and excursions
  - Plan, promote, and provide help at DSC fundraising events
  - Help facilitate DSC Bingo nights (Wednesdays & Saturdays)
  - Plan, promote, and provide help at events such as “Deaf, Deaf World” (An Experience to develop sensitivity to and awareness of communication methods of Deaf and hard of hearing people. The purpose of this free adventure is to illustrate what it might be like to live in a world where the primary mode or modes of communication are not your own. We welcome all ASL students, their families and friends!)

**3. Columbus Colony Elderly Care – Columbus Colony Housing**

*A skilled nursing home specializing in short-term rehabilitation, outpatient therapy services, and long term care. As Westerville’s only not-for-profit we are founded on the principle that everyone deserves quality care.*

*Owned and operated by the Ohio School of the Deaf Alumni Association, Columbus Colony Skilled Nursing and Rehab prides itself on its specialized services and level of care we provide for deaf, blind, and deaf-blind residents, but also welcomes every resident with a need for our services. We believe in supporting a flourishing, resident centered community where people may interact with one another and express themselves freely without any impairment.*

- a. <http://www.columbuscolony.org/>
- b. [info@columbuscolonyelderlycare.com](mailto:info@columbuscolonyelderlycare.com) General contact  
Volunteer Coordinator, Sylvia Gakuo, [sgakuo@ccsnf.com](mailto:sgakuo@ccsnf.com)
- c. (614) 891-5055  
1150 Colony Drive  
Westerville, OH 43081
- d. CCEC 150 bed skilled care nursing home; rehabilitation gym  
CCH 155 unit independent living  
both have deaf social worker/service coordinator

**e. POTENTIAL SERVICE ACTIVITIES**

- Clerical work
- Help facilitate and support residents with activities such as Bingo, Music, Performance, Church services, Arts and Crafts, Cooking, Movies, Exercise, Speakers, trips to Senior Center, and outings (trips to local malls, restaurants, and stores allowing residents to shop for themselves.)
- Serve as conversation partners for residents who don’t have family and friends coming to visit.

**4. Franklin County Board of Developmental Disabilities (Deaf Unit)**

*The mission of the Franklin County Board of Developmental Disabilities is to provide programs, services and supports to eligible children, adults and their families so individuals with developmental disabilities can live, work, learn and participate in the community.*

- a. <http://www.fcbdd.org/>

**b. POTENTIAL SERVICE ACTIVITIES**

- Clerical work
- Help facilitate and support clients with activities and independent living skills
- Serve as conversation partners for clients



## 5. Columbus Speech & Hearing Center

Our mission is to help all people improve communication and vocational independence...for life.

- a. <http://www.columbusspeech.org/>
- b. (Volunteer Coordinator) [jcarlson@columbusspeech.org](mailto:jcarlson@columbusspeech.org)
  - i. **Classroom Assistant** - Do you like working with children and helping them develop language skills? Volunteers are needed quarterly in our Language and Early Learning Program and Toddler Language Class. Must enjoy getting down and dirty with the children in a classroom setting.
  - ii. **Administrative/Project Support** - As with any organization, administrative tasks are the behind the scenes projects that support the programs and staff who work directly with consumers. Individuals who volunteer in our administrative offices will be able to see first hand the importance of these job responsibilities.
  - iii. **Columbus Speech & Hearing Center Golf Classic** - Help with the planning and/or execution of our annual golf outing. The 2013 date will be announced soon. This day of golf, silent auction, raffle prizes and fun raises about \$45,000 for Columbus Speech & Hearing Center.

### c. **POTENTIAL SERVICE ACTIVITIES**

- Clerical work (see ii. above)
- Help facilitate and support children working on their language development in play-based therapeutic settings
- Plan, promote, and provide help at CSHC fundraising events (see iii. above)

## 6. Deaf Initiatives

*Deaf Initiatives is a non-profit organization that offers many exciting initiatives to individuals who are deaf or hard of hearing and their families.*

- a. <http://www.deafinitiatives.org/>
- b. [TheDEAFund@aol.com](mailto:TheDEAFund@aol.com)
- c. Meredith Crane
- d. **Keepsake Theme Quilts**

KTQ is Deaf Initiatives' social purpose business. KTQ provides meaningful employment opportunities for individuals who are deaf or hard-of-hearing in an environment where communication is not a barrier for sharing ideas or participating fully in decision-making.

### e. **POTENTIAL SERVICE ACTIVITIES**

- Clerical work (for Deaf Initiatives' youth programs and/or Keepsake Theme Quilts)
- Plan, promote, and provide help at Deaf Initiatives fundraising events

## 7. D-PAH! – Deaf Positive Attitude Health

*Committed to empower, develop self-sufficiency, and strengthen Deaf and Hard of Hearing communities through awareness, education, prevention, and wellness on health-related issues, diet and nutrition, and improving individual lifestyle choices.*

- a. <http://www.dpah.org/>
- b. Pam Groth [pgroth@dpah.org](mailto:pgroth@dpah.org)

### c. **POTENTIAL SERVICE ACTIVITIES**

- Clerical work
- Help facilitate and support health wellness materials, resources, and workshops (YouTube informational videos, support groups, in-person workshops)
- Plan, promote, and provide help at events such as the annual Sand Volleyball Tournament

## 8. Ohio Deaf-Blind Outreach Program

*ODBOP is a Helen Keller National Center Affiliate that provides vocational and non-vocational services to individuals with Deaf-Blindness. ODBOP strives to empower people ages 15 and over who are Deaf-Blind to attain their highest vocational potential and improve their quality of life.*

- a. <http://www.columbusspeech.org/deaf-services/odbop/>
- b. Jeffrey Bohrman (Deaf-Blind Services/Technology Advisor)  
[jbohrman@columbusspeech.org](mailto:jbohrman@columbusspeech.org)

ODBOP services may include:

- i. Job placement
- ii. Job coaching
- iii. Assistance identifying work related skills and appropriate jobs
- iv. Communication and technology assessment
- v. Recommendations and training for adaptive equipment
- vi. Training about Deaf-Blindness and communication techniques for those who live or work with Deaf-Blind Individuals

### c. **POTENTIAL SERVICE ACTIVITIES**

- Clerical work
- Help facilitate and support awareness materials and resources

## 9. Comprehensive Program for the Deaf

*Providing statewide vocational services to adults who are deaf, hard-of-hearing, deaf-blind or who have other disabilities has been the mission of the Comprehensive Program for the Deaf for more than 40 years. We help our consumers find and maintain jobs so that they can live productive lives and increase their independence. CPD provides vocational training and placement services to adults throughout Ohio who have a disability including those who are Deaf, Hard-of-Hearing or Deaf-Blind.*

- a. <http://www.columbuspeech.org/deaf-services/cpd/>
- b. Jennifer Smith-Dudash (Director) [jsmith-dudash@columbuspeech.org](mailto:jsmith-dudash@columbuspeech.org)

### c. **POTENTIAL SERVICE ACTIVITIES**

- Clerical work
- Help facilitate and support vocational training and services to clients

## 10. Respite Connections - Deaf Day Services

*Mission to assist individuals in improving their social and communication skills in order to help them integrate more smoothly into the Deaf community. Topics include sign language instruction, communication, positive thinking, assertiveness, decision-making, leisure activities, personal health, appearance, money management, meal preparation, home care, mobility, community awareness, and citizenship.*

- a. [http://respiteconnections.org/pages/deaf\\_day\\_services.php](http://respiteconnections.org/pages/deaf_day_services.php)
- b. 614-975-2526 (voice/text)

### c. **POTENTIAL SERVICE ACTIVITIES**

- Clerical work
- Help facilitate and support appropriate leisure and independent living activities for clients
- Serve as conversation partners for clients

# American Sign Language 4189: Intersection of American Sign Language, Deaf Culture, and the Deaf Community

Spring 2015

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, application, interview, and permission of Instructor or ASL Program.

## **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 to those organizations. Students will serve at one worksite throughout the course of the semester, culminating in a community presentation that synthesizes and celebrates their service experiences with agency/organization. The service site may be on the COTA bus line and efforts will be made to identify service sites accessible by public transit. Transportation responsibilities and costs will be borne by the student.

## **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.

# American Sign Language 4189: Intersection of American Sign Language, Deaf Culture, and the Deaf Community

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.
- 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. The 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 20 points each)	100
Video Dictionary (2 videos at 50 points each)	100
Peer-Evaluation of Video Dictionary (5 evaluations at 10 points each)	50
Digital Portfolio/Presentation	150
Participation & Performance at Site (2 Partner Site evaluations at 50 points each)	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 twice. These reflections will be summarized and submitted per the schedule provided in the syllabus.

- comfort levels (based on the rating survey) - may be impacted by the tasks involved,

# American Sign Language 4189: Intersection of American Sign Language, Deaf Culture, and the Deaf Community

other signers, vocabulary used, culture, etc.

- use/observation of "negotiating a sign environment" behaviors
- use/observation of Deaf culture and etiquette
- description of tasks implemented at site
- successes and/or challenges with the assigned tasks
- overall summary of understanding of the partner's role in the Deaf community
- contribution the STUDENT made to the partner
- contribution the PARTNER made to the student
- reflection on one signed conversation: how signing was used (signing style, continuum), what was learned about the conversational partner, task, and/or organization.

## **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-three classmates' videos per round of submissions. 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 the agency/organization. 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**

Twice during the semester, 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 at least one visit from the instructor during the semester. 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).

# American Sign Language 4189: Intersection of American Sign Language, Deaf Culture, and the Deaf Community

## 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. In the event of an emergency or need for absence, the student must 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,

## **American Sign Language 4189: Intersection of American Sign Language, Deaf Culture, and the Deaf Community**

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).

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>).



# American Sign Language 4189: Intersection of American Sign Language, Deaf Culture, and the Deaf Community

## 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 Orientation</b>	<b>Due:</b> <ul style="list-style-type: none"> <li>- Readings from previous week</li> </ul>
Week 3	<b>Pre-teach site-specific vocabulary &amp; skills for service activities</b>	<b>Due:</b>
Week 4	Service Learning at Partner Site	<b>Due:</b> <ul style="list-style-type: none"> <li>- Reflection Journal #1</li> </ul>
Week 5	Service Learning at Partner Site	<b>Due:</b> <ul style="list-style-type: none"> <li>- Reflection Journal #2</li> </ul>
Week 6	Service Learning at Partner Site	<b>Due:</b> <ul style="list-style-type: none"> <li>- Video Dictionary #1</li> </ul>
Week 7	<b>Mid-Semester Reflection on Service Learning at Partner Site</b> Assign articles chosen by community partner relating to site and services.	<b>Due:</b> <ul style="list-style-type: none"> <li>- Readings from previous week</li> </ul>
Week 8	Service Learning at Partner Site	<b>Due:</b> <ul style="list-style-type: none"> <li>- 1<sup>st</sup> set of Video Dictionary</li> <li>Peer-evaluations</li> </ul>
Week 9	Service Learning at Partner Site	<b>Due:</b> <ul style="list-style-type: none"> <li>- Reflection Journal #3</li> </ul>
Week 10	SPRING BREAK	
Week 11	Service Learning at Partner Site	<b>Due:</b> <ul style="list-style-type: none"> <li>- Reflection Journal #4</li> </ul>
Week 12	Service Learning at Partner Site	<b>Due:</b> <ul style="list-style-type: none"> <li>- Video Dictionary #2</li> </ul>
Week 13	Service Learning at Partner Site	<b>Due:</b> <ul style="list-style-type: none"> <li>- Reflection Journal #5</li> </ul>
Week 14	<b>End of Semester Reflection on Service Learning at Partner Site</b>	<b>Due:</b> <ul style="list-style-type: none"> <li>- 2<sup>nd</sup> set of Video Dictionary</li> <li>Peer-evaluations</li> </ul>
Week 15	Wrap-up Projects for Partner and Prepare for Reflective Project Presentation	<b>Due:</b>
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>

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

## 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.

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

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?

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

- 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

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

- 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.