

Term Information

Effective Term Spring 2018

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 2104
Course Title American Sign Language Conversational Discourse
Transcript Abbreviation ASL Conv Discourse
Course Description This course is designed to develop conversational discourse and personal narrative skills in ASL. Students will continue the development of ASL communication skills both receptively and expressively, by expanding on ASL vocabulary and ASL grammar. These skills will allow students the ability to expand conversations in ASL beyond every day topics. Course instruction is in the target language, ASL.
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 Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Successful completion (grade of C or better) of ASL 1103 or departmental permission
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

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

- After successful completion of this course, students will be able to recall, identify and apply tools used to decode and encode written and translated signed text.
- After successful completion of this course, students will be able to describe, distinguish, and select conceptually accurate signs for vocabulary with multiple meanings.
- After successful completion of this course, students will be able to name, explain, illustrate, differentiate and select additional classifiers (location, body part, etc.) that are essential to compose more complex discourse.
- After successful completion of this course, students will be able to name, explain, apply, compare and assess appropriate usage of lexicalized signs.
- After successful completion of this course, students will be able to define, demonstrate, examine and assess correct usage of special numbers (address, phone, email etc.).
- After successful completion of this course, students will be able to repeat, restate, translate, analyze, and compose essential skills needed to articulate a successful narrative.
- After successful completion of this course, students will be able to define, recognize and demonstrate advanced forms of role shifting to describe and elaborate on a person's thoughts, behaviors and reactions that occur simultaneously in ASL.
- After successful completion of this course, students will be able to define, discuss, analyze and compose accurate usage of spatial agreement between the location of people and objects.
- After successful completion of this course, students will be able to recall, identify, apply, differentiate and construct facts (fractions, percents, ratios, years, comparisons, whole-to-part, etc.) in ASL accurately.
- After successful completion of this course, students will be able to relate, recognize, examine, construct and assess native ASL language models to advance their communication capabilities in ASL.
- After successful completion of this course, students will be able to name, identify, examine and design the use of specific grammar structures and other language rules unique to and used in ASL.

Content Topic List

- Glossing
- Words & Signs with Multiple Meanings
- Essential Classifiers; ICL, ECL, SCL, BPCL, BCL
- Lexicalized/Loan Signs
- Special Numbers - Addresses/nouns/phone #, etc.
- Role Shifting
- Sharing Facts - Fractions, Percent, Ratios, Dates, Comparisons, Listing & Ordering
- Temporal Aspect
- Verb Types - Plain, Inflected, Spatial
- Signer's Perspective and Giving Directions
- Native Speaker Analysis

Attachments

- 2104 ASL syllabus_final.pdf: ASL Conversational Discourse

(Syllabus. Owner: Jones, Tia M)

Comments

- Under the Requirement/Elective Designation we have selected to have this course be required for this unit's degrees, majors, and/or minors. We currently do not have a major or minor, however we are in development of a proposal for a minor and this course will be one of the course courses for that minor plan of study. *(by Jones, Tia M on*

12/02/2016 11:02 AM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Jones, Tia M	12/02/2016 01:59 PM	Submitted for Approval
Approved	Jones, Tia M	12/02/2016 02:01 PM	Unit Approval
Approved	Heysel, Garrett Robert	12/18/2016 07:24 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	12/18/2016 07:24 PM	ASCCAO Approval

Course Credits: 3

Class meetings: Tuesday/Thursday **OR** Wednesday/Friday for 80 minutes per day

Instructor:

Email:

Phone:

Office hours:

Office & Mailbox: 455 Hagerty Hall

This course is offered through the ASL Program, Center for Languages, Literatures, and Cultures, 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.

PREREQUISITES: Successful completion (grade of C or better) of ASL 1103 or departmental permission

COURSE DESCRIPTION

This course is designed to develop conversational discourse and personal narrative skills in ASL. Students will continue the development of ASL communication skills both receptively (listening) and expressively (speaking), by expanding on ASL vocabulary and ASL grammar. These skills will allow students the ability to expand conversations in ASL beyond every day topics. Course instruction and activities are in the target language of ASL. Courses in ASL may necessitate physical contact between students and/or instructor. This contact may include demonstrating culturally appropriate behaviors and/or remediating students' sign production.

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

1. recall, identify and apply tools used to decode and encode written and translated signed text.
2. describe, distinguish, and select conceptually accurate signs for vocabulary with multiple meanings.
3. name, explain, illustrate, differentiate and select additional classifiers (location, body part, etc.) that are essential to compose more complex discourse.
4. name, explain, apply, compare and assess appropriate usage of lexicalized signs.
5. define, demonstrate, examine and assess correct usage of special numbers (address, phone, email etc.).
6. repeat, restate, translate, analyze, and compose essential skills needed to articulate a successful narrative.
7. define, recognize and demonstrate advanced forms of role shifting to describe and elaborate on a person's thoughts, behaviors and reactions that occur simultaneously in ASL.
8. define, discuss, analyze and compose accurate usage of spatial agreement between the location of people and objects.
9. recall, identify, apply, differentiate and construct facts (fractions, percents, ratios, years, comparisons, whole-to-part, etc.) in ASL accurately.
10. relate, recognize, examine, construct and assess native ASL language models to advance their communication capabilities in ASL.
11. name, identify, examine and design the use of specific grammar structures and other language rules unique to and used in ASL.

REQUIRED TEXT(S) AND COURSE MATERIALS:

- Milos, K., & Smith, C. (2001). *Signing Naturally: Student Workbook Level 3*. San Diego, Calif,: Dawn Sign Press (Includes DVD)
- <http://www.oicmovies.com>.
- Daily access to the OSU Carmen course website for content including assignments and assessments, eReserve readings, streamed videos, grades, DVD, and class communication.
- Daily access to OSU email.
- Films and video clips shown during class and available on Carmen and Media Services.
- Access to YouTube for assigned self-study videos.
- Video recording device (video camera, cell phone, etc.)

FORMAT OF INSTRUCTION:

- Use of target language (ASL) for instruction and student participation
- Demonstration/modeling for instruction and student participation
- Guided/directed activities for instruction and student participation
- Lectures and active discussion (expressed in ASL)
- Student presentations-individually, partners, small groups (expressed in ASL)
- Film clips viewed in class and independently
- Assigned independent readings available on Carmen through eReserve and required books
- Written reflective responses to texts, film, discussions, and experiences
- Video/web exercises for in-class instruction and independent practice

STUDENT ASSESSMENT AND GRADING

This class is worth a total of 400 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	372-400 points	C+	308-319 points	E	0-239 points
A-	360-371 points	C	292-307 points		
B+	348-359 points	C-	280-291 points		
B	332-347 points	D+	268-279 points		
B-	320-331 points	D	240-267 points		

ASSIGNMENT	Point value
Receptive Tests (2 X 50 points each)	100
Expressive Midterm Test	50
Personal Story Final Presentation	100
Quizzes (4 x 10 points each)	40
Homework/Comprehension Checks	50
Attendance and Participation	60
Total Class Points	400

RECEPTIVE TESTS

The receptive tests assess your understanding of signed communication and grammatical concepts. These tests will be given during regular class time as scheduled in the weekly schedule at the end of the syllabus. Details will be explained in class and posted on Carmen. Receptive tests **CANNOT** be made up – unless given **PRIOR APPROVAL**.

EXPRESSIVE TESTS

The expressive tests assess your ASL expressive skills using vocabulary and grammar structures. These tests may be completed individually or interactively. During interactive expressive tests, your receptive skills and your use of culturally appropriate behaviors will also be assessed. These tests will be filmed for grading and student review purposes. These tests will be held during regular class time as scheduled in the weekly schedule at the end of the syllabus. Details will be explained in class and posted on Carmen. Expressive tests **CANNOT** be made up – unless given **PRIOR APPROVAL**.

PERSONAL STORY FINAL PRESENTATION

This presentation will take place at the conclusion of the semester in ASL. The student will determine what personal story they want to tell, however topic of the story must receive approval by the instructor and cannot be changed after the approval is given. The presentation must include all grammatical, narrative and conversational components covered in class. These presentations will be held during regular class time as scheduled on the syllabus and must be a minimum of 10 minutes long. Details will be explained in class and posted on Carmen. The presentations will be filmed for grading and student review purposes. Presentations **CANNOT** be made up – unless given **PRIOR APPROVAL**.

QUIZZES

Attendance at all class sessions is essential for you to develop proficiency in ASL. In order to assess your development, there will be frequent quizzes that may take place at **ANY TIME** during a class. You should be prepared to be assessed each day. Quizzes may assess receptive or expressive skills. There are NO make-up Quizzes.

SELF-EVALUATION HOMEWORK FOR EXPRESSIVE TEST 1

On the day of your first expressive test, you will be asked to bring a recording device (video camera, cell phone, etc.) with you to class. You will have approximately one week from the date of the test to watch your video and complete the self-evaluation assignment. See the exact date on the weekly schedule section of the syllabus. Details will be explained in class and posted on Carmen.

HOMEWORK AND COMPREHENSION CHECKS

Homework and comprehension checks are designed to build mastery and confidence in applying concepts in the target language. Throughout the semester homework will be assigned to prepare you for class or to reinforce concepts taught in class. Homework will vary from readings and watching recorded materials to creating performance pieces. Comprehension checks will take place as a way to measure how well concepts are resonating with you and making sure that you are doing the assigned work outside of class. Comprehension checks are not listed on the syllabus, they will be announced in class and posted to the course Carmen page. It is your responsibility to check the course Carmen page

for assignments and announcements of comprehensions checks. Absences are not a valid excuse for not keeping up with assignments and the weekly schedule.

ATTENDANCE AND PARTICIPATION: Attendance is very important in an ASL class. Active participation and being punctual are important for your skill development and your success in this course. You are expected to complete any homework prior to class, bring any materials, and actively participate in class activities and discussions. Attendance and **participation will be a graded component of your grade.**

For each class you attend you will earn 1 point. By attending each class you will earn 30 points. If you have an excused absence, you will be given that point upon receipt of documentation. Acceptable documentation needs to be provided prior to or on the day you return to class. The following is the definition of an excused absence as determined by the university:

- 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/Instructor on OSU letterhead. This is due to the instructor by the second week of the semester.
- 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 all require documentation as well.

If the reason for your absences does not fit into the definition above then it is considered an unexcused absence. You will not receive attendance point for an unexcused absence.

Participation can only be earned by being an active part of the class. That means that you have to be in the room and engaged the entire class in order to earn the participation point for the day. 1 point per day can be earned for participation for possibility of 30 points for the semester.

The instructor reserves the right to not award a participation point. There may be times when you are in the class but not actively engaged, it is your responsibility to participate. The participation point is not an automatic point for just being in the room physically. If you are absent (excused or unexcused) you WILL NOT be eligible for that day's participation points. These points cannot be made up.

ACADEMIC MISCONDUCT

"It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term

“academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>."

DISABILITY SERVICES

“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. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.”

ASL 2104 - WEEKLY SCHEDULE

- ☞ This schedule is subject to change. Check Carmen and your OSU email daily.
- ☞ You are expected to preview all assigned texts prior to the assigned class and study them after that class.
- ☞ Additional homework activities may be assigned throughout the semester to provide supplemental practice. Be prepared to demonstrate homework during class. This counts towards your participation grade.

CLASS #	DATE	OUTLINE	ASSIGNMENTS/PREPARATION
Week 1			All eReserve Readings, course packet readings, and video clips are due before class.
1		Syllabus, Greeting, Intro	Homework: Review syllabus & Carmen course Page
2		Glossing - How/Why?	Homework: Read: “Gloss & Basic Glossing” Handout; Write: Glossing sentences HW
Week 2			
3		Glossing -cont.	
4		Words & Signs with Multiple Meanings	Homework: View “Multiple Meanings in ASL” http://www.bing.com/videos/search?q=ASL+multiple+meaning&FORM=HDRSC3#view=detail&mid=1B154F0F90BFA420BD381B154F0F90BFA420BD38
Week 3			
5		Essential Classifiers; ICL, ECL, SCL, BPCL,BCL	Homework: Read: Signing Naturally 3 - Unit 18 Pg. 22 -26
6		Lexicalized/Loan Signs	Homework:

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			Read: "Loan Signs"; "Fingerspelled Loan Signs" Handout QUIZ – Glossing (written)
Week 4			
7		Special Numbers - Addresses/nouns/phone #, etc.	
8		Special Numbers – cont.	Homework: Complete: Special Numbers Handout QUIZ – Classifiers/Loan Signs/#'s (Receptive)
Week 5			
9		Signing Naturally 3 – Unit 18 Role Shifting	Homework: Read: Signing Naturally Book 3-Unit 18 pg. 1-2; View: DVD "Basic Role Shift Outcomes A-E pg.3
10		Role Shifting	Homework: View DVD pg. 5 – "Rehearse Outcomes B-E" HW – (In class performance)
Week 6			
11		Role Shifting – cont.	Homework: View DVD "Role Shift – Initiator's/Receiver's View" – Pg. 8-15
12		Role Shifting	Homework: View DVD pg. 11 – "Rehearse" HW – (In class performance)
Week 7			
13		Review/Prep for MT	Review for both exams – Expressive/Receptive
14		Receptive Test #1	DUE: Expressive Test #1 – Post Video AND Glossed text to Carmen by Class 16
Week 8			
15		Signing Naturally 3 – Unit 19 Sharing Interesting Facts - Fractions, Percent, Ratios	Homework: Read and View DVD: "Whole-Part" Pg. 32 and Pg. 41-44
16		Sharing Interesting Facts – Dates; Years	DUE: Expressive Test #1 – All videos and glossed text must be posted by this date.
Week 9			
17		Other Uses for Listing/Ranking	Homework: Read and View DVD: "Listing" pg. 33-34 and pg. 44-46

			View DVD: Unit 19 “Listing” – Ranking, Top Five, Top, Most, Oldest Facts
18		Sharing Interesting Facts - Comparisons	<p>Homework: Signing Naturally 3 Unit 19 – “Comparisons” Fill in pg. 35-37; (In class performance) Read “Comparisons” pg. 47-51 QUIZ – Comprehending facts (receptive)</p>
Week 10			
19		Temporal Aspect	<p>Homework: “Inflections for Temporal Aspect” Handout – pg. 37 (Signing Naturally 2 Book) Watch Video re: Demonstration of Temporal Aspect (Carmen)</p>
20		Verb Types - Plain, Inflected, Spatial	<p>Homework: View “Illustrate a Fact” pg.38-40; Read pg. 51 QUIZ – Illustrate a Fact (Expressive); Post video to Carmen</p>
Week 11			
21		Signer’s Perspective	
22		Signer’s Perspective/ Giving Directions	<p>Homework: “My Dream House” – design a layout plan HW – (In class performance)</p>
Week 12			
23		Native Speaker Analysis: Signing Treasures – Various Deaf Story Tellers: Peter Cook	
24		Native Speaker Analysis: Signing Treasures – Various Deaf Story Tellers: Billy Seago	<p>Homework: View “OIC Movies” – pick a native speaker to analyze and present to the class.</p>
Week 13			
25		Prepare Student Personal Stories for Final Exam	
26		Peer Review of Student Personal Stories	
Week 14			
27		<p>Personal Story Final Presentation</p> <p style="text-align: right;">Group A</p>	<p>Students present their Personal Stories to the class using fundamentals learned in class. See Signing Naturally pg. 16-21</p>



28		Personal Story Final Presentation	
		Group B	
<i>Week 15</i>			
		Final Exam – Receptive Test	