

## Term Information

Effective Term Spring 2023

## 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 1101.02  
Course Title Elementary American Sign Language I  
Transcript Abbreviation Elem ASL I  
Course Description Students develop elementary ASL skills-receptive (listening) and expressive (speaking). American deaf culture and history introduced with an emphasis on making comparisons and connections to one's own culture. Instruction primarily in ASL.  
Semester Credit Hours/Units Fixed: 4

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam Yes  
Exam Type Departmental Exams  
Admission Condition Course No  
Off Campus Always  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions Not open to native users of ASL, or those with EM credit, or to students with 2 or more years of study in high school. Not open to students with credit for 1101 or 1101.01  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 16.1601  
Subsidy Level Baccalaureate Course

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**Intended Rank**

Freshman, Sophomore, Junior, Senior, Masters, Doctoral, Professional

## **Requirement/Elective Designation**

General Education course:

Foreign Language; World Languages

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**

- Identify, recognize, comprehend, and produce a variety of basic non-manual grammatical signals.
- Identify, recognize, comprehend, and produce basic sentence structures.
- Identify, recognize, comprehend, and produce basic features of spatialization
- Identify, recognize, comprehend, and produce basic features of syntax.
- Identify, recognize, comprehend, and produce basic verbs and tenses.
- Comprehend and produce basic narratives and dialogues.
- Identify the purpose and effective use of gestures in signed-visual communication.
- Discriminate between arbitrary and iconic signs.
- Identify the parameters of sign production.
- Recognize, comprehend, and produce introductory vocabulary.
- Recognize, comprehend, and produce basic fingerspelling.
- Identify, recognize, comprehend, and produce basic numbering systems.
- Identify, recognize, comprehend, and produce pronouns.
- Maintain appropriate eye contact during conversation.
- Request clarification of information in a culturally appropriate manner.
- Identify the origin and use of name signs.
- Identify the origins of American Sign Language.
- Identify the impact of causes of deafness and parents' hearing status on the development of language, culture, and community.
- Identify the differences between "Deaf" and "deaf".
- Identify general similarities and differences between American Sign Language, spoken languages, and other signed languages.
- Identify the American Deaf culture as a minority culture and linguistic group embedded within the larger American culture.
- Identify communication accommodations available for the deaf community

**COURSE REQUEST**  
1101.02 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
08/24/2022

**Content Topic List**

- ASL grammar & syntax
- ASL vocabulary related to talking about self
- American deaf culture
- Intercultural Competence
- ASL linguistics
- Receptive (listening) skills
- Expressive (speaking) skills

**Sought Concurrence**

No

**Attachments**

- asc\_distance\_learning\_ASL 1101 syllabus.docx: Syllabus  
*(Syllabus. Owner: Jones, Tia M)*
- asc-distance-approval-cover-sheet-ASL 1101.pdf: Online approval cover sheet  
*(Other Supporting Documentation. Owner: Jones, Tia M)*
- ASL 1101.01 Syllabus update in-person.docx: In-person syllabus  
*(Syllabus. Owner: Vankeerbergen, Bernadette Chantal)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Jones, Tia M	05/05/2022 04:54 PM	Submitted for Approval
Approved	Jones, Tia M	05/05/2022 04:55 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/24/2022 03:26 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/24/2022 03:26 PM	ASCCAO Approval



# ASL 1101 SYLLABUS

Elementary American Sign Language I

Autumn 2022 (full term)

4 credit hours

Online

## COURSE OVERVIEW

### Instructor

**Instructor:** Kristin N. Wickham-Saxon

**Email address:** [wickham-saxon.1@osu.edu](mailto:wickham-saxon.1@osu.edu) (preferred contact method)

**Office hours:** by appointment on Mondays 1pm-2pm & Tuesdays 1pm-3pm. For appointments outside of hours above, contact instructor via Carmen Inbox.

### Prerequisites

None. Not open to students with credit for ASL 101, EDU T&L 101, English 101, or EM credit.

### Course description

This is the first course in the American Sign Language series that fulfills the General Education Foundations component for World Languages. Students will develop beginning level ASL communication skills -receptive (viewing/comprehending) and expressive (signing) - with vocabulary and grammar. The American Deaf culture and community will be introduced with an emphasis on making comparisons and connections to one's own culture. Course instruction and activities are primarily in ASL.

### Course learning outcomes

By the end of this course, successful students should be able to:

- Identify, recognize, comprehend, and produce a variety of basic non-manual grammatical signals.
- Identify, recognize, comprehend, and produce basic sentence structures.
- Identify, recognize, comprehend, and produce basic features of spatialization.

- Identify, recognize, comprehend, and produce basic features of syntax.
- Identify, recognize, comprehend, and produce basic verbs and tenses.
- Comprehend and produce basic narratives and dialogues.
- Identify the purpose and effective use of gestures in signed-visual communication.
- Discriminate between arbitrary and iconic signs.
- Identify the parameters of sign production.
- Recognize, comprehend, and produce introductory vocabulary.
- Identify the rules of fingerspelling.
- Recognize, comprehend, and produce basic fingerspelling.
- Identify, recognize, comprehend, and produce basic numbering systems.
- Identify, recognize, comprehend, and produce pronouns.
- Maintain appropriate eye contact during conversation.
- Request clarification of information in a culturally appropriate manner.
- Identify the origin and use of name signs.
- Identify the origins of American Sign Language.
- Identify the impact of causes of deafness and parents' hearing status on the development of language, culture, and community.
- Identify the differences between "Deaf" and "deaf".
- Identify general similarities and differences between American Sign Language, spoken languages, and other signed languages.
- Identify the American Deaf culture as a minority culture and linguistic group embedded within the larger American culture.
- Identify communication accommodations available for the deaf community.

## General education goals and expected learning outcomes

As part of the World Languages category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

### GOAL 1: USE LANGUAGE IN CULTURALLY APPROPRIATE WAYS

Successful students will demonstrate linguistic and cultural competence by accomplishing real-world communicative tasks in culturally appropriate ways in a language other than their first language.

- **Expected Learning Outcome 1.1** achieve *interpersonal communication*, by initiating and sustaining meaningful spoken/signed and/or written communication in culturally appropriate ways with users of the target language while actively negotiating meaning to ensure mutual comprehension.
- **Expected Learning Outcome 1.2** achieve *interpretive listening/viewing and/reading*, by comprehending the main idea and relevant details of a variety of texts (live, recorded, written) in a language other than their first language.

- **Expected Learning Outcome 1.3** achieve *presentational speaking/signing and/or writing, by delivering* live, recorded, and/or written presentations in a language other than their first language for varied purposes using information, ideas and viewpoints on a variety of topics.

## GOAL 2: CULTURE AND INTERCULTURAL COMPETENCE

Successful students will demonstrate knowledge of target culture(s) and attitudes on cultural diversity reflective of an interculturally competent global citizen.

- **Expected Learning Outcome 2.1** demonstrate familiarity with the products, practices, and perspectives (the 3 Ps) of target culture(s) and be able to discuss in an informed and respectful way the diversity of the 3Ps across cultures and individuals.
- **Expected Learning Outcome 2.2** identify and demonstrate attitude on cultural diversity reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability).

### Students will achieve Goal 1 by:

- viewing live and recorded signing produced by native and non-native signers
- including culturally appropriate content and etiquette while engaged in live and recorded signed conversations
- including culturally appropriate content and etiquette while delivering live and/or recorded signed presentations

### Students will achieve Goal 2 by:

- discussing and reflecting upon aspects relevant to the Deaf community and within Deaf culture
- discussing and reflecting upon one's personal intercultural competence as applied to Deaf culture and the global society.

## HOW THIS ONLINE COURSE WORKS

**Mode of delivery:** This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

**Synchronous session expectations:** Please join CarmenZoom for synchronous (live) small-group and full-class sessions five minutes prior to the class start time. The CarmenZoom links

to join each session will be posted on Carmen. Active engagement and participation (with camera on) during small-group and full-class sessions is expected.

**Synchronous approaches to material include:**

- 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 and English)
- Student presentations-individually, partners, small groups (expressed in ASL and English)
- Video/web exercises for in-class instruction
- Video clips viewed in class

**Asynchronous expectations and pacing:** The course is divided into **weekly asynchronous Carmen Modules** posted each week. Students may schedule their efforts freely within that week's time frame.

**Asynchronous approaches to material include:**

- Use of target language (ASL) for instruction and student participation
- Lectures (expressed in ASL and English)
- Student presentations-individually, partners, small groups (expressed in ASL and English)
- Assigned video clips viewed independently and available on Carmen
- Assigned independent readings available on Carmen
- Written reflective responses to texts, film, discussions, and experiences
- Video/web exercises for independent practice
- Assessments for receptive skills available on Carmen
- Students will record and submit videos of themselves signing (expressive skills) using CarmenZoom and posting the recording links to Carmen

**Credit hours and work expectations:** This is a **4-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 4 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 8 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. [ASC Honors](#) provides an excellent guide to study time and hours in class.

**Attendance and participation requirements:** For this 100% distance-education course, you are expected to actively participate during synchronous and asynchronous activities. The following is a summary of students' expected participation:

- **Active engagement and participation in synchronous sessions: EXPECTED**  
All live, scheduled events for the course are expected and encouraged to support your skill development. **What is meant by “active” engagement and participation?** This skill-building course requires visual access between us—active means you can be seen and engage with the language during our sessions together. Come to class fully

prepared (check the class agenda prior) with your **video turned on** and actively contribute to and participate in class.

- **Participation in asynchronous activities: AT LEAST THREE TIMES PER WEEK**  
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours: OPTIONAL**  
Attendance during live (virtual) office hours is optional and can be used to discuss learning and study strategies, course content and skill development progress.

**Achieving an optimal distance learning experience:** Previous distance learning courses have provided insights from students on how to improve the learning experience and optimize outcomes. Here are a few tips from previous students to encourage your success in this online course:

- Keep up with the schedule and assignment due dates.
- Schedule time to complete activities at a steady pace during the week. Keeping a schedule prevents a last-minute rush and keeps the workload manageable.
- Complete assigned lectures, activities, and readings prior to synchronous lectures. This ensures you are prepared to follow along and participate.
- Follow the instructor's recommendations for camera and microphone settings during CarmenZoom synchronous sessions.
- Be sure to have access to a reliable internet connection.
- Have at least one reliable device and a backup plan in case of a technological issue.
- Back up your work. OSU provides free access to data storage through [Microsoft One Drive](#).

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks and materials

#### Required

- ASL Course Packet: provided for free as PDF on Carmen.
- **Clear face mask** for virtual meetings (if connecting from a public space) per current University policy regarding the pandemic. Recommendations and websites for mask purchase are posted to Carmen.

### Course technology

#### Technology support



For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

## Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))

## Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](https://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new**

**codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the Duo Mobile application ([go.osu.edu/install-duo](http://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## GRADING AND FACULTY RESPONSE

### How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Receptive Skill Assessments (5) - 20 points each	100
Expressive Skill Assessments (2) - 50 points each	100
Culture and Community Assessments (5) 10-15 points each	60
Activities and Assignments	100
<b>Total</b>	<b>360</b>

See course schedule below for due dates.

### Descriptions of major course assignments

#### Receptive Skill Assessments

The Receptive Skill Assessments are designed to assess your understanding of signed communication and grammatical concepts. Details and assessment structure will be posted on Carmen.

**Academic integrity and collaboration:** You must complete the Receptive Skill Assessments yourself, without any external help or communication.

The five (5) unit assessment dates are specified in the weekly schedule section of the syllabus. Should you not complete a test by the due date, **make-up tests will be permitted** for what is defined by the university as an “**excused absence**.” An excused absence requires documentation and only when the instructor is presented with acceptable documentation **prior**

**to or on the day you return to class** will a make-up assessment be scheduled and given. The assessment must be scheduled within the next week. If you do not have the documentation provided by the day you return, no make-up will be scheduled or given.

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

1. Participation in a sanctioned University function. Students who participate in University-sanctioned events must submit a copy of the events and their dates/times, signed by their coach/supervisor/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 include: subpoenas, jury duty, military service, and serious verifiable family emergencies. These all require documentation as well.

**Unexcused absences:** If the reason for your absences does not fit into the definition above then it is considered an unexcused absence. **Missed assessments** during **unexcused** absences **cannot** be made up; the grade will be a zero.

## Expressive Skill Assessment

The Expressive Skill Assessments are designed to assess your ASL expressive (signing) skills using vocabulary and grammar structures. These assessments may be completed individually or interactively. During interactive expressive tests, your receptive skills and use of culturally appropriate behaviors will also be assessed. These tests should be filmed and recorded to the cloud using CarmenZoom. Students will submit the link for grading and review purposes. Details will be posted on Carmen. Expressive Assessments CANNOT be made up – unless given *PRIOR APPROVAL*. See Receptive Skill Assessments above for the policy regarding excused absences and make-up tests.

**Collaboration with peers:** The course includes opportunities for formal collaboration in ASL with your classmates. This can be stressful for students when it comes to receiving grades and feedback, so I have attempted to make guidelines as clear as possible. If you're unsure about a particular situation, please ask ahead of time.

## Culture and Community Assessments

Each Culture and Community Assessment will assess your knowledge and understanding of cultural and community topics addressed in class and in the course resources for each unit.

**Academic integrity:** You must complete these assessments yourself, without any external help or communication.

## Activities and Assignments

The components of this category will be incorporated into the class throughout the semester. The Activities and Assignments may or may not be listed in the weekly schedule of the syllabus. The nature and type of each activity and or assignment is the instructor's discretion and will be explained during class and/or posted to Carmen. Instructors will update students on their progress at least three times during the semester. Students are welcome to inquire at any time (in writing) about the status of their grade.

Activities and Assignments will be used to provide additional support to class expectations, course learning outcomes, and the GE World Language goals and expected learning outcomes. The instructions, due dates, and point values will be posted on Carmen. Examples of possible Activities and Assignments include:

- Active engagement and participation in synchronous sessions
- Individual activities
- Partner and small group activities
- Expressive skill activities (signing during class)
- Culture and community discussions
- Self-evaluation(s) and/or reflections
- Homework

**Collaboration with peers:** The course includes opportunities for formal and informal collaboration with your classmates. While study groups and peer-review of expressive skills is encouraged, remember that comparing answers on an assignment is not permitted. If you're unsure about a particular situation, please ask ahead of time.

**Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should select a style (MLA, APA, or Chicago) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.

## Late assignments and *LifeFlex* Extension policies

Assignments must be turned in by the due date and time to be eligible to earn full credit.

***LifeFlex* Extension** is an approach to permit students a one-week extension with no questions asked, as long as students request their need for an extension **prior to the due date and time**. Assignments eligible for ***LifeFlex*** will be identified in the syllabus and Carmen.

If extenuating circumstances do *not* allow for prior approval and you turn in an assignment late, this work will be accepted with a 10% deduction per day beyond the due date. Once the number of days late causes a point deduction equal to a zero grade, the work will not be accepted. **Note:** *LifeFlex* Extensions **do not apply to tests**. See the specific test description for the policy on make-ups.

## Grading scale

335 - 360 points: A	314 - 323 points: B+	278 - 287 points: C+	242 - 251 points: D+
324 - 334 points: A-	299 - 313 points: B	263 - 277 points: C	216 - 241 points: D
	288 - 298 points: B-	252 - 262 points: C-	0 - 215 points: E

## Instructor feedback and response time

The following list provides an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have technology-related problems.)

- **Grading and feedback:** For large assignments and assessments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **48 hours on days when class is in session** at the university.
- **Discussion board:** I will check and reply to messages in the discussion boards every **48 hours on days when class is in session** at the university.

## OTHER COURSE POLICIES

### Discussion and communication guidelines for Zoom

The following are expectations for how we should communicate as a class via CarmenZoom. Above all, please remember to be respectful and thoughtful.

- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at [go.osu.edu/it](http://go.osu.edu/it) or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name.
- **Participation:** At the start of our sessions, I will share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. You will be asked you to share your video on camera so that we can see each other and connect. Virtual backgrounds are NOT recommended as they interfere with the clarity of signing. Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting. If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.
- **Recordings:** This course uses video and audio recordings of class lectures, student presentations, and related materials. These recordings are available to all students presently enrolled in the course. Please note that you are not allowed to share these recordings. This is to protect your FERPA rights and those of your fellow students.

## Discussion and communication guidelines for Carmen

The following are expectations for how we should communicate as a class via Carmen. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Academic integrity policy

See the above **Descriptions of major course assignments**, for specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

**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. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here: <http://advising.osu.edu>

## Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes

associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

## Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

## Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty



concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling **614-292-5766**. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand). You can reach an on call counselor when CCS is closed at **614-292-5766** and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at **1-800-273-TALK** or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

**Note:** You have a **right to privacy**. Students sometimes feel the need to divulge personal information in order to justify the need for an accommodation, an absence, or something else. **Please know you are never under any obligation to divulge anything to me.**

***Help is always available.***

## **ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

### **Requesting accommodations**

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

**SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](https://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](https://go.osu.edu/zoom-accessibility))

## COURSE SCHEDULE

Refer to Carmen for up-to-date assignment due dates.

Week	Week of:	Topics, Readings, Assignments, Deadlines
1	Aug. 23 – Aug. 26	<b>Topics:</b> Course Welcome ~ Visual Readiness ~ Begin Unit 1: “Welcome + Getting Ready” <b>Assignments:</b> Week #1 Carmen Module
2	Aug. 29 – Sept. 2	<b>Topics:</b> Continue Unit 1: “Welcome + Getting Ready” <b>Assignments:</b> Week #2 Carmen Module
3	Sept. 5 – Sept. 9	<b>Topics:</b> Continue Unit 1: “Welcome + Getting Ready” <b>Assignments:</b> Week #3 Carmen Module <b>Readings/Videos:</b> Begin Culture & Community readings & videos for Unit 1 & Unit 2
4	Sept. 12 – Sept. 16	<b>Topics:</b> Wrap-up Unit 1: “Welcome + Getting Ready” <b>Assignments:</b> Week #4 Carmen Module <b>Readings/Videos:</b> Continue Culture & Community readings & videos for Unit 1 & Unit 2 <b>Deadlines:</b> Submit Unit 1 Receptive Skills Assessment
5	Sept. 19 – Sept. 23	<b>Topics:</b> Begin Unit 2: “The Classroom” <b>Assignments:</b> Week #5 Carmen Module <b>Readings/Videos:</b> Continue Culture & Community readings & videos for Unit 1 & Unit 2 <b>Deadlines:</b> Submit Unit 1 & Unit 2 Culture & Community Assessment
6	Sept. 26 – Sept. 30	<b>Topics:</b> Wrap-up Unit 2: “The Classroom” <b>Assignments:</b> Week #6 Carmen Module
7	Oct. 3 – Oct. 7	<b>Topics:</b> Continue Unit 2: “The Classroom” ~ Begin Unit 3: “Academics” <b>Assignments:</b> Week #7 Carmen Module <b>Deadlines:</b> Submit Unit 2 Receptive Skill Assessment
8	Oct. 10 – Oct. 14	<b>Topics:</b> Continue Unit 3: “Academics” <b>Assignments:</b> Week #8 Carmen Module

Week	Week of:	Topics, Readings, Assignments, Deadlines
		<p><b><u>Readings/Videos:</u></b> Begin Culture &amp; Community readings &amp; videos for Unit 3, Unit 4 &amp; Unit 5</p> <p><b><u>Deadlines:</u></b> Submit Expressive Skill Assessment #1</p>
9	Oct. 17 - Oct. 21	<p><b><u>Topics:</u></b> Wrap-up Unit 3: “Academics”</p> <p><b><u>Assignments:</u></b> Week #9 Carmen Module</p> <p><b><u>Deadlines:</u></b> Submit Unit 3 Receptive Skill Assessment</p>
10	Oct. 24 – Oct. 28	<p><b><u>Topics:</u></b> Begin Unit 4: “Everyday People &amp; Drinks”</p> <p><b><u>Assignments:</u></b> Week #10 Carmen Module</p> <p><b><u>Deadlines:</u></b> Submit Unit 3, Unit 4 &amp; Unit5 Culture &amp; Community Assessment</p>
11	Oct. 31 – Nov. 4	<p><b><u>Topics:</u></b> Continue Unit 4: “Everyday People &amp; Drinks”</p> <p><b><u>Assignments:</u></b> Week #11 Carmen Module</p>
12	Nov. 7 – Nov. 11	<p><b><u>Topics:</u></b> Wrap-up Unit 4: “Everyday People &amp; Drinks”</p> <p><b><u>Assignments:</u></b> Week #12 Carmen Module</p> <p><b><u>Deadlines:</u></b> Submit Unit 4 Receptive Skill Assessment</p>
13	Nov. 14 – Nov. 18	<p><b><u>Topics:</u></b> Begin Unit 5: “Calendar &amp; Recreation”</p> <p><b><u>Assignments:</u></b> Week #13 Carmen Module</p>
14	Nov. 21 – Nov. 2	<p><b><u>Topics:</u></b> Continue Unit 5: “Calendar &amp; Recreation”</p> <p><b><u>Assignments:</u></b> Week #14 Carmen Module</p>
	Nov. 23 – Nov. 25	<b>Thanksgiving Break</b>
15	Nov. 28 – Dec. 2	<p><b><u>Topics:</u></b> Continue Unit 5: “Calendar &amp; Recreation”</p> <p><b><u>Assignments:</u></b> Week #15 Carmen Module</p> <p><b><u>Deadlines:</u></b> Submit Expressive Skill Assessment #2</p>
16	Dec. 5-7	<p><b><u>Topics:</u></b> Wrap-up Unit 5: “Calendar &amp; Recreation”</p> <p><b><u>Assignments:</u></b> Week #16 Carmen Module</p>
Finals	Dec. 10 – Dec. 16  *Per the Registrar	<p><b><u>Deadlines:</u></b> Submit Unit 5 Receptive Skill Assessment</p> <p><a href="https://registrar.osu.edu/scheduling/finals/finals.asp">https://registrar.osu.edu/scheduling/finals/finals.asp</a></p>



**I****SPRING 2022**

Course Credits: 4

**Class meetings:****Class Location:****Instructor:****Email:****Office hours:****Office:** 120V Hagerty Hall**Mailbox:** 100 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, Academic Program Coordinator of the ASL Program, at (614) 292-5392 or [jones.2246@osu.edu](mailto:jones.2246@osu.edu).

**PREREQUISITES:** None. Not open to students with credit for ASL 101, EDU T&L 101, English 101, or EM credit.

**COURSE DESCRIPTION:**

This is the first course in the American Sign Language series that fulfills the GE skills category for foreign language credit. Students will develop beginning level ASL communication skills - receptive (listening) and expressive (speaking) - with vocabulary and grammar. American Deaf culture and history will be introduced with an emphasis on making comparisons and connections to one's own culture. Course instruction and activities are primarily in 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.

**GENERAL EDUCATION GOALS AND EXPECTED LEARNING OUTCOMES**

As part of the World Languages category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

**GOAL 1: USE LANGUAGE IN CULTURALLY APPROPRIATE WAYS**

Successful students will demonstrate linguistic and cultural competence by accomplishing real-world communicative tasks in culturally appropriate ways in a language other than their first language.

- **Expected Learning Outcome 1.1** achieve *interpersonal communication*, by initiating and sustaining meaningful spoken/signed and/or written communication in culturally appropriate ways with users of the target language while actively negotiating meaning to ensure mutual comprehension.
- **Expected Learning Outcome 1.2** achieve *interpretive listening/viewing and/reading*, by comprehending the main idea and relevant details of a variety of texts (live, recorded, written) in a language other than their first language.
- **Expected Learning Outcome 1.3** achieve *presentational speaking/signing and/or writing*, by *delivering* live, recorded, and/or written presentations in a language other than their first

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language for varied purposes using information, ideas and viewpoints on a variety of topics.

## GOAL 2: CULTURE AND INTERCULTURAL COMPETENCE

Successful students will demonstrate knowledge of target culture(s) and attitudes on cultural diversity reflective of an interculturally competent global citizen.

- **Expected Learning Outcome 2.1** demonstrate familiarity with the products, practices, and perspectives (the 3 Ps) of target culture(s) and be able to discuss in an informed and respectful way the diversity of the 3Ps across cultures and individuals.
- **Expected Learning Outcome 2.2** identify and demonstrate attitude on cultural diversity reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability).

### Students will achieve Goal 1 by:

- viewing live and recorded signing produced by native and non-native signers
- including culturally appropriate content and etiquette while engaged in live and recorded signed conversations
- including culturally appropriate content and etiquette while delivering live and/or recorded signed presentations

### Students will achieve Goal 2 by:

- discussing and reflecting upon aspects relevant to the Deaf community and within Deaf culture
- discussing and reflecting upon one's personal intercultural competence as applied to Deaf culture and the global society.

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

- Identify, recognize, comprehend, and produce a variety of basic non-manual grammatical signals.
- Identify, recognize, comprehend, and produce basic sentence structures.
- Identify, recognize, comprehend, and produce basic features of spatialization.
- Identify, recognize, comprehend, and produce basic features of syntax.
- Identify, recognize, comprehend, and produce basic verbs and tenses.
- Comprehend and produce basic narratives and dialogues.
- Identify the purpose and effective use of gestures in signed-visual communication.
- Discriminate between arbitrary and iconic signs.
- Identify the parameters of sign production.
- Recognize, comprehend, and produce introductory vocabulary.
- Identify the rules of fingerspelling.
- Recognize, comprehend, and produce basic fingerspelling.
- Identify, recognize, comprehend, and produce basic numbering systems.
- Identify, recognize, comprehend, and produce pronouns.
- Maintain appropriate eye contact during conversation.
- Request clarification of information in a culturally appropriate manner.

## ASL 1101.01–Elementary American Sign Language

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- Identify the origin and use of name signs.
- Identify the origins of American Sign Language.
- Identify the impact of causes of deafness and parents’ hearing status on the development of language, culture, and community.
- Identify the differences between “Deaf” and “deaf”.
- Identify general similarities and differences between American Sign Language, spoken languages, and other signed languages.
- Identify the American Deaf culture as a minority culture and linguistic group embedded within the larger American culture.
- Identify communication accommodations available for the deaf community.

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

- Daily access to the OSU Carmen course website for content including course packet, assignments and assessments, eReserve readings, streamed videos, grades, and class communication.
- Daily access to OSU email.
- Films and video clips shown during class and available on Carmen and Media Services.
- Access to You Tube for assigned self-study videos.
- Video recording device (video camera, cell phone, etc.)

### **APPROACHES TO THE MATERIAL:**

- 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 and English)
- Student presentations-individually, partners, small groups (expressed in ASL and English)
- Film clips viewed in class and independently
- Assigned independent readings available on Carmen through eReserve
- 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 360 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	335 -360 points	C+	278-287 points	E	0-215 points
A-	324-334 points	C	263-277 points		
B+	314-323 points	C-	252-262 points		
B	299-313 points	D+	242-251 points		
B-	288-298 points	D	216-241 points		



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ASSIGNMENTS	Point value
Unit Tests – receptive (5 tests x 20 points each)	100
Expressive Tests (2 x 50 points each)	100
Intercultural Competence Discussions & Reflections	60
Student Activities and Assignments	100
<b>Total Class Points</b>	<b>360</b>

## UNIT (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 on the syllabus. Details will be explained in class and posted on Carmen.

The five (5) unit test dates are specified in the weekly schedule section of the syllabus. Should you not be in attendance for a test, make-up tests will be permitted for what is defined by the university as an excused absence. An excused absence requires documentation and only when the instructor is presented with acceptable documentation **prior to or on the day you return to class** will a make-up test be scheduled and given. The test must be scheduled within the next week. If you do not have the documentation provided by the day you return, no make-up will be scheduled or given.

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.

Unexcused absences: If the reason for your absences does not fit into the definition above then it is considered an unexcused absence. Missed tests during unexcused absences **cannot** be made up; the grade will be a zero.

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## **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 on the syllabus. Details will be explained in class and posted on Carmen. Expressive tests **CANNOT** be made up – unless given **PRIOR APPROVAL**.

## **Intercultural Competence Discussions & Reflections**

The Intercultural Competence Discussions & Reflections are activities that will assess and assist with your journey, knowledge and understanding of Intercultural Competence addressed in class and in the course resources for each unit. These will be a variety of activities that will take place both in class and out of class. They may be discussion, reflections, journals, activities, etc.

## **STUDENT ACTIVITIES AND ASSIGNMENTS**

The components of this assessment category will be incorporated into the classroom throughout the semester. The activities and assignments may or may not be listed in the weekly schedule of the syllabus. The nature and type of each activity and/or assignment is at the instructors' discretion and will be explained in class and/or posted (if applicable). Minimally once during the semester, Instructors will update students on their progress. Students are welcome to inquire at any time (in writing) about the status of their grade. Activities and assignments will be used to provide additional support to the learning objectives as well as classroom rules and expectations. Examples of what the activities and assignments could be are (but not limited to):

- Participation in class
  - Individual activities
  - Group activities
  - Presentation activities (signing in front of the class)
  - Culture discussions
- Homework (Instructors will post on Carmen what is due, when it is due, and how many points it will be).
- Bringing items to class as needed
- Practice Sessions outside of class
- Support of the Code of Conduct/behavior (use of phones, talking...)

## **ATTENDANCE COMMUNICATION POLICY**

Attendance is mandatory, however, we are aware that students may need to miss class to see a doctor if they are not feeling well or, if they contract or are exposed to the COVID-19 virus, they will need to quarantine and work from their place of residence. We are also aware that 'excusable' situations arise such as, jury duty, military commitments, death/illness in the family. (Note that having to work is not an excusable situation.) In order to keep track of who is ill and may need extra assistance, we have developed a new attendance communication policy for the duration of the pandemic, which is the following:

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If you miss class or know you are going to miss class, you are required to send the following message to your instructor:

I, NAME, certify that I am missing class for an excusable reason. I will be out of class due to (insert from list of excusable absences here – see paragraph titled Attendance). I will be returning to class on \_\_\_\_\_.

If your absence is due to illness and/or a need to quarantine, please add the following:

Due to illness or quarantine, I expect that I will miss (NUMBER) days/weeks of class. (You may elaborate if you wish).

If you are out of class for more than two days with illness or for quarantine, you and I will set up a zoom session to create a plan for keeping you on track for your return to the classroom. This plan will involve you learning virtually while you are out.

If you fail to contact your instructor, your absence will be considered unexcused and you will be responsible for material provided in class, there may not be materials readily available virtually.

## **PREPARATION FOR & PARTICIPATION IN CLASS**

Preparation for class, active participation in class, and being punctual are important for your skill development and your success in this course. You will benefit from daily review and practice with ASL. Homework for this purpose and/or for cultural knowledge may be assigned during the semester and may require using the video clips, readings, and your independent creation or collection of materials. You are expected to complete the preparation before class starts, bring any materials to class, and participate in class activities and discussions.

## **GRADE REVIEW POLICY**

Students are to review all assignments (tests, papers, etc.) upon receipt of grade. If there are questions or concerns, discussions of assignment grades with your instructor are to take place no later than one week after having received the grade.

## **LATE WORK POLICY**

Writing assignments must be turned in by the due date and time to be eligible to earn full credit. Extensions will only be granted to students who have received **PRIOR APPROVAL** from their instructor.

If there are extenuating circumstances that do *not* allow for prior approval and you turn in an assignment late, this work will be accepted with a 10% deduction per day beyond the due date. Once the number of days late causes a point deduction equal to a zero grade, the work will not be accepted.

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**Note:** The late work policy does not apply to tests. See the specific test description for the policy on make-ups.

### **ELECTRONIC SUBMISSION ISSUES/PROBLEMS**

Problems with computer equipment and/or Internet access (computer crashes, internet was “out”, etc.) may **NOT** be used as an excuse for late, missing, or incomplete coursework in order to receive full credit. Access to a reliable Internet connection is required for this course. If you experience problems while working on assignments for this course, it is your responsibility to find alternative equipment, alternative method of submitting the assignment, or Internet access point, such as a public library or Wi-Fi® hotspot.

It is the **STUDENT’S responsibility** to double check that the paper, on-line quiz & exams, or any other assignment has been submitted successfully and on-time according to the weekly schedule or any Carmen updates. YOU need to do this immediately and/or before the deadline of the assignment. If there is a problem with the submission the instructor must be made aware of the problem (preferably through email) **PRIOR** to the deadline of the assignment. It is recommended that you keep documentation of proof of submission or attempted submission. If the student has not been in contact with the instructor prior to the deadline, the assignment will be considered late and the late work policy will take effect. See the late work policy above for specifics.

### **NETIQUETTE**

The term "Netiquette" refers to the etiquette guidelines for electronic communications, such as e-mail and discussion board postings. Netiquette covers not only rules to maintain civility in discussions, but also special guidelines unique to the electronic nature of forum messages. In this course we expect students to follow certain guidelines:

1. Understand and respect intellectual property and copyrights.
2. Understand implications with sexual, racial and other forms of harassment, and by preserving the privacy of personal data to which you may have access.
3. You are prohibited from using “misplaced document or file” and/or “downloading/uploading glitches” as **excuses** for not submitting your assignment by the deadline and/or taking online quizzes/exams (see above for the more thorough policy).
4. Respect the privacy of others by not tampering with their tapes, files, attachments, passwords, or accounts or representing others when messaging or conferencing.
5. Use only computer IDs or accounts and communication facilities, which you are duly authorized to use, and use them for the purposes for which they were intended.
6. Restrict anyone else from using your ID or accounts to access classes or other resources available to registered students of university.
7. Respect the integrity of computing systems and data; for example, by not intentionally developing programs or making use of already existing programs that harass other users, or infiltrate a computer or computing system, and/or damage or alter the software components of a computer or computing system, or gain unauthorized access to other facilities accessible via the network.

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8. Respect others by positioning yourself in quiet environment while using technology or during sessions (taking exams, video conferencing, etc.), for example: other students, family, friends, and/or pets are not to be present as they are/can be a distraction.
9. Using email for electronic chain letters, pyramid schemes, mass mailing of unsolicited email, “spamming”, or other activities.

### **CELL PHONE USE IN THE CLASSROOM:**

There is a zero tolerance policy for texting or any other cell phone use in class. Cell phones should be set on vibrate or turned off and put away. If you expect an important phone call, please inform me before class and quietly excuse yourself when you receive it. Using cell phones in class can negatively impact your grade. See Student Activities and Assignments. Cell phones are also listed as a part of the ASL Student Code of Conduct. Please read the Student Code of Conduct carefully.

### **RESTROOM BREAKS DURING CLASS:**

Our class lessons are very visual and we need to limit distractions so learning can occur. I prefer you use the restroom BEFORE or AFTER class and NOT leave during class. Your classmates are depending on you for partner/group practice and if you leave, you will also be missing valuable information. Of course, if it is an emergency, please feel free to exit the classroom.

### **CLASS CANCELLATION POLICY:**

In the unlikely event of class cancellation due to emergency, I will post an announcement on the home page of our Carmen course site, under “Announcements”. I will contact you as soon as possible following the cancellation to let you know how the syllabus and work deadlines will be affected.

### **TITLE IX STATEMENT:**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

### **DIVERSITY STATEMENT:**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

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#### **MENTAL HEALTH SUPPORT:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel:6142925766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:6142925766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).

#### **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 STATEMENT:**

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](https://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.**

#### **HEALTH AND SAFETY REQUIREMENTS**

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes:

- Wearing a face mask in any indoor and outdoor space

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- Maintaining a safe physical distance at all times
- Complete the daily health checks and to isolate if running a fever or are symptomatic.
- Remain in your assigned seat and seat areas.

Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

### Personal Support Resources for Students

As your instructor, I want you all to succeed both in my class and here at the university. As a student you may experience a range of issues that can cause barriers to learning. Barriers may include strained relationships, anxiety, high levels of stress, feeling down, a loss of motivation, disabilities, alcohol/drug problems, harassment, legal issues, violence, and insecurity of clothing, food, housing and/or finances. OSU and the local community have numerous resources available to you. Many of these resources are provided below.

Note: You have a **right to privacy**. Students sometimes feel the need to divulge personal information in order to justify the need for an accommodation, an absence, or something else. **Please know you are never under any obligation to divulge anything to me.**

*Help is always available.*

## ASL 1101 WEEKLY SCHEDULE – Spring Semester 2022

☞ 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.

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- ☞ 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.
- ☞ All Assignments are due at the start of Class Time unless otherwise specified



## ASL 1101.01–Elementary American Sign Language

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CLASS #	DATE	OUTLINE	
<b>Week 1</b>			
1	1-11	<b>Begin Unit 1:</b> “Welcome & Getting Ready”	<b>Items to complete this week:</b> <ul style="list-style-type: none"> <li>☞ Read through Syllabus</li> <li>☞ Complete Student Code of Conduct (listed under Carmen Quizzes)</li> <li>☞ Watch the Fingerspelling Lesson (on Carmen)</li> <li>☞ Watch the Fingerspelling Rules video (on Carmen)</li> <li>☞ Learn ASL Manual Alphabet, be prepared to spell your first and last names.</li> <li>☞ Practice how to spell other words using the ASL manual alphabet</li> </ul>
2	1-12	Unit 1 continued	
3	1-13	Unit 1 continued	
4	1-14	Unit 1 continued	<b>DUE: CODE OF CONDUCT</b>
<b>Week 2</b>			
5	1-18	Unit 1 continued	
6	1-19	Unit 1 continued	
7	1-20	Unit 1 continued	
8	1-21	Unit 1 continued	
<b>Week 3</b>			
9	1-25	Unit 1 continued	
10	1-26	<b>CULTURE DAY: Unit 1</b>	<b>DUE: 1) Course Packet Readings</b> (see Unit 4) <b>2) eReserves readings:</b> - “American Sign Language” (9 pages) - “ASL: Acceptance at the University Level” (8 pages)
11	1-27	Unit 1 continued	
12	1-28	Unit 1 continued	
<b>Week 4</b>			
13	2-1	Unit 1 continued	
14	2-2	Unit 1 continued	

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15	2-3	Unit 1 continued	
16	2-4	Review & Test Prep	
<b>Week 5</b>			
17	2-8	<b>Testing Day!</b>	<b>DUE: UNIT 1 RECEPTIVE TEST</b>
18	2-9	<b>Begin Unit 2:</b> “The Classroom”	
19	2-10	Unit 2 continued	
20	2-11	Unit 2 continued	
<b>Week 6</b>			
21	2-15	Unit 2 continued	
22	2-16	<b>CULTURE DAY: Unit 2</b> Negotiating a Sign Environment: Attention-getting; Proper etiquette; Visual access	<b>DUE: 1) Course Packet Readings</b> (see Unit 2) <b>2) eReserves readings:</b> - “Why Study Language?” (2 pages) - “True Language” (4 pages) <b>3) DRM streamed video:</b> - See What I Mean (SWIM) “Introduction” 6:00-13:40 <b>4) YouTube video on Carmen:</b> - “Etiquette” (2 min.)
22	2-16	Unit 2 continued	
23	2-17	Unit 2 continued	
24	2-18	Unit 2 continued	
<b>Week 7</b>			
25	2-22	Review & Test Prep	
26	2-23	<b>Testing Day!</b>	<b>DUE: UNIT 2 RECEPTIVE TEST</b>
27	2-24	<b>Begin Unit 3:</b> “Academics”	
28	2-25	Unit 3 continued	
<b>Week 8</b>			

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29	3-1	<b>CULTURE DAY: Unit 3</b> Linguistic/Cultural Minority Regional Signs & Sign Variations	<b>DUE: 1) Course Packet Readings</b> (see Unit 3) <b>2) eReserves reading:</b> - Some Contemporary Trends Affecting ASL”, p.181-197 - “Variation: Basic Concepts” (6 pages)  <b>3) YouTube videos on Carmen:</b> - “We Are Deaf,” British Sign Language, Chinese Sign Language; Irish Sign Language, Australian Sign Lang, Hawaiian Sign Lang,
30	3-2	Unit 3 continued	
31	3-3	Unit 3 continued	
32	3-4	Unit 3 continued	
<b>Week 9</b>			
33	3-8	Unit 3 continued	
34	3-9	Expressive Test #1 prep	
35	3-10	<b>Testing Day!</b>	<b>DUE: UNIT 3 RECEPTIVE TEST</b>
36	3-11	<b>Testing Day!</b>	<b>DUE: EXPRESSIVE TEST#1</b>
<b>Week 10</b>			
	3-15	<b>SPRING BREAK</b>	
	3-16	<b>SPRING BREAK</b>	
	3-17	<b>SPRING BREAK</b>	
	3-18	<b>SPRING BREAK</b>	
<b>Week 11</b>			
36	3-22	<b>Begin Unit 4:</b> “Expanding People”	
37	3-23	Unit 4 continued	
38	3-24	Unit 4 continued	
39	3-25	Unit 4 continued	
<b>Week 12</b>			
40	3-29	<b>CULTURE DAY: Unit 4</b>	<b>DUE: 1) Course Packet Readings</b> (see Unit 4)

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		Interpreters, Communication Resources, Deaf-Hearing Comparisons,	<p>2) <b>DRM streamed video:</b> <i>See What I Mean</i></p> <ul style="list-style-type: none"> <li>- "Intro to New Technology" 46:11-1:10</li> <li>- "Conclusion" 1:10:06-1:13-23</li> <li>- "Lateness" 14:40-20:10</li> <li>- "Leave-Taking" 20:10-23:00</li> <li>- "Privacy Scene" 24:30-40:15</li> <li>- "Appearance" 40:15-46:10</li> </ul> <p>3) <b>Deaf eReserves readings:</b></p> <ul style="list-style-type: none"> <li>- "Professional Sign Language Interpreting" (3 pg)</li> <li>- "Use of a Certified Deaf Interpreter" (2 pages)</li> </ul> <p>4) <b>YouTube videos on Carmen:</b></p> <ul style="list-style-type: none"> <li>- "Life of a Sign Language Interpreter" (2 min.)</li> </ul>
41	3-30	Unit 4 continued	
42	3-31	Unit 4 continued	
43	4-1	Review & Test Prep	
<b>Week 13</b>			
44	4-5	<b>Testing Day!</b>	<b>DUE:UNIT 4 RECEPTIVE TEST</b>
45	4-6	<b>CULTURE DAY: Unit 5</b> Primary causes of deafness	
46	4-7	<b>Begin Unit 5</b> "Calendar & Recreation"	
47	4-8	Unit 5 continued	
<b>Week 14</b>			
48	4-12	Unit 5 continued	
49	4-13	Unit 5 continued	
50	4-14	Unit 5 continued	
51	4-15	Unit 5 continued	
<b>Week 15</b>			
52	4-19	Expressive Test #2 preparation	

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53	4-20	<b>Testing Day!</b>	<b>DUE:</b> EXPRESSIVE TEST #2
54	4-21	Review	Test Prep;
55	4-22	<b>Testing Day!</b>	<b>DUE:</b> Receptive Test Unit 5

# Distance Approval Cover Sheet

## For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

### Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

### Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

### Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

## **Delivery Well-Suited to DL/DH Environment**

*Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).*

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

## Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

## Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.



Additional comments (optional):

## Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

## Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

## Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

## Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

## **Additional Considerations**

Comment on any other aspects of the online delivery not addressed above (optional):

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Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.