

## Term Information

Effective Term Autumn 2024

## 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 4350  
Course Title ASL Accessibility and Social Justice  
Transcript Abbreviation Access & Soc Just  
Course Description This course explores ways that power, privilege, and oppression can impact equity and various aspects of ASL accessibility. Though examining linguistic access and intercultural competence, students will consider how social justice can support allyship development to achieve common goals.  
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? 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 No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites One ASL course at the 3000 level or above with completion at a C- or better.  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

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

## **Requirement/Elective Designation**

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

## **Course Details**

### **Course goals or learning objectives/outcomes**

- By the end of this course, students will be able to understand the social determinants of ASL accessibility.
- Students will be able to describe social determinants of ASL accessibility in areas of language usage, education, employment, and healthcare.
- Students will be able to critique the historical conditions of power, privilege, and oppression shaping the social determinants and Deaf inequities outcomes
- By the end of this course, students will be able to grasp the impact of microaggressions toward Deaf community
- Students will be able to identify micro-aggressions, their association with aversive audism, linguicism, and ableism.
- Students will be able to reflect on the implicit and explicit biases against the Deaf community.
- By the end of this course, students will be able to value and have respect for Deaf equity.
- Students will be able to expand their ASL vocabulary, grammar and non-manual grammatical skills for communication access.
- Students will be able to examine the social categories and power structures in the context of Deaf inequities.
- Students will be able to explain the concept of Deaf-centric access for promoting Deaf equity.
- By the end of this course, students will be able to develop empathy towards diverse Deaf communities
- Students will be able to successfully use receptive and expressive ASL skills for social-emotional learning and moral-ethical development.
- Students will be able to deconstruct the social barriers that prevent empathy.
- By the end of this course, students will be able to develop allyship skills to be an advocate for ASL Accessibility.
- Students will be able to demonstrate situational awareness and strategies for empowerment in situations impacting ASL accessibility and Deaf people.
- Students will be able to employ civil discourse as an advocate, in order to act in solidarity for an inclusive community.

---

**Content Topic List**

- Social Determinants Impacting Access: Identifying Social Constraints
- Social Determinants Impacting Access: Language usage and Language Deprivation
- Social Determinants Impacting Access: Deaf Education
- Social Determinants Impacting Access: Employment
- Social Determinants Impacting Access: Healthcare and Health Inequities
- Social Determinants Impacting Access: Deaf Epistemology
- Theorizing Social Justice: Forms of Oppression & Linguicism
- Theorizing Social Justice: Audism
- Theorizing Social Justice: Power and Privilege
- Theorizing Social Justice: Ableism
- Justice Practice - Framework of Human Rights: Linguistic and Cultural Differences
- Justice Practice - Framework of Human Rights: Implicit/Explicit Biases
- Deaf Work Practice: Accommodations vs Accessibility
- Deaf Work Practice: Cultural Wealth Model
- Deaf Critical Theory: Deaf People and Audism
- Deaf Critical Theory: Sign Language Ideologies
- Deaf Critical Theory: The commitment to working with Deaf people
- Deaf Critical Theory: Deaf Experimental Knowledge
- Deaf Critical Theory: Disability Accessibility
- Deaf Critical Theory: DeafBlindCRT
- Allyship: Reframing Issues, Populations, and contexts
- Allyship models
- Culturally grounded advocacy work

**Sought Concurrence**

No

**Attachments**

- ASC\_distance\_approval\_cover\_sheet\_ASL\_4350 ASL Accessibility and Social Justice.docx: Distance Cover Sheet  
*(Other Supporting Documentation. Owner: Jones, Tia M)*
- ASL 4350 Accessibility and Social Justice Final w\_religious statement.pdf: Syllabus  
*(Syllabus. Owner: Jones, Tia M)*

**Comments**

- Sent back at unit's request *(by Vankeerbergen, Bernadette Chantal on 05/21/2024 03:05 PM)*
- Feedback has been addressed with revisions made: revised syllabus uploaded and adjustment to prerequisite made. *(by Jones, Tia M on 05/21/2024 02:52 PM)*
- Please see feedback email sent by J. Neff on 03/05/2024. *(by Hilty, Michael on 03/05/2024 02:00 PM)*

**COURSE REQUEST**  
4350 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
05/21/2024

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Jones, Tia M	02/12/2024 02:45 PM	Submitted for Approval
Approved	Jones, Tia M	02/12/2024 03:24 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/14/2024 11:54 AM	College Approval
Revision Requested	Hilty, Michael	03/05/2024 02:00 PM	ASCCAO Approval
Submitted	Jones, Tia M	05/21/2024 02:52 PM	Submitted for Approval
Approved	Jones, Tia M	05/21/2024 02:54 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	05/21/2024 03:05 PM	College Approval
Submitted	Jones, Tia M	05/21/2024 03:08 PM	Submitted for Approval
Approved	Jones, Tia M	05/21/2024 03:09 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/21/2024 03:39 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/21/2024 03:39 PM	ASCCAO Approval



# SYLLABUS

## ASL 4350

### ASL Accessibility and Social Justice

Autumn 2024 (full term)

3 credit hours

Online

Once a week for 80 minutes - Wednesdays, 10:20 – 11:40 AM

Once a week for 80 minutes –Tuesday OR Thursdays with  
scheduled dates/times (asynchronous)

## COURSE OVERVIEW

### Instructor

**Instructor:** Marla Berkowitz

**Email address:** berkowitz.44@osu.edu

**Phone number:** N/A

**Office hours:** By appointment

### Prerequisites

One ASL course at the 3000 level or above with completion at a C- or better.

### Course Description

This course explores ways that power, privilege, and oppression can impact equity and various aspects of ASL accessibility. Through examining linguistic access and intercultural competence, students will consider how social justice can support allyship development to achieve common goals.

## Course learning outcomes

	Goal	Learning Outcomes
<b>A</b>	By the end of this course, students will be able to understand the social determinants of ASL accessibility:	<ol style="list-style-type: none"> <li>1. Students will be able to describe social determinants of ASL accessibility in areas of language usage, education, employment, and healthcare.</li> <li>2. Students will be able to critique the historical conditions of power, privilege, and oppression shaping the social determinants and Deaf inequities outcomes</li> </ol>
<b>B</b>	By the end of this course, students will be able to grasp the impact of microaggressions toward Deaf community	<ol style="list-style-type: none"> <li>1. Students will be able to identify micro-aggressions, their association with aversive audism, linguicism, and ableism.</li> <li>2. Students will be able to reflect on the implicit and explicit biases against the Deaf community.</li> </ol>
<b>C</b>	By the end of this course, students will be able to value and have respect for Deaf equity.	<ol style="list-style-type: none"> <li>1. Students will be able to expand their ASL vocabulary, grammar and non-manual grammatical skills for communication access.</li> <li>2. Students will be able to examine the social categories and power structures in the context of Deaf inequities.</li> <li>3. Students will be able to explain the concept of Deaf-centric access for promoting Deaf equity.</li> </ol>
<b>D</b>	By the end of this course, students will be able to develop empathy towards diverse Deaf communities	<ol style="list-style-type: none"> <li>1. Students will be able to successfully use receptive and expressive ASL skills for social-emotional learning and moral-ethical development.</li> <li>2. Students will be able to deconstruct the social barriers that prevent empathy.</li> </ol>
<b>E</b>	By the end of this course, students will be able to develop allyship skills to be an advocate for ASL Accessibility.	<ol style="list-style-type: none"> <li>1. Students will be able to demonstrate situational awareness and strategies for empowerment in situations impacting ASL accessibility and Deaf people.</li> <li>2. Students will be able to employ civil discourse as an advocate, in order to act in solidarity for an inclusive community.</li> </ol>

# HOW THIS ONLINE COURSE WORKS

**Mode of delivery:** This course is 100% online using synchronous and asynchronous learning. Registered students will access the course material and activities using Carmen and Hypothesis platforms. The class is structured according to the following:

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example).

**Pace of online activities:** This course is divided into **weekly modules** that are released two weeks ahead of time. Students are expected to keep pace by attending and participating in weekly synchronous sessions and asynchronous activities via discussion postings, assignments, and group work. Come to class fully prepared with video turned on and actively contribute to and participate in class session. Video turned off indicates you are not present in class. Students who do not participate in class are unable to fully benefit from the learning experience with their classmates and instructor.

- **SYNCHRONOUS: Participation and active engagement during online class. ONCE PER WEEK.** You are expected to log in to Carmen via Zoom once a week for direct instruction every week throughout the semester. (During most weeks you will log in more than a few times.) This includes announcements, introduction of modules, learning activities, written and/or video lectures, presentations, discussions moderated by instructors and peers, and academic feedback.
- **ASYNCHRONOUS: Participate in discussion forums: ONCE PER WEEK,** Students expect to stay engaged via discussion board and Hypothesis, an online social annotation platform once a week on Tuesdays or Thursdays as part of our substantive class discussion on the week's topics. Direct instruction will entail discussions moderated by instructor and peers, written and/or video lectures, expanded instruction on modules, and academic feedback. Students will sign up their preferred dates/times on Tuesdays or Thursdays for these discussions during first week of classes.
- **ASYNCHRONOUS: Outside-of-Class Meetings: ONCE PER WEEK.** Advocacy strategies and video projects will require out-of-class collaboration with classmates at least once a week. Completion of readings and videos, interacting with peers for group project, and assignment submissions. Students will determine the days/times. In addition, scheduled sessions with your instructor are available as needed for the course, including office hours which are optional.

**Class attendance and participation:** Our interactive class offers numerous opportunities for direct engagement with your classmates. Since this course is taught using American Sign Language, the class experience cannot be replicated in the event of absences. Your regular attendance and active engagement are not only critical to understanding the course content, but the expectations also align with the collectivist values of Deaf communities. To make the most of this experience and build a learning community, it is essential that everyone attends class, arrives on time, and actively

participates. Late arrival and early departures are visually distracting and particularly disruptive behaviors which will also affect your grade.

**The following is a summary of attendance expectations:**

With that being said, I strongly support both flexibility and high expectations. Although attendance policies are necessary, they may create barriers and increase the difficulty a student is dealing with in their lives. Please bear in mind that this policy has been designed to specifically accommodate unforeseen circumstances and emergencies that may arise. The purpose is to serve as a safety net, providing flexibility and peace of mind. As such, I offer the following evaluation approach for attendance:

- **GRACE DAYS:** You may have two grace days for your absence from class throughout the semester. Simply email your instructor expressing your intention to use a grace day without stating why and there is no penalty; use them wisely. **Note:** Only your attendance is excused; assignments are still due.
- **BEYOND GRACE DAYS:** To avoid grade penalties for absences beyond these two grace-granted days, students are required to provide appropriate excused documentation (refer to university policy) to your instructor no later than one week after your return to class. If you are in a situation that may have recurring absences, obtain medical documentation that is certified and dated by a medical practitioner only to state the date visited and the date for return to class and/or work with the Office of Student Life Disability Services to arrange accommodation. Unexcused absences will impact your grade. **Note:** The falsification of official documents is a serious offense that will be reported to COAM.

Communicating Missed Classes with Instructor	Action & Steps Needed	Percentage Deduction of Final Course Grade
1 <sup>st</sup> missed class: <i>grace day</i>	Email the instructor. Submit due assignment(s).	none
2 <sup>nd</sup> missed class: <i>grace day</i>	Email the instructor. Submit due assignment(s).	none
3 <sup>rd</sup> missed class	Unexcused absences impact your grade→	- 3%
4 <sup>th</sup> missed class	Unexcused absences impact your grade→	- 6%
5 <sup>th</sup> missed class	Unexcused absences impact your grade→	- 9%
6 <sup>th</sup> missed class	Unexcused absences impact your grade→	- 12%

Excused absences as defined by the University	Examples of UNexcused absences
√ Participation in a sanctioned University function*	X Unverified illness*
√ Observation of a religious holiday*	X Vacation or travel
√ A death in the family or of a close friend**	X Inclement weather
√ Illness/appointment with doctor's excuse**	X Conflicts with work schedule
	X Graduate school and/or job*interviews



<p>√ Other legitimate excused absences requiring documentation* (<i>subpoenas, jury duty, military service, attendance accommodations indicated by SLDS</i>)</p>	<p>X Transportation breakdowns X Caring for family member**</p>
<p><b>*Documentation</b> is due to instructor by second week of semester and to address due dates and missed class contents. <b>**Documentation</b> is due to instructor no later than one week after you return to class.</p>	<p>*Based on no documentation **Communicate with instructor prior 2<sup>nd</sup> week of semester of your circumstances</p>
<p>Religious accommodations:</p> <p>Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.</p> <p>With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.</p> <p>A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.</p> <p>If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the <b>Office of Institutional Equity</b>.</p> <p>Policy: <b>Religious Holidays, Holy Days and Observances</b></p>	

Students who are at risk of failing the course are strongly encouraged to notify their academic advisor as soon as possible to explore options.

**Summary:**

1. You understand the attendance and tardiness policies for this course.
2. It is your responsibility to keep track of your own attendance and tardiness.
3. Present documentation no later than one week after you return to class.
4. Communicate with your instructor as you choose wisely with your absences.
5. Assignments due dates can be adjusted based on approved absences.

**The following is a summary of participation expectations:**

As a scholar, you know that attendance is just the first step – participation is also an essential part of this course as we interact in both classroom and online spaces with thoughtfulness and respect. Thus, participation and attendance will be evaluated and scored separately.

The criterion for active engagement includes attentiveness during class, arriving prepared for discussions/activities, sharing insights, asking questions, offering feedback, and utilizing ASL skills. Students who do not participate in class are unable to fully benefit from the learning experience; you are encouraged to share ideas, ask questions, and engage in the learning process with your classmates and me.

As such, I offer the following evaluation approach for participation. Twice during the semester, you will self-assess the quality and quantity of your engagement using a provided rubric. Your instructor will also assess your engagement using a provided rubric. This transparent evaluation process is designed to help you understand the expectations for active engagement in our course and to take ownership of your learning. Participation points comprise 2% of your total course grade.

## **COURSE MATERIALS AND TECHNOLOGIES**

### **Textbook**

The textbook is required for this course, check OSU Libraries for the 4<sup>th</sup> edition. Online purchase is available. ISBN: 978-1-138-05527-8 (hbk) or ISBN:978-1-138-05528-5 (pbk)

Adams, M., Blumenfeld, W, Catalano, C, DeJong, K, Hackman, H., Hopkins, L., Love, B., Peters, M., Shalsko, D., Zuniga, X. (2018). *Readings for Diversity and Social Justice* (4<sup>th</sup> ed). New York: Routledge Taylor & Francis Group. Available on Amazon, Barnes & Noble, and other bookstores.

### **Materials Available on Carmen**

On Carmen, each module will have a listing of a variety of required readings and videos in ASL supported by captions and/or transcripts due prior to class according to the weekly schedule (subjected to change). Some of the readings are from textbooks, journals, articles, and/or online. Videos in ASL with provided links are either from websites and/or in YouTube with permission.

Below are the required course readings and videos in conjunction with featured topics. Additional required readings and videos will also be posted in the modules of Carmen throughout the course.

### Course Readings:

1. Solvang, P.K., & Hauland, H. (2014). Accessibility and diversity: Deaf space in action. *Scandinavian Journal of Disability Research*, 16 (1), 1 – 13. DOI: <https://doi.org/10.1080/15017419.2012.761158>
2. Corell, Robyn (2022). Challenges Still Exist for the Deaf Community. *verywellHealth: Hearing Loss/Deafness: Support*. <https://www.verywellhealth.com/what-challenges-still-exist-for-the-deaf-community-4153447>
3. Studying Language Acquisition in Deaf Children by The Brink - <https://www.bu.edu/articles/2017/asl-language-acquisition/>
4. Garberoglio, Carrie Lou, Stephanie Cawthon, and Adam Sales. *Deaf People and Educational Attainment in the United States: 2017*. Austin, Texas: N.p., 2017. [https://fridcentral.org/resources/Pictures/DeafPeopleandEducational\\_Attainment\\_white\\_paper.pdf](https://fridcentral.org/resources/Pictures/DeafPeopleandEducational_Attainment_white_paper.pdf)
5. Garberoglio, C. A., Palmer, J. L., Cawthon, S., & Sales, A. (2019). Deaf People and Employment in the United States: 2019 National Deaf Center on Postsecondary Outcomes.
6. Scott R. Smith and Nancy P. Chin (2012). Social Determinants of Health in Deaf Communities, *Public Health - Social and Behavioral Health*, Prof. Jay Maddock (Ed.), ISBN: 978-953-51-0620-3, InTech, Available from: <http://www.intechopen.com/books/public-health-social-and-behavioral-health/social-determinants-of-healthdisparities-deaf-communities>
7. Deaf Epistemology: Deafhood and Deafness Peter C. Hauser, Amanda O’Hearn, Michael McKee, Anne Steider, Denise Thew *American Annals of the Deaf*, Volume 154, Number 5, Winter 2010, pp. 486-492 (Article) Published by Gallaudet University Press DOI: For additional information about this article for content related to this article <https://doi.org/10.1353/aad.0.0120>
8. Barnett S, McKee M, Smith SR, Pearson TA. Deaf sign language users, health inequities, and public health: opportunity for social justice. *Prev Chronic Dis*. 2011 Mar;8(2):A45. Epub 2011 Feb 15. PMID: 21324259; PMCID: PMC3073438. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3073438/>
9. Robinson, Octavian. Don’t Have Us Participate in Our Own Oppression, *Registry of Interpreters for Deaf* - <https://notanangrydeafperson.medium.com/dont-have-us-participate-in-our-own-oppression-registry-of-interpreters-for-the-deaf-7b605dccc664>
10. Eckert, Richard Clark & Rowley, Amy June (2013) *Audism: A Theory and Practice of Audiocentric Privilege*. *Humanity & Society*.
11. Wright, Tristan. (2019). *Signs of Revolution: Deaf Justice and Anarchist Praxis*. The Institute for Anarchist Studies. <https://anarchiststudies.org/signs-of-the-revolution-deaf-justice-and-anarchist-praxis/>

12. Robinson, O. & Henner, J. (2018) Authentic Voices, Authentic Encounters: Crippling the University Through American Sign Language. *Disabilities Studies Quarterly*, Vol. 38 No.4. Fall 2018. <https://dsq-sds.org/article/view/6111/5128>
13. Reagan, T. (2019). Social Justice, Audism, and the d/Deaf: Rethinking Linguistic and Cultural Differences. In: Papa, R. (eds) *Handbook on Promoting Social Justice in Education*. Springer, Cham. [https://doi.org/10.1007/978-3-319-74078-2\\_108-1](https://doi.org/10.1007/978-3-319-74078-2_108-1)
14. National Deaf Center, Attitudes and Biases as Barriers for Deaf People, Self-paced <https://learn.nationaldeafcenter.org/courses/new-attitudes-and-biases-as-barriers-for-deaf-people>
15. Gallon, Cheryl. (2018). Exploring the Racial Microaggressions American Sign Language–English Interpreters Commit. Retrieved from Sophia, the St. Catherine University repository website: <https://sophia.stkate.edu/maisce/1>
16. From Accommodation to Accessibility: Creating a Culture of Inclusivity, Martin LaGrow, March 13, 2017, EdCause Review © 2017 Martin LaGrow. The text of this article is licensed under Creative Commons BY-NC-ND 4.0.
17. Gertz, E. N. (2003). Dysconscious audism and critical deaf studies: Deaf Crit's analysis of unconscious internalization of hegemony within the deaf community (Order No. 3100674). Available from ProQuest Dissertations & Theses A&I; ProQuest Dissertations & Theses Global. (305349414). <http://proxy.lib.ohio-state.edu/login?url=https://www.proquest.com/dissertations-theses/dysconscious-audism-critical-deaf-studies-crits/docview/305349414/se-2>
18. Green, M.E., Kusters, A, Moriarty, E. & Snoddon, K. (2020). Sign Language Ideologies in Practice, And Why They Matter. Blog. <https://acadeafic.org/2020/08/19/sign-language-ideologies/#:~:text=In%20the%20book%20Sign%20Language,of%20institutional%20and%20cultural%20settings.>
19. O'Connell, Noel. Easier than Done: Undoing Hearing Privilege in Deaf Studies. *Understanding and Dismantling Privilege*, the official Journal of the White Privilege Conference, Volume XI, Issue 2, Fall 2021.
20. Skyer, M., & Cochell, L. (2020). Aesthetics, culture, power: Critical deaf pedagogy and ASL video-publications as resistance-to-audism in deaf education and research. *Critical Education*, 11(15), 1-25. Retrieved from: <http://ojs.library.ubc.ca/index.php/criticaled/article/view/186497>
21. Disability Accessibility Should Not Be An Afterthought 2023 – Forbes EQ BrandVoice, Dr. Rose Perry, PHD, founder of Historicons Feb. 14, 2023 <https://www.forbes.com/sites/forbeseq/2023/02/14/disability-accessibility-should-not-be-an-afterthought-in-2023/?sh=579415fd2582>
22. Shariff, R. A. (2015). *Leaders who are DeafBlind: A phenomenological study of educational experiences* (Order No. 3663048). Available from ProQuest Dissertations & Theses A&I; ProQuest Dissertations & Theses Global. (1687760516). <http://proxy.lib.ohio-state.edu/login?url=https://www.proquest.com/dissertations-theses/leaders-who-are-deafblind-phenomenological-study/docview/1687760516/se-2> - p. 59 – 68.
23. Inside Google's Effort to Use AI to Make ASL Accessible to All – Forbes Leadership DEI, Stephen Aquino May 30, 2023 <https://www.forbes.com/sites/stevenaquino/2023/05/30/inside-googles-effort-to-use-ai-to-make-asl-accessible-to-all/?sh=71b0cff16bfa>
24. Epler, M.B., Lnu, S., Santos, R.R., Bulcurcu, M., Moywaywa, S., Ford, A., & Sutton, W. (2021). *The State of Allyship Report: The Key to Workplace Inclusion*, Empovia.com

25. Nixon, S.A. The coin model of privilege and critical allyship: implications for health. *BMC Public Health* 19, 1637 (2019). <https://doi.org/10.1186/s12889-019-7884-9>. SHARE: <https://rdcu.be/dhTKA>
26. Sawyer, K. (2022). Building Allies: Turning Privilege into Change. <https://www.buildingallies.org/the-active-ally-model/>

### Course Videos:

1. Morris, Amanda. (2022) How Visual Language Evolves as Our World Does, Ubiquitous video technology and social media have given deaf people a new way to communicate. They're using it to transform American Sign Language. Mohamed Sadek and Ege Soyuer [video]. NY Times Interactive. <https://www.nytimes.com/interactive/2022/07/26/us/american-sign-language-changes.html>
2. Santani, J. (2015, March). *A Dangerous Idea: Autonomy in Deaf Education* [video] TEDxGallaudet. <https://www.youtube.com/watch?v=YiptJm48Ghk>
3. DiMarco, Nyle (2018, Sept). *Making Education Accessible to Deaf Children*. [video] TEDxKlagenfurt. [https://www.youtube.com/watch?v=U\\_Q7axl4oXY&t=729s](https://www.youtube.com/watch?v=U_Q7axl4oXY&t=729s)
4. National Deaf Center [NDC YouTube Channel]. (2023, Feb. 28). *Interactive Dashboard: Deaf People and Employment and Education* [video]. YouTube. <https://www.youtube.com/watch?v=hQTr8wrH6Ns>
5. UC San Diego Health [YouTube Channel]. (2015, May 4) *Improving Health Communications with Deaf Patients* [video]. YouTube. <https://www.youtube.com/watch?v=Cr0I41ZCb2o&t=280s>
6. Hauser, P. (2015, March). Effects of Linguisticism and Audism on the Developing Deaf Person [video]. TEDxGallaudet. <https://www.youtube.com/watch?v=73zUW76OOxg>
7. National Deaf Center [NDC Channel] (2020, Sept) *Sachiko's Story: Microaggressions* [video]. YouTube. <https://www.youtube.com/watch?v=PpSfFpPgeGE>
8. Murray, Joe (2019, June 27). *Achieving Our Human Rights!* [video]. Joe Murray YouTube. <https://www.youtube.com/watch?v=QG05ppUyQMQ&t=25s>
9. Fusion Comedy [YouTube channel] (2016, Oct. 5) *How microaggressions are like mosquito bites – Same Difference*. [video]. Fusion Comedy. YouTube. <https://www.youtube.com/watch?v=hDd3bzA7450>
10. California Deaf Education Resources Center. (2016, Sept. 30). *Audism and Deaf Community Cultural Wealth*. [video]. California Deaf Education Resources Center Channel. YouTube. <https://www.youtube.com/watch?v=kszsLGtvcVc>
11. Robinson, Octavian (2021, June 18). *Abled Arrogance, Not Hearing Fragility*. Not An Angry Deaf Person.medium.com. [video]. Medium.com. <https://notanangrydeafperson.medium.com/abled-arrogance-not-hearing-fragility-3cc7d2a496e3>
12. Hall, CM. (2015, Nov.) Social Justice...in a Cookie. [video]. TEDxSalem. TEDx Talks. <https://www.youtube.com/watch?v=SABC5U4MvTI>
13. Fleisher, Dr. Flavia. (2015). America's Constructed Image of Deaf People as Drawn from Newspaper Articles on Cochlear Implantation [video]. ASL Lecture Series: National Institute for the Deaf/RIT. <https://www.youtube.com/watch?v=N50XqLqa2Ok>

14. Vision Australia Digital Access. (2020, Sept. 25). *Just Ask – Digital Accessibility and the Deaf Community* [video]. Deaf Can Do - South Australian Deaf Society.  
<https://www.youtube.com/watch?v=6QcCUUzT6Xo>

## Other Requirements and Opportunities

- **Online Annotation Platform:** Hypothesis, a social annotation platform via Carmen will be used at no cost to students. The assigned readings will be available for you to work on assignments. Instructions for logging in and how to use the platform will be explained in class and posted on Carmen.
- **Daily Access to Carmen:** Double check assignment submissions, announcements, and discussion postings daily.
- **Portable Technology:** Use either desktop and/or laptop; Tablets like iPads and/or Mobile cellphones are not to be used.
- **ASL/Deaf Events:** Strongly encourage you to attend and participate using ASL at local Deaf/ASL events on and off campus to support language and cultural immersive experience. If available, updated information will be posted on Carmen under announcement.
- **ASL Chat Groups:** Strongly encourage you to join weekly online ASL Chat Groups for ASL conversation skills practice. If available, updated information will be posted on Carmen under announcement.

## 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)

### 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 PC (Windows 10) or Mac (MacOs) 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](https://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 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	PERCENTAGE
Two (2) Participation Reflection Evaluations	8	2%
Weekly Reflection Posts	20	5%
Four (4) Annotations of Scholarly Research	80	20%
One (1) ASL Video Group Project	80	20%
Four (4) Advocacy Strategies in ASL	100	25%

<b>Representation Final Project</b>	<b>112</b>	<b>28%</b>
<b>Total</b>	<b>400</b>	<b>100%</b>

**See course schedule below for due dates.**

## **LifeFlex Extension & Late Assignment Policies**

Assignments must be turned in by the due date and time to be eligible for earning full credit. **LifeFlex Extension** is an approach to permit students a one-week extension with no questions asked. Students request their need for an extension **at least 24 hours prior to the due date and time**. *LifeFlex* can be used for all assignments **except** for class activities/participation, weekly reflection posts, group project and final project.

Late submissions will not be accepted unless there is prior approval by your instructor with documentation. 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.

## **Descriptions of Major Course Assignments**

### **PARTICIPATION REFLECTION EVALUATIONS**

**Description:** Twice during the semester, students will self-assess the quality and quantity of engagement using a provided rubric. The instructor will also assess student engagement using a provided rubric. This transparent evaluation process is designed to support the expectations for active engagement in our course and for students to take ownership of their own learning. Participation points comprise 2% of your total course grade. Guidelines and rubric will be explained in class and posted on Carmen.

### **WEEKLY REFLECTION POSTS**

**Description:** Using zoom via carmen, students using ASL will be expected to interact within small and large group discussions by submitting weekly reflection postings according prompts about the assigned readings/videos due prior class. Prompts will expect highlights (goal, critical elements learned and lingering questions) and/or bring in latest sources as evidence either clarifies or refutes concepts or challenges for discussion. This collaborative learning process will also entail out of class discussion at own scheduled time submitting weekly reflection postings and relevant assignments supported by attending synchronous classes. Guidelines and rubric will be explained in class and posted on Carmen.

### **ANNOTATIONS OF SCHOLARLY RESEARCH**



**Description:** Students will be using Hypothesis, an online social annotation platform to read and reflect on the four (4) assigned scholarly research and annotate it asynchronously with classmates, thereby creating written dialogues about the research. Each assigned scholarly research will require a minimum of five (5) of original or continued discussions of annotations which have a substantive writing of 175 - 200 words (excluding citations) for each annotation. For an annotation to be counted, it can be posed as a question, a point of confusion, a comment to say to the author of the assigned reading, connections to other class materials, a topic or area that made you think about. This is an interactive assignment outside of class in which student responses are required. Guidelines, prompts and rubric will be explained in class and posted on Carmen.

## **AMERICAN SIGN LANGUAGE (ASL) VIDEO GROUP PROJECT**

**Description:** Students will work in groups of 2 or more to collaborate in creating an ASL video exploring a social justice issue pertaining to ASL accessibility addressing audism, linguicism, and/or ableism that can provoke a thoughtful conversation to a wider audience. Since this course emphasizes critical engagement, this project will be a summation set by peers to extend intellectual discussion beyond the classroom and to spark a critical dialogue using ASL. Each group member is to submit the group's ASL video to Carmen supported by either captions or English transcript under assignments area. Prompt and rubric will be explained in class and posted on Carmen.

## **ADVOCACY STRATEGIES IN ASL**

**Description:** Students will collaborate with a partner or two to create advocacy strategies for ASL accessibility as a response to the microaggressions against Deaf people who use ASL. Four (4) ASL videos (supported by captions or English transcript with citations inserted) will be based on the social determinants of language, educational, employment, and healthcare. Each prompt and rubric will be explained during class and posted on carmen.

## **REPRESENTATION FINAL PROJECT**

**Description:** This is the student's final project in which entails two (2) parts required to present a case of an equitable representation advocating for ASL accessibility.

**Part I:** (12 points) Student will submit brief written explanation of their selected topic from instructor's listing advocating for an equitable ASL accessibility representation they plan to tackle for the final project. Submission to the assignments area requires 12 pt font, double spaced, and a minimum of 800 words of a synopsis. References are to be cited within the text. Prompt and rubric details will be explained during class and posted on Carmen.

**Part II:** (100 points): Student will select either a film, literature, or any other medium (with instructor's prior approval) to analyze risk factors of an inaccessible environment for Deaf people who use ASL. Criteria includes identifying the microaggressions, applying Deaf critical theory, and the allyship framework to formulate a model of ASL accessibility standards. Students will be presenting their case

to class. Prompt and rubric details for the final project will be explained during class and posted on Carmen.

### ***Academic integrity and collaboration***

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](http://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so your instructor recommends that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If your instructor suspects that a student has committed academic misconduct in this course, they are obligated by university rules to report their 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.

## **Grading Scale**

<b>Letter</b>	<b>Percentage</b>	<b>Points</b>
<b>A</b>	93 - 100%	370 - 400
<b>A-</b>	90 - 92.9%:	358 - 369
<b>B +</b>	87 - 89.9%:	346 - 357
<b>B</b>	83 - 86.9%	330 - 345
<b>B-</b>	80 - 82.9%:	318 - 329
<b>C+</b>	77 - 79.9%:	306 - 317
<b>C</b>	73 - 76.9%:	290 - 305
<b>C-</b>	70 - 72.9%:	278 - 289
<b>D+</b>	67 - 69.9%:	266 - 277
<b>D</b>	63 - 66.9%:	250 - 265
<b>E</b>	0 - 62.9%:	0 - 249

## Instructor Feedback and Response Time

Your instructor is providing the following list to give you an idea of their intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when online class is in session for the university**.
- **Discussion board and other online platforms:** Your instructor will check and reply to messages in the discussion boards every **24 hours on school days**.

# OTHER COURSE POLICIES

## General Discussion and Communication Guidelines

**American Sign Language Use:** This course will be conducted entirely in American Sign Language (ASL) exclusively in session via online using zoom in Carmen and students are expected to do as well unless instructed otherwise. While instructor is responsible for providing opportunities for learning ASL, students are still responsible for their ASL conversational skills development. Consider setting goals for enhancing vocabulary, grammar and cultural knowledge skills, balance out set requirements with creating strategies for in-depth level of understanding and commit to practice by immersing in the language use with instructor and peers on regular basis. Opportunities for ASL immersion will be discussed during class and posted on Carmen.

**Online Classroom Expectations:** The following are expectations for how we should communicate as a class. Please remember to be respectful and thoughtful.

- **Preparation:** Come to each class session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions using ASL during the entire class sessions.
- **Tone and civility:** Let us maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm does not always come across in person.
- **Participation:** At the start of our class sessions, Instructor will address specific expectations for using ASL, how to interact, how to raise questions or concerns as we go. Plan to be fully present and visually accessible which requires eye-contact with instructor and classmates so that we all can see one another and connect effectively.
- **Use of laptops, tablets, cell phones and watches:** During class, students are not permitted to get engaged in listening to music, doing emails, social media postings, etc. Computer and/or laptop devices can be used only for access to zoom and course materials. **If your instructor suspects you are making a habit of doing the above activities, up to five (5) points will be deducted each time, calculated, and counted towards your overall course grade at the end of semester.**
- **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 clear grammar, spelling, and punctuation. A more conversational tone is acceptable for non-academic topics.
- **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 (MS Word), where you can save your work, and then copying into the discussion and/or assignments area of Carmen.

## Discussion and Communication Guidelines for Zoom via Carmen using American Sign Language (ASL)

When using Zoom via Carmen, the following are expectations for how to communicate as a class. Please remember to have patience, be respectful and thoughtful.

- **Technical Issues:** If you encounter a technical issue with Carmen and/or via 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).
- **Preparation:** When using Zoom, please update your Zoom profile with your preferred name visible the entire class time. This course requires having a video camera on your device throughout the entire class session, if you have a concern and/or issue about your video not being turned on, reach out to tech support, and communicate with your instructor immediately. Videos off indicate you are absent from the class. Virtual backgrounds are NOT recommended as they are visually distracting. Appropriate clothing, lighting, and upright seating on a chair are essential for effectiveness of interaction, learning and building classroom community. Mute your microphone when others are using ASL to minimize background interference during class sessions.
- **Participation:** At the start of our Zoom sessions, Instructor will address specific expectations for using ASL, how to interact, how to raise questions or concerns and how to use video/chat as we go. Plan to be fully present which requires eye-contact with instructor and classmates and turn video camera on so that we all can see one another and connect effectively. Videos off indicate you are absent from the class, even if you can see your instructor and/or classmates. This applies to breakout rooms as well. If you choose to leave the breakout room without returning to main room, expect to explain your reason with your instructor.

## Academic Integrity Policy

See **Descriptions of major course assignments**, above, 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 your instructor suspects that a student has committed academic misconduct in this course, they are obligated by university rules to report 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 your instructor. 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 people 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, her or their 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 learn, 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

# ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

## Requesting Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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 accommodation, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodation so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodation. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## 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](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))
- Collaborative course tools
- Captions and/or transcripts



# COURSE SCHEDULE






Synchronous Learning:











Asynchronous Learning:











**\*Schedule is subjected to change – Check Carmen Announcements for Updates and Deadlines\***






Weeks	Dates	Topics	Deadlines
1	08/21 	Intro & Grounding <ul style="list-style-type: none"> <li>Course Expectations</li> <li>Hypothesis Platform Intro</li> </ul>	1.1 – Watch video and read: Start Here 1.2 – Watch video: Hypothesis platform guidelines 1.3 – Watch video: Vox Creative: Meet Mandy 1.4– Textbook: Read Core Concepts for Social Justice Education p. 1 – 6. <b>DUE:</b> Discussion Posting #1
	08/19 – 08/23 	Intro & Grounding <ul style="list-style-type: none"> <li>ASL Discourse</li> <li>Accessibility and Diversity</li> <li>Deaf Identities</li> <li>Hypothesis Platform</li> </ul>	1.5 – Read: ASL Discourse guidelines 1.6 – Read: Accessibility and Diversity: Deaf Space in Action 1.7 – Textbook: The Complexity of Identity p. 7 – 9 and Identities and Social Locations p. 10 – 15. <b>DUE:</b> Log in with Hypothesis and practice
2	08/28 	Social Determinants Impacting Access <ul style="list-style-type: none"> <li>Identifying Social Constraints</li> </ul>	2.1 – Textbook: The Social Construction of Difference p. 16 – 21. 2.2 – Read: Challenges That Still Exist for the Deaf Community 2.3 – Read: 3 Major Barriers Deaf People Face Daily 2.4 - Watch video: How Visual Language Evolves as Our World Does <b>DUE:</b> Discussion Posting #2
	08/26 – 08/30 	Social Determinants Impacting Access <ul style="list-style-type: none"> <li>Language usage</li> <li>Language Deprivation</li> </ul>	2.5 - Read: Studying Language Acquisition in Deaf Children 2.6 - Read: Deaf Children Need Rich Language Input from the Start: Support in Advising Parents 2.7 - Watch video: Language Deprivation by Nyle DiMarco Foundation 2.8 - Watch video: Language Deprivation by Wyattte Hall <b>DUE-</b> Hypothesis Annotation Post #1
3	09/04 	Social Determinants Impacting Access <ul style="list-style-type: none"> <li>Deaf Education</li> </ul>	3.1 - Read: Deaf People and Educational Attainment in the United States 3.2 - Read: Nothing about us without us: Deaf education and sign language access in China





			<p>3.3 - Watch video: A Dangerous Idea: Autonomy in Deaf Education, Joseph Santani by TEDxGallaudet</p> <p>3.4 - Watch video: Nyle DiMarco: Making Education Accessible to Deaf Children</p> <p><b>DUE:</b> Discussion Posting #3</p>
	<p>09/02 – 09/06</p> 	<p>Social Determinants Impacting Access</p> <ul style="list-style-type: none"> <li>• Employment</li> <li>• Case Study</li> </ul>	<p>3.5 - Read: Deaf People and Employment in the United States: 2019</p> <p>3.6 - Read: Is your organization inclusive of Deaf employees? By Roberta J. Cordano</p> <p>3.7 - Read: How to Share Research about Education and Employment with the Deaf community</p> <p>3.8 – Case Study: Tasha’s Plan to Community Employment</p> <p>3.9 - Watch video: Interactive Dashboard: Deaf People and Employment and Education</p> <p><b>DUE:</b> Discussion Posting #4</p>
4	<p>09/11</p> 	<p>Social Determinants Impacting Access</p> <ul style="list-style-type: none"> <li>• Healthcare</li> <li>• Case Study</li> </ul>	<p>4.1 - Read: Social Determinants of Health in Deaf Communities</p> <p>4.2 - Read: Engaging the Deaf American Sign Language Community: Lessons From a Community-Based Participatory Research Center.</p> <p>4.3 - Read: Interventions aimed at improving healthcare and health education equity for adult d/Deaf patients: a systematic review</p> <p>4.4 - Watch video: Improving Health Communications with Deaf Patients</p> <p>4.5 – Case Study: Accommodating Deaf and HOH Students in Operating Room Environments</p> <p><b>DUE:</b> Discussion Posting #5</p>
	<p>09/09 – 09/13</p> 	<p>Social Determinants Impacting Access</p> <ul style="list-style-type: none"> <li>• Deaf Epistemology</li> <li>• Health Inequities</li> </ul>	<p>4.6 - Read: Deaf Epistemology: Deafhood and Deafness</p> <p>4.7 - Read: Healthcare Language Barriers Affect Deaf People, Too.</p> <p>4.8 - Read: Peer Reviewed: Deaf Sign Language Users, Health Inequities, and Public Health: Opportunity for Social Justice</p> <p>4.9 - Read: Health Disparities among Black Deaf and Hard of Hearing Americans as compared to Black Hearing Americans: A descriptive cross-sectional study</p> <p>5.0 - Watch video: Heart Health – Mdisability Deaf Health Talks</p>

			<b>DUE: Hypothesis Annotation Post #2</b>
5	09/18 	Theorizing Social Justice <ul style="list-style-type: none"> <li>• Overview</li> <li>• ASL Video Group Project</li> </ul>	5.1 - Textbook: Theoretical Foundations for Social Justice Education p, 34 – 40; Core Concepts for Social Justice Education p. 41 – 48. 5.2 – Textbook: Microaggressions, Marginality and Oppression p. 22 – 25. 5.3 – Textbook: The Cycle of Socialization p. 27 – 34. 5.4 – Watch video: ASL Video group project <b>DUE: Discussion Posting #6</b>
	09/16 – 09/20 	Theorizing Social Justice <ul style="list-style-type: none"> <li>• Forms of Oppression</li> <li>• Linguicism</li> </ul>	5.5 - Textbook: Five Faces of Oppression p. 49 – 59. 5.6 – Watch video: Effects of Linguicism and Audism on the Developing Deaf Person   Peter Hauser   TEDxGallaudet 5.7 -Watch Video: Rezenet Moges-Riedel, “What is Intersectionality?” by Deaf National Center 5.8 - Watch Video: Wawa’s Story: Microaggression by National Deaf Center 5.9 - Read: Don’t have us participate in our own oppression, Registry of Interpreters for the Deaf <b>DUE: Discussion Posting #7</b>
6	09/25 	Theorizing Social Justice <ul style="list-style-type: none"> <li>• Audism</li> <li>• Advocacy Strategies Intro</li> </ul>	6.1 -Read: Audism: A Theory and Practice of Audiocentric Privilege 6.2 – Read: Advocacy Strategies Assignment 6.3 – Textbook: Section 8: Working for Social Justice – Visions and Strategies for Change p. 599 – 615 <b>DUE: Discussion Posting #8</b>
	09/23 – 09/27 	Theorizing Social Justice <ul style="list-style-type: none"> <li>• Power and Privilege</li> <li>• Ableism</li> </ul>	6.4 – Read: Signs of the Revolution: Deaf Justice and Anarchist Praxis 6.5 – Textbook: Privilege by Devon W. Carbado p. 367 – 373. 6.6 – Textbook: Section 6: Ableism p. 467 – 474. 6.7 – Watch Video: Sachiko’s Story: Microaggressions by National Deaf Center <b>DUE: Discussion Posting #9</b>
7	10/02 	Justice Practice - Framework of Human Rights <ul style="list-style-type: none"> <li>• Values and Ethics</li> <li>• A Case Study</li> </ul>	7.1 – Read: World Federation of the Deaf on Human Rights Toolkit 7.2 – Read: Bioethics & Deafness, European Union of the Deaf

			<p>7.3 - Read: Linguistic Human Rights Discourse in Deaf Community Activism</p> <p>7.4 - Read: Authentic Voices, Authentic Encounters: Crippling the University Through American Sign Language</p> <p>7.5 – Case Study: CRISPR-Cas9 and the Deaf Community</p> <p>7.6 – Watch video: (Optional) Blind Complicity: Sign Language Interpreters Navigating Ethics and Power</p> <p><b>DUE:</b> Discussion Posting #10</p>
	<p>09/30 – 10/04</p> 	<p>Justice Practice - Framework of Human Rights</p> <ul style="list-style-type: none"> <li>Linguistic and Cultural Differences</li> </ul>	<p>7.7 Read: Social Justice, Audism, and the d/Deaf: Rethinking Linguistic and Cultural Differences</p> <p>7.8 –Read: Research Ethics in Sign Language Communities</p> <p>7.9 – Watch video: Achieving Our Human Rights Presented by Joe Murray, President of World Federation of the Deaf (WFD).</p> <p><b>DUE:</b> Advocacy Strategies #1</p>
8	<p>10/09 (10/10 – NO CLASS)</p> 	<p>ASL Video Project</p>	<p>8.1 – Review: Work groups for project.</p> <p><b>DUE:</b> Each group member is to submit ASL Video project in assignments area.</p>
9	<p>10/16</p> 	<p>Justice Practice - Framework of Human Rights</p> <ul style="list-style-type: none"> <li>Implicit/Explicit Biases – Part I</li> </ul>	<p>9.1 - Complete and submit Diversity and Intersectionality Worksheet</p> <p>9.2– Read: Equitable Digital Accessibility Representation final project</p> <p>9.3 - Complete: Attitudes and Biases as Barriers for Deaf People – 1 hr online Self-paced by National Deaf Center (NDC)</p> <p>9.4 – Watch video: How microaggressions are like mosquito bites by Fusion Comedy</p> <p><b>DUE:</b> Discussion Posting #11</p>
	<p>10/14 – 10/18</p> 	<p>Justice Practice - Framework of Human Rights</p> <ul style="list-style-type: none"> <li>Implicit/Explicit Biases – Part II</li> </ul>	<p>9.5 – Read: Linguistic imperialism: still a valid construct in relation to language policy for Irish Sign Language</p> <p>9.6 – Read: Exploring the Racial Microaggressions American Sign Language–English Interpreters Commit</p>

			9.7 Watch video: Kriston’s Story: Microaggressions by National Deaf Center <b>DUE:</b> Advocacy Strategies #2
10	10/23 	Deaf Work Practice: <ul style="list-style-type: none"> <li>Accommodations vs Accessibility</li> <li>Final project - Part I</li> </ul>	10.1 Read: Accommodations 101, National Deaf Center 10.2- Read: From Accommodation to Accessibility: Creating a Culture of Inclusivity 10.3 – Read: OOD Digital Accessibility and Accommodations Fact Sheet 10.4 - Read: Work-Related Resilience; Deaf Professionals Perspectives 10.5– Read: Final Project Guidelines <b>DUE:</b> Discussion Posting #12
	10/21 – 10/25 	Deaf Work Practice: <ul style="list-style-type: none"> <li>Cultural Wealth Model</li> </ul>	10.6 – Read: Summary of Yosso’s Six-Part Cultural Wealth 10:7 – Read: Expanding Deaf-Specific Victim Services Nationwide 10.8– Watch video: Audism and Deaf Community Cultural Wealth <b>DUE:</b> Discussion Posting #13
11	10/30 	Deaf Critical Theory: <ul style="list-style-type: none"> <li>Deaf People and Audism</li> </ul>	11.1 - Read: “Dysconscious Audism and Critical Deaf Studies: DeafCrit’s Analysis of Unconscious Internalization of Hegemony within the Deaf Community.” 11.2 - Read: Audism and Racism: The Hidden Curriculum Impacting Black d/Deaf College Students in the Classroom 11.3 - Watch video: Intersections of Racism and Audism <b>DUE:</b> Discussion Posting #14
	10/28 – 11/1 	Deaf Critical Theory: <ul style="list-style-type: none"> <li>Sign Language Ideologies</li> <li>Case Study</li> </ul>	11: 4 – Read: A Double-Edged Sword: The Standard Language Ideology at Work in the Deaf Community 11.5 – Read: Sign Language Ideologies in Practice, And Why They Matter 11.6 – Case study: Who Signs? Language Ideologies about Deaf and Hearing Child Signers in One Family in Mexico 11.7 Watch video: Abled Arrogance, Not Hearing Fragility <b>DUE:</b> Hypothesis Annotation Post #3

12	11/06 	Deaf Critical Theory: <ul style="list-style-type: none"> <li>The commitment to working with Deaf people</li> </ul>	12.1 - Read: When Being Deaf is Centered: d/Deaf Women of Color's Experiences with Racial/Ethnic and d/Deaf Identities in College 12.2 - Read: Erosion of Trust: Sign Language Interpreters and Hearing Privilege 12.3 - Read: Easier than Done: Undoing Hearing Privilege in Deaf Studies 12.4 - Watch video: Social Justice...in a Cookie, TEDxSalem <b>DUE:</b> Discussion Posting #15
	11/04 – 11/08 	Deaf Critical Theory: <ul style="list-style-type: none"> <li>Deaf Experimental Knowledge</li> </ul>	12.5 - Read: Aesthetics, Culture, Power Critical Deaf Pedagogy and ASL Video-publications as Resistance-to-Audism in Deaf Education and Research 12.6 – Read: Linguistic Neglect of Deaf Children in United States 12.7 – Watch video: Using Social Justice Standards to Plan Instruction for Deaf and HOH Youth, Arathy Manoharan <b>DUE:</b> Discussion posting #16
13	11/13 	Deaf Critical Theory: <ul style="list-style-type: none"> <li>Disability Accessibility</li> <li>Final Project – Part II</li> </ul>	13.1 – Read: Final Project Guidelines 13.2 – Read: Disability Accessibility Should Not Be An Afterthought in 2023 13.3 – Read: Supporting Equity and Inclusion of Deaf and HOH Individuals In Professional Organizations 13.4 - Watch video: Flavia Fleisher's Presentation on America's Constructed Image of Deaf People as Drawn from Newspaper articles on Cochlear Implants <b>DUE:</b> Advocacy Strategies #3
	11/11 – 11/15 	Deaf Critical Theory: <ul style="list-style-type: none"> <li>DeafBlindCRT</li> <li>Empowerment for ASL accessibility</li> </ul>	13.5 – Read: Leaders who are DeafBlind: A phenomenological study of educational experiences p.59 – 68. 13.6 – Read: Inside Google's Effort to Use AI to Make ASL Accessible to all 13.7 – Watch video: Equalizent: Empowering and Inspiring Deaf People to Thrive <b>DUE:</b> Hypothesis Annotation Post #4
14	11/20 	Allyship: Reframing Issues, Populations, and contexts <ul style="list-style-type: none"> <li>Digital Accessibility</li> </ul>	14.1 – Read: Letter from DOJ and DOE on Digital Accessibility 14.2 - Read: American Sign Language in virtual space: Interactions between deaf users of computer-

			mediated video communication and the impact of technology on language practices 14.3 - Read: The State of Allyship Report: The Key to Workplace Inclusion 14.4 - Watch video: Just Ask – Digital Accessibility and the Deaf Community <b>DUE:</b> Representation Project Part I
	11/18 – 11/22 	Allyship: Reframing Issues, populations, and contexts <ul style="list-style-type: none"> <li>• Allyship models</li> <li>• Participatory-dialogic approach - culturally grounded advocacy work</li> </ul>	14.5 – Read: The coin model of privilege and critical allyship: implications for health 14.6 – Read: Building Allies: Turning Privilege into Change 14.7 - Read: Sign Language Interpreting as a Social Justice profession 14.8 – Read: Intersectionality and Autoethnography: DeafBlind, DeafDisabled, Deaf and Hard of hearing Latinx Children are the Future <b>DUE:</b> Advocacy Strategies #4
15	11/27 	Representation Project	Final Project – Case Presentations
	11/28 & 11/29	NO CLASSES	HAPPY THANKSGIVING!
16	12/4 	Representation Project	Final Project – Case Presentations
Finals	12/6 – 12/12 	Representation Project	Final Project – Case Presentations <b>DUE:</b> Submit to assignments area in Carmen

# Distance Approval Cover Sheet

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

Course Number and Title: ASL 4350 ASL Accessibility and Social Justice

### 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):

An instructor introduction will be sent out to students prior to the start of the semester. Modules are designed with a starting place for each week and items listed in order of how things should be completed.

Personalized feedback will be provided on all assignments either through Carmen rubric, on gradebook comments, or signed in a video to students.

Students will participate in weekly synchronous class session and office hours will be available for additional support. .

## **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.)

Synchronous participation in Zoom meetings every week

Asynchronous delivery for discussion and annotated postings, reading material, and completing assignments.

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:

1. Students will start each module with due reading/viewing assignments on Carmen. 1- 3 hrs
2. Students will participate in synchronous zoom meeting each week - using ASL - lecture, small group discussions, group work, presentations. Direct instruction is 1 hr and 20 minutes per week.
3. Students will engage in out-of-class discussion and annotated postings, group project, and presentations. 1 hr and 20 minutes.

- 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.

Videos will be supported by either with transcript or captioned.

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):

Scaffolding learning approach with a range of assignments to engage students.

1. Weekly Reflection posts (5%) - low stake
2. 4 Annotations of scholarly research (20%) high stake
3. 1 ASL Video Group project (20%) - low stake
4. 4 Adocacy Strategies in ASL (25%) - medium to high stake (depending on ASL skills mastery)
5. Representation Final Project (Presentation) (30%) - high stake

The low stakes are throughout the semester for ongoing retrieval practice and mastery with ASL and pave the way preparing students for the higher stakes assignments. The higher stakes assignments are the application of the course contents.

## 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):

The course will have regular class interaction and opportunities for students to collaborate and share ideas and collectively tackle course material that may be challenging. Using Hypothesis, a social online annotation platform and group project will be made available to students as well.

## 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):

Optional resources, when available, will be provided to assist students with learning and studying. Solicited feedback will occur intermittently throughout the semester. Students have autonomy to pick the topics they choose for 80 % of the assignments e.g. writing/signing reflection posts, writing/signing advocacy strategies, ASL video project, and representation final project. Instructor typically does a mid-course evaluation to gather feedback on the course and make improvements before the course ends on individual basis and with in small and large group setting.

## **Additional Considerations**

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

---

Syllabus and cover sheet reviewed by *Jeremie Smith* on 08/22/2023

Reviewer Comments:

Feedback on next page....

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

I have completed and signed off on the preliminary distance learning review for the **ASL 4350 ASL Accessibility and Social Justice** approval proposal. This syllabus includes all required syllabus elements and provides an overview of the course expectations.

This is a well-designed online course, I have a few recommendations that I think will improve the course design, add clarity to the syllabus, and support a successful review by the faculty curriculum committee:

- On page 3 of the syllabus, Perusal is mentioned. I think you are referencing Hypothesis (an approved and supported tool) and the reference to Perusal is left from an old draft.
- 3 credit courses require 3 hours per week of direct instruction. The panel that reviews the course will want specific indications of meeting the required Direct Instruction for the class. In the Workload Estimation section of the Cover Sheet, you mention that direct instruction is 1 hour and 20 minutes per week. Looking at the course syllabus holistically, I think issue is mostly that you are doing direct instruction outside of the synchronous session you are not counting, such as the hypothesis activities.

Are there other areas of direct instruction in addition to these lecture videos? I recommend making the areas of the course plan that is considered to be direct instruction of students more explicit in the How This Online Course Works section of the syllabus and the Estimated Workload section of the Cover Sheet, to anticipate any committee concerns about direct instruction. As you are thinking about how best to articulate this, here is a resource that I think is especially effective at describing direct instruction in online learning environments:

<https://www.apsu.edu/academic-course-and-program-development/course-credit-hour-review/direct-indirect-instruction.php>

- Note: the SLDS does have an updated syllabus statement, just published this week: <https://slds.osu.edu/faculty-staff/best-practices-and-resources/>

The ASC Office of Distance Education strives to be a valuable resource to instructors and departments in the College of Arts and Sciences. In addition to managing the [DL course review](#) process, [hosting ASC Teaching Forums](#), and developing an ever-expanding catalog of [instructor support resources](#), we also provide one-on-one instructional design consultation to ASC instructors interested in redesigning any aspect of their online course. If your department or any of your individual instructors wish to [meet with one of our instructional designers](#) to discuss how we can provide advice, assistance, and support, please do let me know.