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	4250
Course Title	ASL Linguistics
Transcript Abbreviation	ASL Linguistics
Course Description	This course examines the linguistic aspects of American Sign Language (ASL), including phonology, morphology, pragmatics, syntax, semantics, and sociolinguistic variations in ASL. Students will demonstrate their understanding through thoughtful connections, comparative analyses, and engaging in an in-depth exploration of ASL linguistics.
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	Successful completion of two 3000 or above-level ASL courses with a C – or better or department permission.
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

- Learn the linguistic foundations and concepts of American Sign Language (ASL).

- Describe the foundational elements of ASL, phonology, morphology, pragmatics, syntax, and semantics, demonstrating an understanding of how these contribute to the structure of the language.

- Apply their knowledge of major linguistic attributes to compare and contrast ASL and English.

- Compare the linguistic differences between ASL and spoken languages.

- Explore the historical development of ASL linguistics.

- Articulate the linguistic evolution of ASL, including influences and changes that have occurred over time, contributing to an understanding of how ASL addresses various language phenomena.

- Learn about the sociolinguistic diversities within the ASL community and their role in shaping language.

- Explain the significance and context of diverse sociolinguistic variations that shaped the American Deaf community and its language.

Content Topic List

- Defining language, linguistics, and its application ASL

- Phonology of ASL

- ASL Morphological Structures and Variations

- Introduction to ASL Syntax

- Syntax

- Syntax & Lexical Categories

- Verbs & Space

- Semantics

- Language in Use

Sought Concurrence   No

Attachments

- ASL 4250_distance_approval_cover_sheet_ASL Linguistics_Eckard.pdf: Distance Cover Sheet

  (Other Supporting Documentation. Owner: Jones,Tia M)

- ASL 4250 ASL Linguistics Final w_religious statement.pdf: Syllabus

  (Syllabus. Owner: Jones,Tia M)

- Concurrence request ASL Linguistics ASL 4250.pdf: Concurrence

  (Concurrence. Owner: Jones,Tia M)

Comments

- Revisions have been addressed and updates made: revised syllabus uploaded, concurrence granted, and adjustment to prerequisite made. *(by Jones,Tia M on 05/21/2024 03:32 PM)*

- Please see feedback email sent by J. Neff on 03/05/2024. *(by Hilty,Michael on 03/05/2024 01:59 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Jones,Tia M	02/12/2024 02:11 PM	Submitted for Approval
Approved	Jones,Tia M	02/12/2024 03:24 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/14/2024 11:55 AM	College Approval
Revision Requested	Hilty,Michael	03/05/2024 01:59 PM	ASCCAO Approval
Submitted	Jones,Tia M	05/21/2024 03:32 PM	Submitted for Approval
Approved	Jones,Tia M	05/21/2024 03:32 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 Linguistics 4250

Autumn 2024 (full-term)
3 credit hours/80 mins twice/week
Online

Course overview

Instructor

- Instructor:
- Email address: (preferred contact method)
- Phone number:
- Office hours:
- Zoom Links:

Prerequisites

Successful completion of two 3000 or above-level ASL courses with a C – or better or department permission.

Course description

This course examines the linguistic aspects of American Sign Language (ASL), including phonology, morphology, pragmatics, syntax, semantics, and sociolinguistic variations in ASL. Students will demonstrate their understanding through thoughtful connections, comparative analyses, and engaging in an in-depth exploration of ASL linguistics. By completion, students will be able to describe and effectively apply aspects of ASL's linguistic structure and explore concepts of sociolinguistic diversity.

Course goals and learning outcomes

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

1. **Goal #1**: Learn the linguistic foundations and concepts of American Sign Language (ASL).

    a. **Learning outcome A: describe** the foundational elements of ASL, phonology, morphology, pragmatics, syntax, and semantics, demonstrating an understanding of how these contribute to the structure of the language.

    b. **Learning outcome B: apply** their knowledge of major linguistic attributes to compare and contrast ASL and English.

    c. **Learning outcome C: compare** the linguistic differences between ASL and spoken languages.

2. **Goal #2**: Explore the historical development of ASL linguistics.

    d. **Learning outcome A: articulate** the linguistic evolution of ASL, including influences and changes that have occurred over time, contributing to an understanding of how ASL addresses various language features.

3. **Goal #3**: Learn about the sociolinguistic diversities within the ASL community and their role in shaping language.

    e. **Learning outcome A: explain** the significance and context of diverse sociolinguistic variations that shaped the American Deaf community and its language.

How this online course works

Mode of delivery

This course is 100% online and has both synchronous class sessions twice a week and asynchronous exceptions and pacing divided into weekly modules and posted

each week. Your attendance is based on your synchronous and asynchronous online activity and participation.

Synchronous session expectations

Please join CarmenZoom for synchronous (live) small-group and full-class sessions five minutes before class starts. The CarmenZoom links to join each session will be posted on Carmen. Active engagement and participation (with the camera on) are expected during small-group and full-class sessions. Synchronous class meetings will take place at least once weekly.

Synchronous approaches to material include:
- Instruction and student participation will be 100% in the target language (ASL).
- Demonstration, modeling, guided, and directed activities.
- Student presentations in ASL (individually, with partners, small groups)
- Film clips viewed in class and independently
- Assigned independent readings available on Carmen
- Written reflective responses to texts, films, discussions, and experiences
- Video/web exercises for in-class instruction and independent practice

Pace of online activities

This course is divided into **weekly modules** released one week ahead. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (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).

Attendance and participation requirements

Because this is an online course, your attendance is based on your online activity and participation during synchronous and asynchronous activities. The following is a summary of students' expected participation:

- **Active engagement and participation in synchronous sessions**: **EXPECTED TWICE A WEEK**

  - o **What is meant by "active" engagement and participation?** This course requires visual access between us—active means you can be seen and engaged visually 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.

- **Participating in online asynchronous activities for attendance**: **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** I am available to help you learn, understand, and grow as individuals. If your question is something that you believe may interest others in the class, please email me. Office hours will be held via Carmen Zoom.

Course materials and technologies

Texts

Required textbook

- Villanueva, M., Mulrooney, K.J., Lucas, C., & Valli, C. (2020). *Linguistics of American sign language*, 5th Ed.: An Introduction. (5 ed.). Washington: Gallaudet University Press.

Note: This book will be provided to students on Carmen and can be digitally accessed through Project Muse: https://muse.jhu.edu/pub/18/monograph/book/77997

Other required readings (on Carmen)

- Janzen, T. (2004). Space rotation, perspective shift, and verb morphology in ASL. *Cognitive Linguistics, 15(*2), 149–174. https://doi.org/10.1515/cogl.2004.006

- Mihaliček, V., & Wilson, C. (Eds.) (2011). Language and identity. In H. C. Dawson & M. Phelan (Eds.), *Language files: Materials for an introduction to language and linguistics* (12th ed., pp. 436–437). Ohio State University Press.

- Sandler, W. (2006). Phonology, phonetics and the nondominant hand. Papers in laboratory phonology: *Varieties of phonological competence*, 185-212. https://doi.org/10.1515/9783110197211.1.185

- Slobin, D. I. (2008). Breaking the molds: Signed languages and the nature of human language. *Sign Language Studies*, 8(2), 114-130. http://doi.org/10.1353/sls.2008.0004

- Toliver-Smith A, & Gentry B. (2017). Investigating Black ASL: A systematic review. *American Annals of the Deaf* 161(5), 560-570 http://doi.org/10.1353/aad.2017.0006

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, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help

- **Phone:** 614-688-4357(HELP)

- **Email:** 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)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (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.

Carmen access

You will need to use BuckeyePass (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).

- 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) 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
Connecting Concepts Response Papers 6 x 10 pts	60 (20%)
Sculpting Knowledge Homework Assignments 6 x 10 pts	60 (20%)
Comparative Analysis of Linguistic Features in ASL and English	80 (27%)

Exploring ASL Linguistics Final Project (75 pts paper/25 pts presentation)	100 (33%)
Total	300

Note: See the course schedule below for due dates.

Descriptions of major course assignments

Connecting Concepts Response Papers

The goal of this assignment is to challenge you to connect and combine the materials you have read across different weeks, fostering a deeper understanding of the subject matter. After completing the designated readings for each week, you will create a comprehensive paper that effectively "connects concepts" and synthesizes the materials. This assignment will demonstrate your ability to discern overarching themes, draw connections, and showcase a holistic understanding of the course content. Properly cite the sources using APA citation conventions. Your papers should be between 2 to 3 pages long, double-spaced, and use a clear and organized structure, including an introduction, body paragraphs addressing different connections, and a conclusion summarizing the significance of the connected points. Submit your completed paper on Carmen by the assigned deadline, as late submissions will encounter penalties. Further details and a grading rubric will be provided in class and available on Carmen.

Sculpting Knowledge Homework Assignments

In this course, you will explore various topics and concepts. The homework assignments will serve as your practical application to demonstrate your mastery of the subject matter gained from lectures and readings. There are a total of 6 homework assignments throughout the semester, listed in the course schedule as SKA #1-6. More details will be shared on Carmen, and a grading rubric will be provided in class and available on Carmen.

Comparative Analysis of Linguistic Features in ASL and English

The purpose of this assignment is to deepen your understanding of linguistic diversity by comparing and contrasting the linguistic features of ASL and English.

You will explore how these two distinct natural languages convey meaning and interact with their respective cultures. You will choose three specific linguistic features or elements to provide a detailed comparison and contrast between how it operates in both languages. Provide an explanation that clearly describes how the linguistic feature functions in both languages, provide specific examples to illustrate those differences and similarities, and discuss the linguistic/cultural significance of that feature. Use visual aids and images to illustrate your point. Submission format: create a document, infographic, or presentation with an introduction, linguistic features, visual aids, cultural context, and conclusion. Properly cite sources and references in APA format. Further details and a grading rubric will be provided in class and made available on Carmen.

Exploring American Sign Language Linguistics Final Project

For your final project, you will have the opportunity to investigate further a specific linguistic feature or sociolinguistic aspect of ASL. This could include parameters, syntactic structures, classifiers, morphological processes, etc. You will conduct an in-depth research paper (5-7 pages) on your chosen topic and present your insight to your peers during the final week of the semester, approximately 10-15 minutes. Your research paper needs to incorporate at least 3 -5 credible sources into your paper. You must also include a video analysis or engage with the Deaf community to support your findings. Organize your paper according to APA citations. Detailed grading criteria and a rubric will be provided and available on Carmen. Note that presentation schedules cannot be rescheduled or made up unless you have obtained prior approval from the instructor.

Attendance

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.

Summary of attendance expectations

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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 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.

Communication with Instructor	Action & Steps Needed	Final Grade % Deduction
1st missed class = *grace day*	1) Email the instructor. 2) Submit due assignment(s).	none
2nd missed class = *grace day*	1) Email the instructor. 2) Submit due assignment(s).	none
3rd missed class	Unexcused absences impact your grade	− 3%
4th missed class	Unexcused absences impact your grade	− 6%

5th missed class	Unexcused absences impact your grade	− 9%
6th missed class	Unexcused absences impact your grade	− 12%

- **Excused absences as defined by the University**: Documentation is due to the instructor by the second week of the semester in cases marked with a single asterisk. Student must address due dates and missed class contents. Documentation is due to the instructor no later than one week after you return to class in cases marked by a double asterisk.
  - Participation in a sanctioned University function*
  - A death in the family or of a close friend**
  - Observation of a religious holiday*
  - Illness/appointment with doctor's excuse**
  - Other legitimate excused absences requiring documentation* (subpoenas, jury duty, military service, attendance accommodations indicated by SLDS)
- **Examples of unexcused absences**: Items marked with a single asterisk are unexcused if no documentation in presented. Items marked with a double asterisk must be communicated with the instructor by the second week of the semester.
  - Unverified illness*
  - Vacation or travel
  - Inclement weather
  - Conflicts with work schedule
  - Graduate school and/or job* interviews
  - Transportation breakdowns
  - Caring for family members**

Late assignments

Assignments must be turned in by the due date and time to be eligible to earn full credit. If extenuating circumstances do *not* allow for prior approval and you turn in an assignment late, here's the late work policy:

1. Submission within the first 24 hours after the deadline: No penalty.
2. Submission within 48 hours (1-2 days) after the deadline: 5% deduction
3. Submission within 72 hours (2-3 days) after the deadline: 10% deduction.
4. Submission beyond 72 hours (3 or more days) after the deadline: Not accepted unless there are exceptional circumstances with prior approval. The late work policy **does not apply to tests**. See the specific test description for the policy on make-ups.

Grading scale

Letter	Percentage	Points
A	93-100%	279-300
A−	90-92.9%	270-278
B +	87-89.9%	261-269
B	83-86.9%	249-260
B−	80-82.9%	240-248
C+	77-79.9%	231-239
C	73-76.9%	219-230
C−	70-72.9%	210-218
D+	67-69.9%	201-209
D	63-66.9%	189-300
E	0-62.9%	0-188

Instructor feedback and response time

I am providing the following list to give you an idea of my 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 **48 hours on days when class is in session at the university**.

Other course policies

Discussion and communication guidelines for CarmenZoom

The following are expectations for communicating 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 use the latest Zoom version. Next, contact the IT Service Desk at <u>go.osu.edu/it</u> or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content via 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 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 possible. You will be asked to share your video on camera to 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 various 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. However, 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 communicating 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 **Descriptions of major course assignments**, above, for my 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)

- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Religious accommodations

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.

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.

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.

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 Office of Institutional Equity.

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

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 Greeneville 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 or

calling 614-292-5766. 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 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 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.

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 accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or 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)

- Streaming audio and video

- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

- Collaborative course tools course schedule

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

Course schedule

Week	Date:	Topics, Readings, Assignments, Deadlines

1	**Aug. 20 - Aug. 25**	Topic: Module 1 - Defining language, linguistics, and its application ASL
		
		Class 1 prework: Required readings before the synchronous class session:
		
		  • Villanueva & et al. (2020):
		
		    o Defining Language pp. 1- 14.
		
		    o Defining Linguistics pp. 15-17
		
		Class 1: Join Zoom meeting with your instructor (link on Carmen).

		Class 2 prework: Required readings before the synchronous class session:
		
		  • Villanueva & et al. (2020):
		
		    o Why Study Language? pp. 213-214
		
		    o File 1.1, 1.2, 1.3, and 1.4 from the Language Files: Materials for an Introduction to Language and Linguistics (2004); pp. 225-245.
		
		  • Slobin, D. I. (2008). Breaking the molds: Signed languages and the nature of human language. Sign Language Studies, 8(2), 114-130. http://doi.org/10.1353/sls.2008.0004

Week	Date:	Topics, Readings, Assignments, Deadlines
		Class 2: Join Zoom meeting with your instructor (link on Carmen). DUE: Connecting Concepts #1
2	**Aug. 26 – Sept. 1**	Topic: Module 2 Phonology of ASL Class 3 prework: Required readings before the synchronous class session: • Villanueva & et al. (2020): o Signs Have Parts pp. 21- 25. o Battison (1980) *Signs Have Parts: A Simple Idea* pp. 242 – 253. Class 3: Join Zoom meeting with your instructor (link on Carmen).
		Class 4 prework: No Readings Class 4: Join a Zoom meeting with your instructor (link on Carmen). DUE: SKA #1 Phonology Assignment – Signs Have Parts (pp. 26-27).

Week	Date:	Topics, Readings, Assignments, Deadlines

3	**Labor Day (No class Sept. 2)**
	
	Sept 2. – Sept. 8
		Topic: Module 3 Phonology of ASL
		
		Class 5 prework: Required readings before synchronous class session:
		
		• Villanueva & et al. (2020):
		
		   o Phonological Processes pp. 47- 51.
		
		   o Sandler, W. (2006). Phonology, phonetics, and the nondominant hand. Papers in laboratory phonology: Varieties of phonological competence, 185-212. https://doi.org/10.1515/9783110197211.1.185
		
		Class 5: Join Zoom meeting with your instructor (link on Carmen).

		Class 6 prework: Required readings before synchronous class session
		
		• Villanueva & et al. (2020):
		
		   o The Stokoe System pp. 28 – 32.
		
		   o The Concepts of Sequentially in the Description of Signs pp. 34 – 40.
		
		   o The Liddell and Johnson Movement-Hold Model pp. 41- 46.
		
		Class 6: Join Zoom meeting with your instructor (link on Carmen).
		
		DUE: Connecting Concepts #2

Week	Date:	Topics, Readings, Assignments, Deadlines

4	Sept 9. – Sept. 15	Topic: Module 4 ASL Morphological Structures and Variations
		
		Class 7 prework: Required readings before the synchronous class session:
		
		• Villanueva & et al. (2020):
		
		    o Building New Signs pp. 57- 59.
		
		    o Basic Concepts pp. 57- 59.
		
		Class 7: Join Zoom meeting with your instructor (link on Carmen).
		<hr>Class 8 prework: Required readings before the synchronous class session:
		
		• Villanueva & et al. (2020):
		
		    o Variation in American Sign Language pp. 493- 511.
		
		    o File 5.1, 5.3, and 5.4, from the Language Files: Materials for an Introduction to Language and Linguistics (2004); pp. 332-347.
		
		Class 8: Join Zoom meeting with your instructor (link on Carmen).

5	Sept.16 – Sept. 22	Topic: Module 5 ASL Morphological Structures and Variations **Class 9 prework: Required readings before the synchronous class session:** • Villanueva & et al. (2020): o Deriving Nouns from Verbs pp. 62 – 65 Class 9: Join Zoom meeting with your instructor (link on Carmen).

Week	Date:	Topics, Readings, Assignments, Deadlines
		Class 10 prework: Required readings before the synchronous class session: • Villanueva & et al. (2020): ○ Compounds in ASL pp. 67 – 72 Class 10: Join Zoom meeting with your instructor (link on Carmen). DUE: Connecting Concepts #3
6	**Sept. 23 – Sept. 29**	Topic: Module 6 ASL Morphological Structures and Variations **Class 11 prework: Required readings before the synchronous class session:** • Villanueva & et al. (2020): ○ *Fingerspelling* pp. 74 – 79 Class 11: Join Zoom meeting with your instructor (link on Carmen).
		Class 12 prework: Required readings before the synchronous class session: • Villanueva & et al. (2020): ○ Numeral Incorporation pp. 82 – 84 Class 12: Join Zoom meeting with your instructor (link on Carmen). DUE: SKA #2 Morphology Assignment "The Snowmobile" pp. 66 & 85
7	**Sept. 30 – Oct. 6**	Topic: Module 7 Introduction to ASL Syntax **Class 13 prework: Required readings before the synchronous class session:** • **Villanueva & et al. (2020):** ○ ***Introduction* pp. 89 – 90**

Week	Date:	Topics, Readings, Assignments, Deadlines
		Class 13: Join Zoom meeting with your instructor (link on Carmen). **Due: Connecting Concepts #3**
		Class 14 prework: Required readings before the synchronous class session: • **Villanueva & et al. (2020):** o **Basic Sentence Types pp. 91 – 99** Class 14: Join Zoom meeting with your instructor (link on Carmen). DUE: SKA #3 Basic Sentence Type Assignment pp. 99
8	Oct. 7 – Oct. 13	Topic: Module 8 Syntax Class 15: Join Zoom meeting with your instructor (link on Carmen). DUE: Comparative Analysis of Linguistic Features in ASL and English
		Class 16: Autumn Break (No classes)

9	Oct. 14 – Oct. 20	Topic: Module 9 Syntax & Lexical Categories
		 Class 17 prework: Required readings before the synchronous class session:
		 • **Villanueva & et al. (2020):**
		     o **Lexical Categories pp. 100 – 109**
		     o *Word order* **pp. 112 – 118**
		 Class 17: Join Zoom meeting with your instructor (link on Carmen).

Week	Date:	Topics, Readings, Assignments, Deadlines
		Class 18 prework: Required readings before the synchronous class session: • **Villanueva & et al. (2020):** o **Time and Aspect pp. 120-131** o "Syntax: The Analysis of Sentence Structure," by William O'Grady (2005); pp. 401-430. Class 18: Join Zoom meeting with your instructor (link on Carmen). DUE: Connecting Concept #4
10	Oct. 21 – Oct. 27	Topic: Module 10 Syntax – Verbs & Space **Class 19 prework: Required readings before the synchronous class session:** • **Villanueva & et al. (2020):** o **Verbs pp. 133 – 143** Class 19: Join Zoom meeting with your instructor (link on Carmen).
		Class 20 prework: Required readings before the synchronous class session: • **Villanueva & et al. (2020):** o **"Indicating Verbs and Pronouns: Pointing Away from Agreement," by Scott K. Liddell (2000); pp. 377-389** Class 20: Join Zoom meeting with your instructor (link on Carmen). DUE: SKA #4 details on Carmen

Week	Date:	Topics, Readings, Assignments, Deadlines
11	Oct. 28 – Nov. 3	Topic: Module 11 Syntax – Verbs & Space **Class 21 prework: Required readings before the synchronous class session:** • **Villanueva & et al. (2020):** o **"The Confluence of Space and Language in Signed Languages," by Karen Emmorey (1999); pp. 348–376.** o **"Body Partitioning and Real-space Blends," by Paul G. Dudis (2004); pp. 390-400.** Class 21: Join Zoom meeting with your instructor (link on Carmen). **Class 22 prework: Required readings before the synchronous class session:** • Janzen, T. (2004). Space rotation, perspective shift, and verb morphology in ASL. Cognitive Linguistics, 15(2), 149–174. https://doi.org/10.1515/cogl.2004.006 Class 22: Join Zoom meeting with your instructor (link on Carmen). Due: Connecting Concepts # 5
12	Nov. 4 – Nov. 10	Topic: Module 12 Syntax – Semantics **Class 23 prework: Required readings before the synchronous class session:** • **Villanueva & et al. (2020):** o **The Meaning of Individual Signs pp. 151 – 161** o **The Meaning of Sentences pp. 163 – 167** Class 23: Join Zoom meeting with your instructor (link on Carmen).

Week	Date:	Topics, Readings, Assignments, Deadlines
		DUE: SKA #3 Semantics Assignment p. 168
		Class 24 prework: Required readings before synchronous class session: • **Villanueva & et al. (2020):** ◦ **"Semantics: The Analysis of Meaning," by William O'Grady (2005); pp. 431–458** Class 24: Join Zoom meeting with your instructor (link on Carmen).
13	**Nov. 11 – Nov. 17**	Topic: Module 13 Language in Use **Class 25 prework: Required readings before synchronous class session:** • **Villanueva & et al. (2020):** ◦ **Variation and Historical Change pp. 171 − 177** Class 25: Join Zoom meeting with your instructor (link on Carmen). **DUE: Connecting Concepts #6**

		Class 26 prework: Required readings before the synchronous class session:
		
		• **Villanueva & et al. (2020):**
		    ◦ **Bilingualism and Language Contact pp. 187**
		    ◦ **Files 10.1, 10.2, and 10.3 from Language Files: Materials for an**

Week	Date:	Topics, Readings, Assignments, Deadlines
		Introduction to Language and Linguistics (2004); pp. 459–469 Class 26: Join Zoom meeting with your instructor (link on Carmen). **DUE: SKA #5 Slang Analysis Assignment**
14	**Nov. 18 – Nov. 24**	Topic: Module 14 Language in Use **Class 27 prework: Required readings before the synchronous class session:** • **Villanueva & et al. (2020):** o **"Analyzing Variation in Sign Languages: Theoretical and Methodological Issues," by Rob Hoopes, Mary Rose, Robert Bayley, Ceil Lucas, Alyssa Wulf, Karen Petronio, and Steven Collins (2000); pp. 470–491.** Class 27: Join Zoom meeting with your instructor (link on Carmen).

		Class 28 prework: Required readings before the synchronous class session:
		
		• **Villanueva & et al. (2020):**
		
		    o **"Variation in American Sign Language," by Ceil Lucas and Robert Bayley (2010); pp. 492–511**
		
		    o **"Language Contact in the American Deaf Community," by Ceil Lucas and Clayton Valli (1989); pp. 542–564**
		
		• Toliver-Smith A, & Gentry B. (2017). Investigating Black ASL: A systematic review. American Annals

Week	Date:	Topics, Readings, Assignments, Deadlines
		of the Deaf 161(5), 560-570 http://doi.org/10.1353/aad.2017.0006 Class 28: Join Zoom meeting with your instructor (link on Carmen). DUE: SKA #6 Sign Creation Assignment
15	Nov. 25 – Dec. 1	Topic: Module 15 Exploring ASL Linguistics Presentations Group A Class 29: Join Zoom meeting with your instructor (link on Carmen).
		Class 30: Thanksgiving Break (No classes)
16	Dec. 2 – Dec. 4	Topic: Module 16 Exploring ASL Linguistics Presentations Group B Class 31 Last Class: Join Zoom meeting with your instructor (link on Carmen).
Finals	Dec. 6th- 12th	**DUE: Exploring ASL Linguistics Presentations**

Distance Approval Cover Sheet

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

Course Number and Title: ASL 4250 American Sign Language Linguistics

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.

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☑ 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.)

Asynchronous delivery for reading material, and completing assignments.
Synchronous mediated participation in Zoom meetings every week.

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

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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 reading materials on Carmen.   1-2 hours.
2. Students will participate in a synchronous mediated Zoom meeting each week. Synchronous learning in the target language with a mix of lecture, discussions, interactive flipped class learning, group work, presentations, and possible guest speakers. Direct instruction approximately takes 4 hours a week.
3. Students will engage in out-of-class homework, reading, and assignment prep. approximately 1-2 hours.

☑ 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.

Spoken videos, if any, will be captioned.

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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.

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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. 6 response paper, 6 homework assignments,these assignments are spread out throughout the semester for ongoing retrieval practice and mastery at lower stakes, there are 2 higher stakes assignments a mid-term assignment and a final project. The low-stakes work are designed to pave the way for success toward preparing students for the final.

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. Study buddies is an online platform option that will 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.

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☑ 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 90 % of the assignemtns e.g. writing response assignments, linguistic analysis midterm assignment and final linguistic project. Instructor typically does a mid-course evaluation to gather feedback on the course and make improvements before the course is over.

Additional Considerations

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

Syllabus and cover sheet reviewed by *Jeremie Smith* on 10/23/2023

Reviewer Comments:

Additional resources and examples can be found on ASC's Office of Distance Education website.

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I have completed and signed off on the preliminary distance learning review for the ***ASL 4250 ASL Linguistics*** approval proposal. This syllabus provides a clear and transparent overview of the course expectations. I have provided feedback comments on the Cover Sheet (and copied below) and signed it. The instructor and the department have the *option to revise* the syllabus in response to feedback before submitting to the ASCC faculty review committee.

I have a few substantive *recommendations* that I think will improve the course design, add clarity to the syllabus, or support a successful review by the faculty curriculum committee.

- Syllabus lists the course as 4250, but the Cover Sheet says 4000. I recommend clarifying before submitting for curriculum approval.

- There are references in the "How This Online Course Works (p. 3)" and "Instructor feedback and Response Time" (page 9) to discussion boards, but I do not see these in the list of graded assignments. I recommend omitting these sections if there are no discussion board assignments *or* making these assignments graded activities if they are required.

- This course syllabus departs significantly from the ASC Distance Learning Syllabus Template, eliminating some features of the template intended to improve digital accessibility. I asked our accessibility specialist to review this syllabus and provide some specific feedback. I am not sure if it would be easier to follow her suggestions or start with the template document and copy and paste the appropriate sections from the syllabus you created:
  o All headings should have hierarchical "Heading" attributes. The can be amended bye highlighting the title text and selecting a Header style under Home>>Style/Style Panes. NOTE: the ASC DL Syllabus Template has these attributes available using custom color and font that follows Ohio State branding.
  o Body text font size should be at least 12pt (14pt recommended).
  o All lists should be formatted using a list type attribute. If it is an ordered list, you can select a numeric numbering system. If it is an unordered list, you can select a bullet style. (Learning outcomes are not formatted following this practice). Additionally, remove orphan bullets.
  o Color contrast in tables marks the text hard to read. Reason: font too small for contrast. Additional suggestion: include alt text for all tables. NOTE: the ASC DL Syllabus Template has preformatted tables with agnostic alt text and accessible color contrast.
  o Suggestion: consider using formatted list style in course schedule table for clarity. Also consider allowing the header row to repeat on each page.

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.

Dear William, so glad for your feedback. We will let you know if we ever offer an option that has an interpreter. At the moment, it is necessary to teach it in ASL for our majors and minors.
BTW: It appears that Octavian Robinson will be signing soon.
I am sorry that the search did not work out for Linguistics and thank you for your work on this project.
All the best, Janice

Janice M. Aski
Professor of Italian
Director of the Center for Languages Literatures and Cultures

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From: Schuler, William <schuler.77@osu.edu>
Sent: Wednesday, March 20, 2024 12:42 PM
To: Jones, Tia <jones.2246@osu.edu>
Cc: Aski, Janice <aski.1@osu.edu>
Subject: Re: Concurrence request - ASL Linguistics course ASL 4350

Hi Tia and Janice,

The Linguistics Undergraduate Curriculum Committee has reviewed the syllabus for ASL 4250: ASL Linguistics. We are happy to give concurrence for this course. Although its content overlaps substantially with Ling 2000, the fact that the course focuses on ASL structure specifically – and especially the fact that it will be taught in ASL – makes it sufficiently different from Linguistics courses in the commitee's opinion. It is similar in these respects to, for instance, Spanish 4430.

The committee also noted that linguistics students are highly likely to be interested in a course on ASL linguistics, if it were taught in English (or taught in ASL and interpreted to English). If the ASL program is ever interested in that, we would be interested in collaborating on a cross-listed course.

wm

From: Jones, Tia <jones.2246@osu.edu>
Date: Thursday, March 7, 2024 at 4:01 PM
To: Schuler, William <schuler.77@osu.edu>
Cc: Aski, Janice <aski.1@osu.edu>
Subject: Concurrence request - ASL Linguistics course ASL 4350

Dear Dr. Schuler,

The ASL program has submitted the attached 4000-level course (ASL Linguistics) for approval by the curriculum committee. This course serves our minor program, our soon to be major program, and our eventual certificate program. We have been asked by the curriculum committee for concurrence from Linguistics and would be grateful for your response. If no answer is given in two weeks, concurrence is assumed, as described in the concurrence procedures.

Thank you,
Tia

Tia Jones

Academic Program Specialist (ASL, CLLC, Somali & Swahili)

College of Arts and Sciences

100 Hagerty Hall | 1775 College Rd. Columbus, OH 43210

614-292-5392 Office

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