
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 3104
Course Title American Sign Language Conversational Discourse II
Transcript Abbreviation ASL Conv Disc 2
Course Description This course is designed to expand conversational discourse skills in ASL. Students will further develop interpersonal and interpretive ASL language skills by expanding on ASL vocabulary and ASL grammar needed for robust ASL discourse. Students will expand their vocabulary, improve comprehension and fluency while utilizing a wide variety of grammar structures during ASL discourse.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Successful completion of ASL 2104 - American Sign Language Conversational Discourse or departmental 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

- Students will continue to develop their interpretive (comprehension) and interpersonal language proficiency skills with new ASL vocabulary and grammar.
- Students will analyze conversational and discourse scenarios by ASL language models for linguistic and cultural information.
- Students will use new vocabulary as appropriate to context.
- Students will use new grammatical structures as a
- Students will recognize, comprehend, and incorporate multiple meanings of signs.
- Students will expand and implement the use of conceptually accurate signs as appropriate to context
- Students will integrate intercultural competence skills during conversations with members of the Deaf and ASL communities.
- Students will use appropriate cultural and contextual behaviors within various signing contexts, such as in large groups, with blocked lines of sight, and conversing while moving (walking).
- Students will incorporate various strategies to gain understanding when a signed utterance or cultural behavior is unfamiliar to them.
- Students will adapt to language preferences when interacting with diverse Deaf individuals.
- Students will discuss current events as well as controversial topics related to the Deaf and ASL community.
- Students will interact appropriately and successfully with signers in the ASL and Deaf communities.

Content Topic List

- Vocabulary Expansion (Education, Politics, Climate, Health and Wellness, Audism, Deaf Community and Deaf World related content - see content list)
- Conceptual accuracy for current events: Education, Politics, Climate, Health and Wellness
- Grammar Expansion: OSV, Classifiers, Spatialization, Mouth Morphemes,
- ASL sociolinguistic terms
- Code Mixing and Mode mixing
- Audism: exploitation, auditory status, and diversity within the Deaf community.
- Hearing Privilege
- Deaf Identity
- Deaf Family Dynamics
- Interpreting
- Deaf Gain
- Current Deaf World Topics

Sought Concurrence

No

Attachments

- ASL 3104 Conversational Discourse II syllabus FINAL.docx: Syllabus

(Syllabus. Owner: Jones, Tia M)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Jones, Tia M	02/12/2024 12:48 PM	Submitted for Approval
Approved	Jones, Tia M	02/12/2024 03:24 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/14/2024 11:56 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/14/2024 11:56 AM	ASCCAO Approval



ASL 3104

American Sign Language Conversational Discourse II

Autumn 2024 (full term)

3 credit hours

Instructor

Instructor: Tia Jones

Email address: jones.2246@osu.edu

Phone number: 614-292-5392

Office hours: TBA

Prerequisites

Successful completion of ASL 2104 - American Sign Language Conversational Discourse or departmental permission.

COURSE DESCRIPTION

This course is designed to expand conversational discourse skills in ASL. Students will further develop interpersonal and interpretive ASL language skills by expanding on ASL vocabulary and ASL grammar needed for robust ASL discourse. Students will expand their vocabulary, improve comprehension and fluency while utilizing a wide variety of grammar structures during ASL discourse. The development of these skills will allow students the ability to engage in more advanced topics with the Deaf community. Students can expect to develop their American Sign Language (ASL) skills by signing during class and practice sessions outside of class, completing video assignments on various topics, and leading activities during class. Intercultural competence skills will also be applied as students build their linguistic and cultural skills.

Course Goals and Learning Outcomes

Course Goals	Learning Objectives
A: Students will continue to develop their interpretive (comprehension) and interpersonal language proficiency skills with new ASL vocabulary and grammar.	<ol style="list-style-type: none">1. Students will analyze conversational and discourse scenarios by ASL language models for linguistic and cultural information.2. Students will use new vocabulary as appropriate to context.

	<p>3. Students will use new grammatical structures as appropriate to context.</p> <p>4. Students will recognize, comprehend, and incorporate multiple meanings of signs.</p> <p>5. Students will expand and implement the use of conceptually accurate signs as appropriate to context.</p>
<p>B: Students will integrate intercultural competence skills during conversations with members of the Deaf and ASL communities.</p>	<p>1. Students will use appropriate cultural and contextual behaviors within various signing contexts, such as in large groups, with blocked lines of sight, and conversing while moving (walking).</p> <p>2. Students will incorporate various strategies to gain understanding when a signed utterance or cultural behavior is unfamiliar to them.</p> <p>3. Students will adapt to language preferences when interacting with diverse Deaf individuals.</p> <p>4. Students will discuss current events as well as controversial topics related to the Deaf and ASL community.</p> <p>5. Students will interact appropriately and successfully with signers in the ASL and Deaf communities.</p>

APPROACHES TO THE MATERIAL

- Instruction and student participation rely heavily on the target language (ASL), ranging from 95% to 100% of the communication used in the classroom
- Demonstration, modeling, guided, and directed activities
- Student demonstrations in ASL (individually, with partners, small groups)
- Film clips viewed in class and independently
- Assigned readings available on Carmen
- Written and/or signed reflective responses to texts, films, discussions, and experiences
- Video/web exercises for in-class instruction and independent practice
- The use of Sign On ([SignOn Connect - Immerse yourself in the Deaf ASL Community](#) a web-based platform connecting hearing and Deaf communities through authentic virtual learning interactions).

REQUIRED TEXT:

No textbook is required for this course.

COURSE MATERIALS:

1. Subscription to Sign On for two 30-minute sessions for a total of \$50.00. ([SignOn Connect - Immerse yourself in the Deaf ASL Community](#))
2. Required readings and videos featuring members of the deaf community will be provided for students on Carmen.
 - a) Ghaith, G.M., Awada, G.M. (2022). Cooperative Learning and Interpersonal, Interpretive, and Presentational Communication. In: Cooperative Learning and World-Readiness Standards for Learning Languages. Palgrave Macmillan, Cham. https://link-springer-com.proxy.lib.ohio-state.edu/chapter/10.1007/978-3-031-04590-5_2
 - b) Bhatia, Tej K., and William C. Ritchie. "Sign Language—Spoken Language Bilingualism: Code Mixing and Mode Mixing by ASL-English Bilinguals." *The Handbook of Bilingualism*, Blackwell Publishing, Malden, MA, USA, 2006.
 - c) Bishop, Michele. "Happen Can't Hear: An Analysis of Code-Blends in Hearing, Native Signers of American Sign Language." *Sign Language Studies*, vol. 11, no. 2, 2011, pp. 205–40. *JSTOR*, <http://www.jstor.org/stable/26190737>.
 - d) Fisher, Jami N., Gene Mirus, and Donna Jo Napoli, '8 sticky: Taboo topics in deaf communities', in Keith Allan (ed.), *The Oxford Handbook of Taboo Words and Language*, Oxford Handbooks (2018; online edn, Oxford Academic, 11 Dec. 2018), <https://academic.oup.com/edited-volume/27980>
 - e) Amber Joy Martin, Maria D. Sera, The Acquisition of Spatial Constructions in American Sign Language and English, *The Journal of Deaf Studies and Deaf Education*, Volume 11, Issue 4, Fall 2006, Pages 391–402
 - f) Rousselet, P., Seydoux, J. & Wachsberger, P. (Producers), & Heder, S. (Director). (2021). CODA [Motion picture]. France/ Canada/Apple TV.
 - g) "ASL Storytime Volume 1." *YouTube*, YouTube, 23 Dec. 2013, <https://www.youtube.com/watch?v=HLxddLdxbOw>.
 - h) "ASL Storytime Volume 2." *YouTube*, YouTube, 23 Dec. 2013, <https://www.youtube.com/watch?v=wAGx5CXgmTU>.
 - i) "Day Of Pink 2013 ASL Vlog." *YouTube*, YouTube, 9 Apr. 2013, <https://www.youtube.com/watch?v=HRdYoLEXd8&t=28s>.
 - j) "Lung Cancer." *YouTube*, 16 Mar. 2012, https://youtu.be/vmg_SqUDKFA.
 - k) "The Digestive System - Warm Up Lecture ASL." *YouTube*, 22 Apr. 2011, <https://youtu.be/35RrgzoiH4M>.
 - l) "Warm Up Lecture ASL - The Heart." *YouTube*, 10 May 2011, <https://youtu.be/4ivNvP9i1nE>.
 - m) "NMS Facial Expression." *YouTube*, YouTube, 2 Feb. 2016, <https://www.youtube.com/watch?v=NbbNwVwdfGg&list=PLXJWh1InoZwXG5m19xq0tn-x8wiSOUIC-&index=2>.
 - n) "Deaf Ideology - TEDxUWMilwaukee." *YouTube*, TEDx Talks, 10 Nov. 2015, https://www.youtube.com/watch?v=pLBw9nYI_Ks.

COURSE EXPECTATIONS:

- a. Daily access to the OSU Carmen course website for content, including readings (provided for free as PDF), videos, grades, and class communication.
- b. Daily access to OSU email.
- c. To complete assignments and engage in practice activities, it is necessary to have access to a video recording device such as a camera, webcam, or cell phone. See technology skills needed for this course below.
- d. In order to fully immerse in the visual language learning experience, it is important to create a distraction-free zone during class. Therefore, devices will be stowed away unless specifically requested by the instructor. This practice ensures that students can focus their attention solely on the ASL instruction and maximize their engagement in the course activities.

COURSE TECHNOLOGY

Technology Support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State I.T. 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, editing, and uploading video (go.osu.edu/video-assignment-guide)
- Ability to access a communication based subscription.

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 I.T. Service Desk at 614-688-4357(HELP) and I.T. support staff will work out a solution with you.

STUDENT ASSESSMENT AND GRADING

This class is worth a total of 450 points. Your grade in this class will be based on the general breakdown of assignments below. Read further for more detailed explanations of each category. All grades will be posted on Carmen.

GRADING SCALE

A	419-450 points	C+	347-359 points	E	0-269 points
A-	405-418 points	C	329-346 points		
B+	392-404 points	C-	315-328 points		
B	374-391 points	D+	302-314 points		
B-	360-373 points	D	270-301 points		

HOW YOUR GRADE IS CALCULATED

ASSIGNMENTS	Point value
Discourse Interactions (3 interactions at 40 points each)	120
Personal Vocab and Grammar Recording (8 recordings at 15 points each)	120
Video Comprehension Tests (3 tests at 20 points each)	60
Reflections of Sign On Sessions (2 reflections at 25 points each)	50
Homework	80
Attendance & Participation	20
Total Class Points	450

GRADE REVIEW POLICY

Upon receipt of the grade, students are to review all assignments (tests, papers, etc.). If there are questions or concerns, discussions of assignment grades with your instructor are to occur no later than one week after receiving the grade.

DISCOURSE INTERACTIONS

The discourse interactions will assess your ASL expressive skills using vocabulary and grammar structures developed during the course. These interactions will be completed between pairs or trios of students. Topics for the interactions will be shared with you the day the interaction is

due. Topics will vary from sharing opinions on things such as the climate to sharing your understanding about controversial topics relevant to the Deaf community such as hearing privilege. This interaction is to be a non-scripted conversation between partners taking place on the due date over Zoom. The conversations will evaluate your comprehension of your partners, your use of language and your use of culturally appropriate behaviors. Your grade will not be dependent on the language use of your partner; you will be graded individually. A rubric for successful conversations will be provided on Carmen. These interactions will be recorded on Carmen Zoom and the recording link will be submitted to Carmen Canvas for evaluation purposes. These interactions will be held during regular class time as scheduled on the syllabus. Details will be explained in class and posted on Carmen Canvas. Discourse interactions **CANNOT** be made up unless given **PRIOR APPROVAL**.

VIDEO COMPREHENSION TESTS

The video comprehension tests assess your comprehension of signed communication between people of the Deaf and ASL communities. These tests will utilize recorded conversations of Deaf and ASL community members and you will respond to questions and provide information learned while watching the conversations. You will record your response in ASL and submit either a Zoom link or a recording directly to Carmen Canvas. These tests will take place during class time on the days listed in the weekly schedules.

Should you not be in attendance for a test, make-up tests will be permitted for what is defined by the university as an excused absence. See the attendance policy for more information. Ideally the make-up test will be scheduled prior to the test day when the excused absence is known, however it must be scheduled within three days after the test. If you do not have the documentation provided by the day you return, no make-up will be scheduled or given. If the reason for your absences does not fit into the definition of excused absence, then it is considered an unexcused absence. Missed tests during unexcused absences **cannot** be made up; the grade will be a zero.

PERSONAL VOCAB AND GRAMMAR RECORDING

Every two weeks, you will submit a recording to Carmen Canvas highlighting what you learned in class: new vocabulary, new concepts applied to vocabulary, new grammar structures, new applications or expansions of grammar structures previously learned, and any language item you feel is important to practice and review. At the conclusion of the recording, you will create a goal to incorporate the new or a portion of the material recorded into the next two weeks class sessions. Beginning with the second recording, you will report on whether you have achieved your goal or not. The final item in the recording will be a request to the instructor for additional support or practice of something you are struggling with. The purpose of this activity is for you to reflect on what you are learning in the classroom and create a tool for review and practice outside of the classroom. This also provides an opportunity for you to communicate with the instructor a need for support you may not realize you need until you have had time to process several days of lessons. Items shared with the instructor will be incorporated back into the lessons and/or individual meetings (office hours) will be set up to work through the needs/concerns individually. These recordings can be completed in Carmen Zoom with a link uploaded or directly in Carmen Canvas. The rubric for the recordings will posted in Carmen.

REFLECTIONS OF SIGN ON SESSIONS

You will schedule and attend two sessions with Deaf ASL ambassadors from Sign On (a web based platform connecting ASL students with Deaf people for authentic one on one interactions). Prior to your interaction, you will be given a list of topics to discuss during the interaction. You may not have time to discuss them all, not all of them must be discussed, but these are the topics to be used. These interactions are an opportunity to incorporate classroom content as well as be able to practice and apply culturally appropriate discourse behaviors into real world conversations. At the conclusion of each of these sessions, you will write a 2-3 page, double spaced, reflection detailing the conversation including items such as: topics discussed, new vocabulary learned, cultural behaviors used and/or seen, and your thoughts on the language you used during the interaction. In the conclusion of the first reflection paper, you will set two goals to achieve during the next interpersonal interaction with a member from the Deaf community. These reflections will be uploaded to Carmen Canvas by due dates specified in the weekly schedule. Further details and a grading rubric will be provided in class and made available on Carmen.

HOMEWORK

Homework activities are to ensure that students are actively preparing for class sessions. The components of this assessment category will be incorporated into the classroom throughout the semester. Homework will be used to provide additional support to the learning objectives. Students will see the following items as homework assignments throughout the semester. The instructor reserves the right to add or change the list below to allow for additional support for a topic that would be better enhance the students learning. Directions for each homework activity will be explained in class and posted on Carmen:

- Creation of materials to bring to class (to be presented in ASL): students will create a variety of things such as a personal introduction, examples of content learned to showcase in class (body systems, discussion points of articles and/or videos watches), and notes of conversations outside of class.
- Complete movie and or video walkthrough/guides
- Select current event articles/stories to use for activities in the classroom
- Submit recorded videos for peer review: these videos will be examples of student work showcasing the application of new vocabulary and grammar learned. Students will watch each other's samples and provide feedback.

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 is 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 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 st missed class <i>grace day</i>	Email the instructor. Submit due assignment(s).	none
2 nd missed class <i>grace day</i>	Email the instructor. Submit due assignment(s).	none
3 rd missed class	Unexcused absences impact your grade→	- 3%
4 th missed class	Unexcused absences impact your grade→	- 6%
5 th missed class	Unexcused absences impact your grade→	- 9%
6 th 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* Observation of a religious holiday*	Unverified illness* Vacation or travel

<p>A death in the family or of a close friend** Illness/appointment with doctor's excuse** Other legitimate excused absences requiring documentation* <i>(subpoenas, jury duty, military service, attendance accommodations indicated by SLDS)</i></p>	<p>Inclement weather Conflicts with work schedule Graduate school and/or job* interviews Transportation breakdowns Caring for family member**</p>
<p>*Documentation is due to instructor by second week of semester and to address due dates and missed class contents.</p> <p>**Documentation is due to instructor no later than one week after you return to class.</p>	<p>*Based on no documentation</p> <p>**Communicate with instructor prior 2nd week of semester of your circumstances</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.

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 following is a summary of participation expectations:

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.

INSTRUCTOR FEEDBACK and RESPONSE TIME

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

- **Grading and feedback:** For large assignments and assessments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **48 hours on days when class is in session** at the University.

LATE WORK POLICY

Assignments must be turned in by the due date and time to be eligible to earn full credit. Extensions will only be granted to students who have received **PRIOR APPROVAL** from their instructor. If there are extenuating circumstances that do *not* allow for prior approval and you turn in an assignment late, this work will be accepted with a 10% deduction per day beyond the due date. Once the number of days late causes a point deduction equal to a zero grade, the work will not be accepted.

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

ELECTRONIC SUBMISSION ISSUES and PROBLEMS

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

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

ACADEMIC INTEGRITY POLICY

"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)

CELL PHONE USE IN THE CLASSROOM

It is imperative to refrain from unauthorized use of cell phones during class. Cell phones should be set on vibrate or turned off and put away. If you expect an important phone call, please inform me before class and quietly excuse yourself when you receive it. Cell phones are also listed as a part of the ASL Student Code of Conduct. Please read the Student Code of Conduct carefully located on Carmen.

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.

CLASS CANCELLATION POLICY

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

TITLE IX STATEMENT

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

COMMITMENT to a DIVERSE and INCLUSIVE LEARNING ENVIRONMENT

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

LAND ACKNOWLEDGEMENT

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the University resides on land ceded in the 1795 Treaty of 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>

MENTAL HEALTH SUPPORT

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may diminish 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](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and the 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at [614-292-5766](tel:614-292-5766), and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

RELIGIOUS ACCOMMODATIONS

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course

requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

HEALTH AND SAFETY REQUIREMENTS

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

- Wearing a face mask in any indoor and outdoor space
- Maintaining a safe physical distance at all times
- Complete the daily health checks and isolate if running a fever or symptomatic.
- Remain in your assigned seat and seat areas.
- Non-compliance will be warned first, and disciplinary actions will be taken for repeated offenses.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

REQUESTING ACCOMMODATIONS

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

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 course requires using 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)

COURSE SCHEDULE

This schedule is subject to change. Refer to the Carmen course for up-to-date assignment due dates.

CLASS #	DATE	OUTLINE	ASSIGNMENTS/PREPARATION
Week 1			Unless otherwise noted here or on Carmen, all readings, articles, and video clips are due before class.
1	Aug. 20	Greetings, warm-up, review & syllabus	Read through Syllabus
2	Aug. 22	Discuss Chapter and linguistic goals for the term.	<p>DUE: Read <i>Chapter 4 (pages 41-62)</i></p> <p>Ghaith, G.M., Awada, G.M. (2022). Cooperative Learning and Interpersonal, Interpretive, and Presentational Communication. In: Cooperative Learning and World-Readiness Standards for Learning Languages. Palgrave Macmillan, Cham.</p> <p>DUE: Homework: Personal Introductions in class</p>
Week 2			
3	Aug. 27	Vocabulary Expansion: Conceptual accuracy for current events	<p>DUE: Homework: select and bring to class a current event in the news related to one of the following topics:</p> <ul style="list-style-type: none"> • Education • Politics <p>Review the selection for vocabulary concepts you do not know.</p>

4	Aug. 29	Vocabulary Expansion: Conceptual accuracy for current events (education and politics.)	DUE: Personal Vocab and Grammar Recording #1 by Midnight in Carmen
Week 3			
5	Sept. 3	Grammar Expansion: OSV Vocabulary expansion: Continue working on vocabulary related to Education and Politics with conceptual accuracy	DUE: Homework: record a 2–3-minute short personal story about your educational experiences in High school or Higher Education. Make sure vocabulary choices are conceptually accurate. Post in Carmen by midnight.
6	Sept. 5	Grammar Expansion: OSV	DUE: Video Comprehension Test #1
Week 4			
7	Sept. 10	Grammar Expansion: OSV and Spatialization Vocabulary Expansion: Classifiers and moth morphemes	DUE: Read the article – <i>The Acquisition of Spatial Constructions in American Sign Language and English.</i>
8	Sept. 12	Grammar Expansion: OSV and Spatialization Vocabulary Expansion: Classifier handshapes and moth morphemes	DUE: Homework: Watch Day of Pink 2013 ASL Vlog, complete the video guide to take notes on use of spatialization and referencing. DUE: Personal Vocab and Grammar Recording #2 by Midnight in Carmen.
Week 5			
9	Sept. 17	Grammar and Vocabulary Expansion: Classifiers and mouth morphemes.	DUE: Homework: Watch NMS Facial Expression Video. Select 5 new mouth morphemes record them in signed samples of how you would use them. This is due by the beginning of class. Classmates will then select 3 students to watch the recordings and provide feedback on the use of classifiers and mouth morphemes. This will be due by next class session.

10	Sept. 19	Grammar Expansion: Elemental Classifiers Vocabulary Expansion: the climate	DUE: Homework: Peer reviews by beginning of class. DUE: Discourse Interactions #1 upload to Carmen by Midnight
Week 6			
11	Sept. 24	Grammar Expansion: Elemental Classifiers Vocabulary Expansion: the climate	DUE: Homework: Watch “At the Beach” (story #5- time mark 15:20) in ASL Storytime Volume 1; complete the video guide to note of the use of spatialization and incorporation of elemental classifiers.
12	Sept. 26	Grammar Expansion: Body Classifiers Vocabulary Expansion: Health and Wellness	DUE: Homework: have ready a current event that involves the climate and highlights elemental classifiers. During class, in groups of 3 you will share your current event and receive peer feedback on your vocabulary choices and classifier usage. DUE: Personal Vocab and Grammar Recording #3 by Midnight in Carmen
Week 7			
13	Oct. 1	Grammar Expansion: Body and Body Part Classifiers Vocabulary Expansion: Health and Wellness	DUE: Homework: Watch videos: Lung Cancer, The Digestive System, and The Heart; complete the video guide on use of body part classifiers.
14	Oct. 3	Grammar Expansion: Body Part Classifiers Vocabulary Expansion: Health and Wellness	DUE: Homework: Pick a body part or system and prepare to talk about its function, what it looks like, and how it connects to other body parts. DUE: Reflections of Sign On Session #1
Week 8			
15	Oct. 8	Grammar Expansion: Instrument Classifiers Vocabulary Expansion: Applying instrument classifiers to previous topics: the climate, health and wellness, education, and politics.	DUE: Homework: select two of the topics we discussed in the previous classes and prepare to have a meaningful conversation with a group of classmates. Be prepared to support your opinions & beliefs with facts. This is not a debate, but a conversation about potentially hot topics. DUE: Personal Vocab and Grammar Recording #4 by Midnight in Carmen
16	Oct. 10	NO CLASS	Autumn Break

Week 9			
17	Oct. 15	Vocabulary expansion: ASL sociolinguistic terms Discussion (in ASL) about Code Mixing and Mode mixing	DUE: Read the article – <i>Sign Language—Spoken Language Bilingualism: Code Mixing and Mode Mixing by ASL-English Bilinguals</i>
18	Oct. 17	Vocabulary expansion: ASL sociolinguistic terms Continued discussion about Code Mixing, Mode Mixing, and Code-Blends	DUE: Read the article – “ <i>Happen Can’t Hear: An Analysis of Code-Blends in Hearing, Native Signers of American Sign Language.</i> ”
Week 10			
19	Oct. 22	Vocabulary Expansion: exploitation, auditory status, and diversity within the Deaf community.	DUE: Video Comprehension Test #2
20	Oct. 24	Vocabulary Expansion: exploitation, auditory status, and diversity within the Deaf community. Discuss (in ASL) the content from the chapter	DUE: '8 sticky: Taboo topics in deaf communities' Chapter 8 of <i>The Oxford Handbook of Taboo Words and Language</i> , pages 140-159. DUE: Personal Vocab and Grammar Recording #5 by Midnight in Carmen
Week 11			
21	Oct. 29	Vocabulary Expansion: Hearing Privilege and Audism	DUE: Homework: Have a discussion with someone not related to your experiences with ASL. Someone who has a limited knowledge about ASL, Deafness, and Deaf culture. Share with them what you have learned about Hearing Privilege and Audism. Make note of their thoughts and reactions. More detail will be shared in class.
22	Oct. 31	Vocabulary expansion: Hearing Privilege, Audism, & Deaf Identity	DUE: Homework: Bring to class the results of your discussion with someone who has a limited knowledge of ASL, Deafness, and Deaf culture. DUE: Discourse Interaction #2
Week 12			

23	Nov. 5	Vocabulary expansion: Deaf Identity	DUE: Homework: Watch - <i>Deaf Ideology</i> ; bring to class your responses (in ASL) to the 2 reflection questions shared in the previous class.
24	Nov. 7	Vocabulary expansion: Deaf Family Dynamics	DUE: Watch - <i>CODA</i> ; complete the video guide. DUE: Personal Vocab and Grammar Recording #6 by Midnight in Carmen
Week 13			
25	Nov. 12	Vocabulary expansion: Interpreting	DUE: Homework: Record a 3 minute review of the movie <i>CODA</i> pertaining to the movie's portrayal of the role of a CODA and her family's expectations of her in their lives. More details to be given in class. Classmates will then select 2 students to watch and provide feedback. This will be due by next class session.
26	Nov. 14	Vocabulary expansion: Deaf Gain	DUE: Homework: Peer reviews by beginning of class. DUE: Reflections of Sign On Session #2
Week 14			
27	Nov. 19	Vocabulary Expansion: Special Topics	DUE: Homework: Students in group A will select a Deaf current event or "hot" topic and send them the instructor by 5:00pm on Monday, Nov. 18. During class there will be "speed round" conversations about these topics putting into practice all learned during the term. This includes the appropriate cultural behaviors learned. DUE: Personal Vocab and Grammar Recording #7 by Midnight in Carmen
28	Nov. 21	Vocabulary Expansion: Special Topics	DUE: Homework: Group B will select a Deaf current event or "hot" topic (different from the ones seen on Tuesday) and send them the instructor by 5:00pm on Wednesday, Nov. 20. During class there will be "speed round" conversations about these topics putting into practice all learned during the term. This includes the appropriate cultural behaviors learned.
Week 15			
29	Nov. 26	Vocabulary Expansion: Special Topics	DUE: Video Comprehension Test #3
30	Nov. 28	No class	Thanksgiving Break Indigenous Peoples' Day/Columbus Day Observed

Week 16			
31	Dec. 3	Vocabulary Expansion: Special Topics	DUE: Discourse Interaction #3
Finals			
Finals Week (Dec. 6th - 12th)			DUE: Personal Vocab and Grammar Recording #8 by Midnight in Carmen