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## 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 with the grade of C- or better.  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

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

## Requirement/Elective Designation

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

## Course Details

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

- 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 w\_contingencies.pdf: Syllabus  
*(Syllabus. Owner: Jones, Tia M)*

**Comments**

- Feedback has been addressed with revisions made: revised syllabus uploaded and adjustment to prerequisite made. *(by Jones, Tia M on 05/21/2024 04:27 PM)*
- Please see feedback email sent by J. Neff on 03/05/2024. *(by Hilty, Michael on 03/05/2024 02:00 PM)*

**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
Revision Requested	Hilty, Michael	03/05/2024 02:00 PM	ASCCAO Approval
Submitted	Jones, Tia M	05/21/2024 04:27 PM	Submitted for Approval
Approved	Jones, Tia M	05/21/2024 04:27 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/21/2024 04:31 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 04:31 PM	ASCCAO Approval



# ASL 3104

## American Sign Language Conversational Discourse II

Autumn 2024 (full term)

3 credit hours

In Person class meetings: Tuesday and Thursday for 80 minutes each day.

### Instructor

Instructor: Tia Jones

Email address: [jones.2246@osu.edu](mailto:jones.2246@osu.edu)

Phone number: 614-292-5392

Office hours: TBA

### Prerequisites

Successful completion of ASL 2104 - American Sign Language Conversational Discourse with the grade of C- or better.

### 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"><li>1. Students will analyze conversational and discourse scenarios by ASL language models for linguistic and cultural information.</li><li>2. Students will use new vocabulary as appropriate to context.</li></ol>

	<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](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](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](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](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

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

### **TECHNOLOGY SKILLS NEEDED FOR THIS COURSE**

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))
- Ability to access a communication based subscription.

### **CARMEN ACCESS**

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

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](https://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

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

If none of these options will meet the needs of your situation, you can contact the 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**

<b>ASSIGNMENTS</b>	<b>Point value (percentage)</b>
Discourse Interactions (3 interactions at 40 points each)	120 (26%)
Personal Vocab and Grammar Recording (8 recordings at 15 points each)	120 (26%)
Video Comprehension Tests (3 tests at 20 points each)	60 (13%)
Reflections of Sign On Sessions (2 reflections at 25 points each)	50 (11%)
Class Preparation Activities	90 (20%)
Attendance & Participation	20 (4%)
<b>Total Class Points</b>	<b>450</b>

### **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 in individual meetings set up by the students. These meetings will take place during class time. You are welcome to use the room and record if your group prefers that approach, please talk with me to make sure no one else is doing that as well. 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 be 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.

### **CLASS PREPARATION ACTIVITIES**

Class preparation 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. Class preparation activities will be used to provide additional support to the learning objectives. Students will see the following items as class preparation activities 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 better enhance the students learning. Directions for each class preparation 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 <sup>st</sup> missed class <i>grace day</i>	Email the instructor. Submit due assignment(s).	none
2 <sup>nd</sup> missed class <i>grace day</i>	Email the instructor. Submit due assignment(s).	none
3 <sup>rd</sup> missed class	Unexcused absences impact your grade→	- 3%
4 <sup>th</sup> missed class	Unexcused absences impact your grade→	- 6%
5 <sup>th</sup> missed class	Unexcused absences impact your grade→	- 9%
6 <sup>th</sup> missed class	Unexcused absences impact your grade→	- 12%

Excused absences as defined by the University	Examples of UNexcused absences
Participation in a sanctioned University function*	Unverified illness*

<p>Observation of a religious holiday*</p> <p>A death in the family or of a close friend**</p> <p>Illness/appointment with doctor's excuse**</p> <p>Other legitimate excused absences requiring documentation*</p> <p><i>(subpoenas, jury duty, military service, attendance accommodations indicated by SLDS)</i></p>	<p>Vacation or travel</p> <p>Inclement weather</p> <p>Conflicts with work schedule</p> <p>Graduate school and/or job* interviews</p> <p>Transportation breakdowns</p> <p>Caring for family member**</p>
<p><b>*Documentation</b> is due to instructor by second week of semester and to address due dates and missed class contents.</p> <p><b>**Documentation</b> is due to instructor no later than one week after you return to class. If you have trouble obtaining documentation, please see your instructor as soon as you return.</p>	<p>*Based on no documentation</p> <p>**Communicate with instructor prior 2<sup>nd</sup> 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 4% 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](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://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](mailto:titleix@osu.edu)

### **COMMITMENT to a DIVERSE and INCLUSIVE LEARNING ENVIRONMENT**

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

### **LAND ACKNOWLEDGEMENT**

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the University resides on land ceded in the 1795 Treaty of 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 lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling **614-292-5766**. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. 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.

### **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**.

#### **Policy: Religious Holidays, Holy Days and Observances**

#### **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](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> 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](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://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](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://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
<b>Week 1</b>			<b>Unless otherwise noted here or on Carmen, all readings, articles, and video clips are due before class.</b>
1	Aug. 20	Greetings, warm-up, review & syllabus	Read through Syllabus
2	Aug. 22	Discuss Chapter and linguistic goals for the term.	<p><b>DUE:</b> 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><b>DUE:</b> Class Preparation Activity: Personal Introductions in class</p>
<b>Week 2</b>			
3	Aug. 27	Vocabulary Expansion: Conceptual accuracy for current events	<p><b>DUE:</b> Class Preparation Activity: 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"> <li>• Education</li> <li>• Politics</li> </ul> <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.)	<b>DUE:</b> Personal Vocab and Grammar Recording #1 by Midnight in Carmen
<b>Week 3</b>			
5	Sept. 3	Grammar Expansion: OSV  Vocabulary expansion: Continue working on vocabulary related to Education and Politics with conceptual accuracy	<b>DUE:</b> Class Preparation Activity: 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	<b>DUE:</b> Video Comprehension Test #1
<b>Week 4</b>			
7	Sept. 10	Grammar Expansion: OSV and Spatialization  Vocabulary Expansion: Classifiers and moth morphemes	<b>DUE:</b> 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	<b>DUE:</b> Class Preparation Activity: Watch Day of Pink 2013 ASL Vlog, complete the video guide to take notes on use of spatialization and referencing.  <b>DUE:</b> Personal Vocab and Grammar Recording #2 by Midnight in Carmen.
<b>Week 5</b>			
9	Sept. 17	Grammar and Vocabulary Expansion: Classifiers and mouth morphemes.	<b>DUE:</b> Class Preparation Activity: 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	<b>DUE:</b> Class Preparation Activity: Peer reviews by beginning of class.  <b>DUE:</b> Discourse Interactions #1 upload to Carmen by Midnight
<b>Week 6</b>			
11	Sept. 24	Grammar Expansion: Elemental Classifiers  Vocabulary Expansion: the climate	<b>DUE:</b> Class Preparation Activity: 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	<b>DUE:</b> Class Preparation Activity: have ready a current event that involves the climate and highlights elemental classifiers. During class, in groups of 3 you

		Vocabulary Expansion: Health and Wellness	will share your current event and receive peer feedback on your vocabulary choices and classifier usage.  <b>DUE:</b> Personal Vocab and Grammar Recording #3 by Midnight in Carmen
<b>Week 7</b>			
13	Oct. 1	Grammar Expansion: Body and Body Part Classifiers  Vocabulary Expansion: Health and Wellness	<b>DUE:</b> Class Preparation Activity: 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	<b>DUE:</b> Class Preparation Activity: 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.  <b>DUE:</b> Reflections of Sign On Session #1
<b>Week 8</b>			
15	Oct. 8	Grammar Expansion: Instrument Classifiers  Vocabulary Expansion: Applying instrument classifiers to previous topics: the climate, health and wellness, education, and politics.	<b>DUE:</b> Class Preparation Activity: 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.  <b>DUE:</b> Personal Vocab and Grammar Recording #4 by Midnight in Carmen
16	Oct. 10	<b>NO CLASS</b>	<b>Autumn Break</b>
<b>Week 9</b>			
17	Oct. 15	Vocabulary expansion: ASL sociolinguistic terms  Discussion (in ASL) about Code Mixing and Mode mixing	<b>DUE:</b> 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	<b>DUE:</b> Read the article – <i>“Happen Can’t Hear: An Analysis of Code-Blends in Hearing, Native Signers of American Sign Language.”</i>

<b>Week 10</b>			
19	Oct. 22	Vocabulary Expansion: exploitation, auditory status, and diversity within the Deaf community.	<b>DUE:</b> 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	<b>DUE:</b> '8 sticky: Taboo topics in deaf communities' Chapter 8 of <i>The Oxford Handbook of Taboo Words and Language</i> , pages 140-159.  <b>DUE:</b> Personal Vocab and Grammar Recording #5 by Midnight in Carmen
<b>Week 11</b>			
21	Oct. 29	Vocabulary Expansion: Hearing Privilege and Audism	<b>DUE:</b> Class Preparation Activity: 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	<b>DUE:</b> Class Preparation Activity: Bring to class the results of your discussion with someone who has a limited knowledge of ASL, Deafness, and Deaf culture.  <b>DUE:</b> Discourse Interaction #2
<b>Week 12</b>			
23	Nov. 5	Vocabulary expansion: Deaf Identity	<b>DUE:</b> Class Preparation Activity: 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	<b>DUE:</b> Watch - <i>CODA</i> ; complete the video guide.  <b>DUE:</b> Personal Vocab and Grammar Recording #6 by Midnight in Carmen
<b>Week 13</b>			

25	Nov. 12	Vocabulary expansion: Interpreting	<b>DUE:</b> Class Preparation Activity: Record a 3 minute review of the movie CODA 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	<b>DUE:</b> Class Preparation Activity: Peer reviews by beginning of class.  <b>DUE:</b> Reflections of Sign On Session #2
<b>Week 14</b>			
27	Nov. 19	Vocabulary Expansion: Special Topics	<b>DUE:</b> Class Preparation Activity: 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.  <b>DUE:</b> Personal Vocab and Grammar Recording #7 by Midnight in Carmen
28	Nov. 21	Vocabulary Expansion: Special Topics	<b>DUE:</b> Class Preparation Activity: 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.
<b>Week 15</b>			
29	Nov. 26	Vocabulary Expansion: Special Topics	<b>DUE:</b> Video Comprehension Test #3
30	Nov. 28	<b>No class</b>	<b>Thanksgiving Break Indigenous Peoples' Day/Columbus Day Observed</b>
<b>Week 16</b>			
31	Dec. 3	Vocabulary Expansion: Special Topics	<b>DUE:</b> Discourse Interaction #3
Finals			

**Finals Week (Dec. 6<sup>th</sup> - 12<sup>th</sup>)**

**DUE:** Personal Vocab and Grammar Recording #8 by  
Midnight in Carmen