
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 4104
Course Title Presentational Language and Discourse Analysis
Transcript Abbreviation Pres Lang Disc Ans
Course Description This course fosters students' proficiency in American Sign Language (ASL) discourse, encompassing effective communication, presentation skills, and sociolinguistic awareness. Students will expand their vocabulary, enhance fluency, and utilize various forms of ASL discourse for personal communication on diverse topics. The course emphasizes strategies for delivering impactful ASL presentations.
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 3104 with a 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 learn to build upon their fluency, accuracy and use different forms of ASL discourse
- At the end of the course, the successful student will be able to use various forms of ASL discourse in personal communication, including expanded vocabulary and fluency, to effectively communicate on a wide range of social and work-related topics.
- At the end of the course, the successful students will be able to explain how different forms of ASL discourse are used in ASL communication to enhance form, function, and meaning.
- At the end of the course, the successful student will be able to summarize personal growth and development in ASL, identify areas of strengths and areas of improvement, and create an individualized plan for continued language and skill enhancement.
- Students will learn strategies and understand different forms for producing effective presentations in ASL.
- At the end of the course, the successful student will be able to apply effective strategies for delivering presentations in ASL, incorporating appropriate forms of ASL discourse to convey the intended message.
- Students will appreciate the intricate sociolinguistic aspects that influence ASL communication in the Deaf community.
- At the end of the course, the successful student will be able to explain sociolinguistic patterns used within the American Deaf community.

Content Topic List

- Introduction to the core principles of ASL presentational compositions
- Examination of specific ASL presentational language strategies.
- Developing strong ASL presentational language skills.
- Application of effective ASL presentational language skills
- Form, Function, & Meaning
- Form, function, & meaning involving different social and interactive contexts
- Expansion Techniques
- Contextualization & Depiction
- Semantic and Pragmatic Meanings
- Discourse Analysis
- Spatial Mapping
- Introduction to Sign Language Proficiency Interview (SLPI)
- Personalized Interview
- Role-play
- No

Sought Concurrence

Attachments

- ASL 4104 Conversational Discourse II Syllabus final.pdf: Syllabus
(Syllabus. Owner: Jones, Tia M)

Comments

- Revisions have been made and an adjusted syllabus has been uploaded. The form has also been adjusted. *(by Jones, Tia M on 05/23/2024 12:06 PM)*
- Please see A&H2 Subcommittee feedback email sent 3/19/24. *(by Neff, Jennifer on 03/19/2024 02:57 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Jones, Tia M	02/12/2024 02:01 PM	Submitted for Approval
Approved	Jones, Tia M	02/12/2024 03:24 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/14/2024 12:01 PM	College Approval
Revision Requested	Neff, Jennifer	03/19/2024 02:57 PM	ASCCAO Approval
Submitted	Jones, Tia M	05/23/2024 12:06 PM	Submitted for Approval
Approved	Jones, Tia M	05/23/2024 12:07 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/24/2024 10:49 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/24/2024 10:49 AM	ASCCAO Approval



ASL 4104 – Presentational Language and Discourse Analysis

Autumn 2024

In-person

Course Credits: 3

Class meetings: 80 mins twice/week

Locations: TBA

Instructor:

Email:

Office hours:

Office: 120 W Hagerty Hall

Mailbox: 100 Hagerty Hall

PREREQUISITES

Successful completion of ASL 3104 with a grade of C- or better.

COURSE DESCRIPTION

This intermediate course fosters students' proficiency in American Sign Language (ASL) discourse, encompassing effective communication, presentation skills, and sociolinguistic awareness. Students will expand their vocabulary, enhance fluency, and utilize various forms of ASL discourse for personal communication on diverse topics. The course emphasizes strategies for delivering impactful ASL presentations and provides insights into sociolinguistic patterns within the American Deaf community. Students will reflect on their personal growth, identify areas for improvement, and develop individualized plans for continued language and skill enhancement. By course completion, students will possess a strong foundation in ASL discourse, presentation skills, and sociolinguistic understanding to communicate effectively and navigate the Deaf community's linguistic and cultural nuances.

Course Goals	Learning Outcomes
<p>Goal A: Students will learn to build upon their fluency, accuracy and use different forms of ASL discourse.</p>	<p>Learning Outcome 1: At the end of the course, the successful student will be able to use various forms of ASL discourse in personal communication, including expanded vocabulary and fluency, to effectively communicate on a wide range of social and work-related topics.</p> <p>Learning Outcome 2: At the end of the course, the successful students will be able to explain how different forms of ASL discourse are used in ASL communication to enhance form, function, and meaning.</p> <p>Learning Outcome 3: At the end of the course, the successful student will be able to summarize personal growth and development in ASL, identify areas of strengths and areas of improvement, and create an individualized plan for continued language and skill enhancement beyond the course.</p>
<p>Goal B: Students will learn strategies and understand</p>	<p>Learning Outcome 1: At the end of the course, the successful student will be able to apply effective strategies for delivering</p>

different forms for producing effective presentations in ASL.	presentations in ASL, incorporating appropriate forms of ASL discourse to convey the intended message.
Goal C: Students will appreciate the intricate sociolinguistic aspects that influence ASL communication in the Deaf community.	Learning Outcome 1: At the end of the course, the successful student will be able to explain sociolinguistic patterns used within the American Deaf community.

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 presentations in ASL (individually, with partners, small groups)
- Film clips viewed in class and independently
- Assigned independent readings available on Carmen
- Written reflective responses to texts, films, discussions, and experiences
- Video/web exercises for in-class instruction and independent practice

REQUIRED TEXT:

No textbook is required for this course.

COURSE MATERIALS:

1. Required readings and videos featuring members of the deaf community will be provided for students on Carmen. *Additional materials for this course will also be posted to Carmen during the course.*

ASL Public Presentation. (2010, October 4). GallaudetGSR103 [video].
https://www.youtube.com/watch?v=T_8LfMT0VKo

Bahan, B. (2015, March 6). *Light up Gallaudet* [video]. TEDxGallaudet.
<https://www.youtube.com/watch?v=qkD8pwc9Uoc>

Cagle, K. (2020, November 20). *Effective public presentation in asl and deaf culture* [video]. RIT NTID. <https://www.youtube.com/watch?v=Oj5oR2J73s0>

Harris, Raychelle. (2017, April 18). *ASL in academic settings: Language features* [video]. ASLized!
<https://www.youtube.com/watch?v=VX18-4m-EN0&t=65s>

Kulsar, S. T., & Seal, B. C. (2022). Effects of early ASL exposure on fingerspelling accuracy in deaf adults. *Sign Language Studies* 23(1), 70-97.

Lawrence, S. (1994, October). Interpreter discourse: English to ASL expansion. In Mapping our course: A collaborative venture. Proceedings of the Tenth National Convention of the Conference of Interpreter Trainers (pp. 205-216).

Quinto-Pozos, D., & Reynolds, W. (2012). ASL discourse strategies: Chaining and connecting-explaining across audiences. *Sign Language Studies*, 12(2), 211-235.

Roy, C. B. (2011). *Discourse in signed languages*. Gallaudet University Press.

Sorenson. (2019, February 20). *black deaf history southern school for the deaf* [video].
<https://www.youtube.com/watch?v=XSrYJa7gR8I>

Thumann, M. (2013). Identifying recurring depiction in ASL presentations. *Sign Language Studies*, 13(3), 316–349. <http://www.jstor.org/stable/26191729>

Winston, E. A., & Roy, C. (2015). Discourse analysis and sign languages. In A. C. Schembri & C. Lucas. (Eds.), *Sociolinguistics and deaf communities* (pp. 95-119). Cambridge University Press.

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 facilitate various activities like homework, labs, partner collaboration, and group discussions during class, access to films and video clips is vital. Therefore, it is recommended to have a laptop, iPad, or similar device to ensure seamless participation and engagement.
- d. 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.
- e. 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)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)

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 350 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	326-350 points	C+	270-279 points	E	0-209 points
A-	315-325 points	C	256-269 points		
B+	305-314 points	C-	245-255 points		
B	291-304 points	D+	235-244 points		
B-	280-290 points	D	210-234 points		

HOW YOUR GRADE IS CALCULATED

ASSIGNMENTS	Point value (Percentage)
Mini Presentations: Communicate, Connect, and Create (3 x 20 pts.)	60 (17%)
“Sign Stories” Self-Reflection and ASL Language Development Journey (7 entries x 5 pts. = 35 pts.; Final 15 pts.)	50 (14%)
Class Preparation Activities and Comprehension Checks (10 submissions x 3 pts.; 10 pts. reserved for comprehension checks)	40 (11%)
Midpoint Assessment	70 (20%)
Participation	30 (9%)
Final Presentation Project	100 (29%)
Total Class Points	350

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.

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.

MINI-PRESENTATIONS: COMMUNICATION, CONNECT, AND CREATE

During the semester, mini-presentations will allow you to showcase your ASL skills and knowledge. These presentations serve as relaxed practice occasions to communicate, connect, and create in ASL, enabling you to apply principles and techniques learned in class. Examples of potential presentation topics include expressing opinions, agreement, disagreement, providing information, seeking clarification, and paraphrasing. Further details and a grading rubric will be provided in class and made available on Carmen.

"SIGN STORIES" SELF-REFLECTION AND ASL LANGUAGE DEVELOPMENT JOURNEY

For these assignments, you will have the opportunity to engage in frequent reflection and exploration of your ASL language development journey through the lens of your own unique "Sign Stories." Reflecting on your experiences and growth in ASL will deepen your understanding, foster language growth, and gain valuable insight into your personal progress. Potential submissions you could create: describe milestones you have achieved, breakthrough moments, areas where you have improved, meaningful interactions in ASL, the vocabulary you've acquired, and analysis of elements learned. In the final journal entry, you will create an individualized plan for continued language and skill development beyond this course. Further details and a grading rubric will be provided in class and made available on Carmen.

CLASS PREPARATION ACTIVITIES AND COMPREHENSION CHECKS

Class preparation activities and comprehension checks are designed to build mastery and confidence in applying concepts in the target language. Throughout the semester, Class preparation activities will be assigned to prepare you for class or to reinforce concepts taught in class. Class preparation activities will vary from reading and watching recorded materials to creating performance pieces. Comprehension checks will take place to measure how well concepts resonate with you and ensure you are doing the assigned work outside of class. Comprehension checks are not listed on the syllabus. They will be announced in class and posted to the course Carmen page. You are responsible for checking the course Carmen page for assignments and announcements of comprehension checks. Absences are not a valid excuse for not keeping up with assignments and the weekly content. If you are absent for a comprehension check, it is advisable to communicate with the instructor as soon as possible to inquire about the possibility of making up the comprehension check, seeking clarification on any missed material, or discussing alternative arrangements.

MIDPOINT ASSESSMENT

Students will *shadow* a video [from an approved list by the instructor] featuring a native ASL signer and retell the story themselves in ASL. They are evaluated on their ability to accurately convey the person's signs, facial expressions, communication strategies, and clarification techniques. By engaging in this ASL retelling challenge, students can practice and demonstrate their receptive and expressive skills while examining the signing register, discourse strategies, and presentation techniques used by native signers. Further details and a grading rubric will be provided in class and made available on Carmen. Presentations will be recorded for both grading and student review purposes. Please note that this test cannot be rescheduled or made up unless prior approval has been obtained.

ATTENDANCE & PARTICIPATION

Attendance is crucial for your success in this course, and regular class participation is expected. Learning is a collaborative process; I want us to learn from each other. This interactive class will offer numerous opportunities for direct engagement with your classmates. To make the most of this experience and build a learning community, it is essential that everyone attends class, is on time, and actively participates. Learning ASL should not be done in isolation; it is a social activity.

Now, with all that being said, I strongly support a combination of flexibility and high expectations. I understand attendance policies are necessary but may also 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 attendance approach:

1. You may have *two grace days*. No need to tell me why, and no penalty. Send an email notification expressing your intention to use these. I recommend saving these and not using them as free days. Note: Assignments are not excused, just your attendance.
2. After you've used your two grace days, I will approve *one additional* no penalty absence. Still, only if you communicate with me, and we establish an alternative assignment in place of the missed class. You are responsible for reaching out and initiating this communication. Note: Assignments are still due + the alternative assignment.
3. Beyond these *three* absences, you **must** provide appropriate excused documentation (refer to university policies). Unexcused absences will impact your grade. The following policy is in place:
 - a. 4 missed days (unexcused:) — attendance grade lowered one whole grade (A becomes B)
 - b. 5 missed days (unexcused:) —attendance grade lowered two whole grades (B becomes D)
 - c. 7+ missed days (unexcused:) —attendance grade lowered three whole grades (B becomes F)

The participation portion will be based on your active involvement in class discussions, asking questions, sharing insights, and engaging with the material. A participation rubric will be used

to serve as a transparent evaluation tool to help you understand the expectation and criteria for active engagement in class. At the middle and the end of the semester, you will assess the quality and quantity of your contribution in class. You will earn participation points based off of these evaluations.

FINAL PRESENTATION PROJECT

The final presentation is scheduled to take place at the end of the semester. Students can select a topic of their choice. The topic must be approved by the instructor. The presentation should encompass the principles of proficient ASL delivery, effectively communicate the intended message, and demonstrate a diverse range of ASL discourse strategies and linguistic components taught in class. These presentations will be conducted during regular class hours as indicated on the syllabus, with a minimum duration of 10 minutes.

Further details and a grading rubric will be provided in class and made available on Carmen. Presentations will be recorded for both grading and student review purposes. Please note that presentations cannot be rescheduled or made up unless prior approval has been obtained.

LATE ASSIGNMENTS POLICIES

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

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

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.

RELIGIOUS ACCOMODATIONS

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**

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 lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

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 maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

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

ACCESSIBILITY OF COURSE TECHNOLOGY

This 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	T/R		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	Introduction to the core principles of ASL presentational compositions	Due: "Sign Stories" Baseline Skills Assignment
Week 2	T/R		
3	Aug. 27	Examination of specific ASL presentational language strategies.	
4	Aug. 29	Developing strong ASL presentational language skills.	Due: "Sign Stories" Self-Reflection #1
Week 3	T/R		
5	Sept. 3	Application of effective ASL presentational language skills	Due: Mini Presentation #1
6	Sept. 5	Introduction to Form, Function, & Meaning	H.W. 1 - Please select a presenter from the approved list and carefully observe their presentational language. The assignment details can be found on Carmen.
Week 4	T/R		
7	Sept. 10	Form, function, & meaning involving different social and interactive contexts	H.W. 2 - Details will be posted on Carmen & Read: <ol style="list-style-type: none"> 1. Kulsar, S.T., & Seal, B.C. (2022). Effects of Early ASL Exposure on Fingerspelling Accuracy in Deaf Adults. <i>Sign Language Studies</i> 23(1), 70-97. 2. Occhino, C., Fisher, J.N., Hill, J.C., Hochgesang, J.A., Shaw, E., & Tamminga, M. (2021). New Trends in ASL Variation Documentation. <i>Sign Language Studies</i> 21(3), 350-377.

8	Sept. 12	ASL Discourse Strategies: Expansion Techniques	Due: "Sign Stories" Self-Reflection #2 1. H.W. 3 - Details will be posted on Carmen & Read: Lawrence, S. (1994, October). Interpreter discourse: English to ASL expansion. In Mapping our course: A collaborative venture. Proceedings of the Tenth National Convention of the Conference of Interpreter Trainers (pp. 205-216).
Week 5	T/R		
9	Sept. 17	ASL Discourse Strategies: Contextualization & Depiction	H.W. 4 - Details will be posted on Carmen & Read: 1. Read:Quinto-Pozos, D., & Reynolds, W. (2012). ASL discourse strategies: Chaining and connecting-explaining across audiences. <i>Sign Language Studies</i> 12(2), 211-235. 2. Thumann, M. (2013). Identifying Recurring Depiction in ASL Presentations. <i>Sign Language Studies</i> , 13(3), 316–349. http://www.jstor.org/stable/26191729 3. Roy, C. B. (2011). <i>Discourse in signed languages</i> . Gallaudet University Press.
10	Sept. 19	ASL Discourse Strategies: Semantic and Pragmatic Meanings	H.W. 5 - Details will be posted on Carmen
Week 6	T/R		
11	Sept. 24	ASL Discourse Strategies: Spatial Mapping	Due: Mini Presentation #2
12	Sept. 26	Preparation for the exam	Due: "Sign Stories" Self-Reflection #3
Week 7	T/R		
13	Oct. 1	Midpoint Assessment	Details on Carmen
14	Oct. 3	Midpoint Assessment	Details on Carmen
Week 8	T/R		
15	Oct. 8	Introduction to Discourse Analysis	H.W. 6 - Read: 1. Winston, E. A., & Roy, C. (2015). Discourse analysis and sign languages. <i>Sociolinguistics and deaf communities</i> , 95-119. 2. Schembri, A. C., & Lucas, C. (Eds.). (2015). <i>Sociolinguistics and deaf communities</i> . Cambridge University Press.
16	Oct. 10	NO CLASS	Autumn Break

Week 9	T/R		
17	Oct. 15	Discourse Analysis cont.	Due: Mini Presentation #3
18	Oct. 17	Discourse Analysis cont.	Due: "Sign Stories" Self-Reflection #4
Week 10	T/R		
19	Oct. 22	Discourse Analysis cont.	H.W. 7 - Details will be posted on Carmen
20	Oct. 24	Discourse Analysis cont.	
Week 11	T/R		
21	Oct. 29	Introduction to Sign Language Proficiency Interview (SLPI)	
22	Oct. 31	Practicing for the SLPI – enhancing competencies	H.W. 8 - Details will be posted on Carmen
Week 12	T/R		
23	Nov. 5	Personalized Interview Role-Play	Due: Final Presentation Topic Submission
24	Nov. 7	Personalized Interview Role-play	Due: "Sign Stories" Self-Reflection #5
Week 13	T/R		
25	Nov. 12	Guest Speaker	TBA
26	Nov. 14	Preparation for Final Presentations	H.W.9 Prep for final presentation
Week 14	T/R		
27	Nov. 19	Preparation for Final Presentations	
28	Nov. 21	Final Presentations and Discussions	Due: "Sign Stories" Complete your individualized plan draft
Week 15	T/R		
29	Nov. 26	No class	Thanksgiving Break Indigenous Peoples' Day/Columbus Day Observed
30	Nov. 28	No class	
Week 16	T/R		
31	Dec. 3	Final Presentations and Discussions	H.W.10 Follow-up Discussion
Finals			
Finals Week (Dec. 6th - 12th)			DUE: Final Signing Stories Reflection and ASL Language Development Journey