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	3650
Course Title	American Deaf Culture and History
Transcript Abbreviation	Deaf Culture & His
Course Description	This course will survey how Deaf culture started in the earliest history of Deaf communities from ancient times to the present day. Major complexities of Deaf history revolved around educational, social, legal, and technological forces threatening the existence of ASL and Deaf identities, however, they also unleashed a powerful unified front. We will explore ways for allyship in Deaf communities.
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	ASL 2104 - American Sign Language Conversational Discourse
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes

- By the end of this course, students will be able to synthesize their knowledge of key features of American Deaf culture including American Sign Language (ASL), cultural norms, and various Deaf identities within the Deaf communities
- Students will be able to analyze linguistic and cultural information in the contexts of Deaf culture and history.
- Students will be able to describe the values, social rules, behaviors, and traditions of American Deaf culture
- Students will be able to recognize how Deaf identities are represented in American Deaf history.
- By the end of this course, students will be able to appreciate the history of Deaf education and momentous events within the Deaf communities:
- Students will be able to describe Deaf education and momentous events.
- Students will be able to critique the threats facing Deaf culture posed by educational policies and technological advancements.
- By the end of this course, students will be able to grasp the impact of oppression including discrimination, marginalization, audism, linguicism, ableism, and others.
- Students will be able to classify the basic concepts of various forms of oppression of Deaf people.
- Students will be able to do reflective practice on the impact of oppression and their life journeys through the course.
- Students will be able to synthesize their knowledge on what drives and motivates human behavior in the past and to form a plan of action as an ally.
- By the end of this course, students will be able to demonstrate respect and appreciate diversity and minority groups within the Deaf communities and other communities
- Students will be able to detect various appropriate/inappropriate terms, languages, and culturally sensitive behaviors utilized toward Deaf persons.
- Students will be able to demonstrate best practices when engaging with diverse Deaf people.
- Students will be able to compare the languages, cultures, and history of Deaf people with other marginalized groups such as Black Americans, Indigenous Americans, and nomadic Bedouins of Israel.
- By the end of this course, students will be able to appreciate the influence of linguistic, cultural, historical, and current debates pertaining to information gaps and/or misinformation occurring within and between Deaf and hearing communities.
- Students will be able to critique linguistic, cultural, historical, and current events using readings, videos, and other digital materials.
- Students will be able to deconstruct the implicit/explicit bias, values, and underlying intents of linguistic, cultural, historical, and current events.

Content Topic List

- ASL & Deaf Community
- Culture Competency
- DEAF CULTURE:

  HOW IT STARTED

  • Deaf Communities

  • Causes
- • Deaf People and their learning opportunities
- • Deaf Identities
- • Culture, Learning, and Intelligence
- Multiculturalism, Multilingualism, and other signed languages
- • 1880 Milan Conference
- Deaf schools
- • A Kaleidoscope in the Lives of Deaf Communities
- • Discrimination and Resiliency
- • Technology Advancements
- • Accessibility Opportunities
- • Laws Impacting Deaf people
- • Deaf Professionals as Change Agents
- Societal Barriers
- Legal Protections
- • Characteristics of the Oppressed and the Oppressor
- • Marginalization

  REFRAMING

  DEAF COMMUNITIES

  • Socialization Etiquettes
- • Audism
- • Linguicism
- • Ableism
- • Community Cultural Wealth
- • Deafhood
- • Differences, Effects and Steps to Tackle Implicit and Explicit Biases.
- • Deaf Community Cultural Wealth
- • Best Practices for Appropriate use of Language
- ALLYSHIP
- • Aspiring Ally Identity Development
- • Allyship Intent vs. Impact
- ALLYSHIP Best Practices for Engagement

Sought Concurrence   No

Attachments

• ASL 3650 American Deaf Culture and History 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 01:21 PM	Submitted for Approval
Approved	Jones,Tia M	02/12/2024 03:24 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/14/2024 12:00 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	02/14/2024 12:00 PM	ASCCAO Approval

THE OHIO STATE UNIVERSITY

SYLLABUS
ASL (3650)

American Deaf Culture and History

Autumn 2024 (full term)
3 credit hours
In-Person
Twice/week for 80 minutes

COURSE OVERVIEW

Instructor

Instructor: Marla Berkowitz

Email address: berkowitz.44@osu.edu

Phone number: N/A

Office hours: By appointment

Prerequisites

ASL 2104 - American Sign Language Conversational Discourse

Course Description

This course will survey how Deaf culture started in the earliest history of Deaf communities from ancient times to the present day. Major complexities of Deaf history revolved around educational, social, legal, and technological forces threatening the existence of ASL and Deaf identities, however, they also unleashed a powerful unified front. This is followed by discrimination and resiliency resembling other marginalized groups. Finally, by reframing Deafness, we will explore ways for allyship in Deaf communities. Students can expect to develop their American Sign Language (ASL) skills by signing during class and in zoom groups, leading group discussions, doing video assignments on relevant topics, and summarizing lectures. Intercultural competency skills will also be applied as students build their linguistic, cultural, and allyship skills.

Course Goals and Learning Outcomes

Goal A: By the end of this course, students will be able to synthesize their knowledge of key features of American Deaf culture including American Sign Language (ASL), cultural norms, and various Deaf identities within the Deaf communities:

1. Students will be able to analyze linguistic and cultural information in the contexts of Deaf culture and history.
2. Students will be able to describe the values, social rules, behaviors, and traditions of American Deaf culture.
3. Students will be able to recognize how Deaf identities are represented in American Deaf history.

Goal B: By the end of this course, students will be able to appreciate the history of Deaf education and momentous events within the Deaf communities:

1. Students will be able to describe Deaf education and momentous events.
2. Students will be able to critique the threats facing Deaf culture posed by educational policies and technological advancements.

Goal C: By the end of this course, students will be able to grasp the impact of oppression including discrimination, marginalization, audism, linguicism, ableism, and others.

1. Students will be able to classify the basic concepts of various forms of oppression of Deaf people.
2. Students will be able to do reflective practice on the impact of oppression and their life journeys through the course.
3. Students will be able to synthesize their knowledge on what drives and motivates human behavior in the past and to form a plan of action as an ally.

Goal D: By the end of this course, students will be able to demonstrate respect and appreciate diversity and minority groups within the Deaf communities and other communities.

1. Students will be able to detect various appropriate/inappropriate terms, languages, and culturally sensitive behaviors utilized toward Deaf persons.
2. Students will be able to demonstrate best practices when engaging with diverse Deaf people.
3. Students will be able to compare the languages, cultures, and history of Deaf people with other marginalized groups such as Black Americans, Indigenous Americans, and nomadic Bedouins of Israel.

Goal E: By the end of this course, students will be able to appreciate the influence of linguistic, cultural, historical, and current debates pertaining to information gaps and/or misinformation occurring within and between Deaf and hearing communities.
1. Students will be able to critique linguistic, cultural, historical, and current events using readings, videos, and other digital materials.
2. Students will be able to deconstruct the implicit/explicit bias, values, and underlying intents of linguistic, cultural, historical, and current events.

HOW THIS COURSE WORKS

Organization of course: This course is divided into **weekly topics** with materials to read and watch released on Carmen two (2) weeks ahead of time.

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

Pace of course activities: In addition to attending scheduled in-class sessions, students are expected to keep pace by completing homework, discussion postings, assignments, and group work. Students who do not participate in class are unable to fully benefit from the learning experience with their classmates and instructor.

- **Participation and active engagement during class**: **TWICE WEEKLY**

- **Participation in online activities**: **AT LEAST TWICE PER WEEK**
  You are expected to log in to carmen for discussion postings, assignment submissions, and other course-related information every week. (During most weeks you will log in numerous times).

- **Outside-of-class meetings for group work TWO + TIMES PER SEMESTER**
  Some assignments may require out-of-class collaboration with one or more classmates. Students will determine the days/times.

- **Participating in discussion forums**: **TWO+ TIMES PER WEEK**
  As part of your participation, each week you can expect to do video and text entry posts at least twice as part of our substantive class discussion on the week's topics.

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

class, arrives on time, and actively participates. Late arrival and early departures are visually distracting and particularly disruptive behaviors which will also affect your grade.

The following is a summary of attendance expectations:

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

GRACE DAYS: You may have two grace days for your absence from class throughout the semester. Simply email your instructor expressing your intention to use a grace day without stating why and there is no penalty; use them wisely. **Note:** Only your attendance is excused; assignments are still due.

BEYOND GRACE DAYS: To avoid grade penalties for absences beyond these two grace-granted days, students are required to provide appropriate excused documentation (refer to university policy) to your instructor no later than one week after your return to class. If you are in a situation that may have recurring absences, obtain medical documentation that is certified and dated by a medical practitioner 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
1st missed class = *grace day*	Email the instructor. Submit due assignment(s).	none
2nd missed class = *grace day*	Email the instructor. Submit due assignment(s).	none
3rd missed class	Unexcused absences impact your grade→	- 3%
4th missed class	Unexcused absences impact your grade→	- 6%
5th missed class	Unexcused absences impact your grade→	- 9%
6th missed class	Unexcused absences impact your grade→	- 12%

Excused absences as defined by the University	Examples of UNexcused absences
1) Participation in a sanctioned University function* 2) A death in the family or of a close friend** 3) Observation of a religious holiday* 4) Illness/appointment with doctor's excuse**	X Unverified illness* X Vacation or travel X Inclement weather X Conflicts with work schedule

5) Other legitimate excused absences requiring documentation* *(subpoenas, jury duty, military service, attendance accommodations indicated by SLDS)*	X Graduate school and/or job* interviews X Transportation breakdowns X Caring for family member**
Documentation is due to instructor by second week of semester and to address due dates and missed class contents. **Documentation** is due to instructor no later than one week after you return to class.	*Based on no documentation **Communicate with instructor prior 2nd week of semester of your circumstances

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.

COURSE MATERIALS AND TECHNOLOGIES

Text and Materials

Required for Purchase: These texts can be purchased via their publisher or via websites such as Amazon.com.

- **Textbook I**: Leigh, I. & et al. (2020). Deaf Culture: Exploring Deaf Communities in the United States. (2nd Ed.) *Plural Publishing, Inc.* It has a companion website in which students are required to register on the website and log in with access code: DC2E-J4F4KN. *(**Note: Course instructor** will receive their instructor material access code by contacting the publisher to be verified as an instructor.)*
- **Textbook II**: Nomeland, M. & Nomeland E. (2011). The Deaf Community in America. History in the Making. *McFarland & Company.*

Materials Available on Carmen

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

1. Holcomb, T (2013). Culture Defined, *Introduction to American Deaf Culture*. Oxford University Press 15 – 33; 195 – 221; p. 243 – 263.
2. Robinson, T. (2010). "We Are of a Different Class" Ableist Rhetoric in Deaf America, 1880 – 1920. *Deaf and Disability Studies: Interdisciplinary Perspectives, Burch, S & Kafer, A (Eds.) Gallaudet University Press. 5 – 21.*
3. Simms, Laurene (May 2018). *Climbing The Avalanche,* www.ASLized.org https://www.youtube.com/watch?v=AvO-qEt5gxo
4. Ladd, P. (2006). The Importance of "Culture" in Achieving Recognition and Change, *Understanding Deaf Culture: In Search of Deafhood.* Multilingual Matters LTD 21 – 25.
5. Ladd, P. *The Importance of 'Culture' In Achieving Recognition and Change*, www.Deafhood.org. https://vimeo.com/21910956.
6. The Deafhood Foundation (2011 – 2016). *Book ASL Translations: Oralist Discourses and Deaf Communities, Part I: https://vimeo.com/44226434; Part II: https://vimeo.com/44674933; Part III: https://vimeo.com/45045349; Part IV: https://vimeo.com/45427925; Part V: https://vimeo.com/46018097*
7. Weiner, F. (2008) – *Capitalizing on the Collectivist Culture of Deaf Community*, TEDxGallaudet. https://www.youtube.com/watch?v=mtYHvZ3Iaic
8. *National Deaf Center (2021). Online Learning: Attitudes and Biases as Barriers for Deaf People https://learn.nationaldeafcenter.org/courses/new-attitudes-and-biases-as-barriers-for-deaf-people*

9. *National Deaf Center (2021). Online Learning: Building Relationships with Deaf Communities; https://learn.nationaldeafcenter.org/courses/building-relationships-with-deaf-communities*

10. *Tam, T. (Lok Ming) (2021) The Real-Life Experience of a Deaf Scientist Studying in Different Countries. https://ecrlife.org/how-cultural-differences-influence-unconscious-biases-and-opportunities-of-stem-education-for-hard-of-hearing-and-deaf-communities-the-real-life-experience-of-a-deaf-scientist/*

11. *Bridges for Deaf and Hard of Hearing. (2019) Deaf History. https://www.bridgesfordeafandhh.org/deaf-history*

12. *TED-X Gallaudet - Effects of Linguisticism and Audism on the Developing Deaf Person - https://www.youtube.com/watch?v=73zUW76OOxg&t=2s*

13. *Deaf Education Policy as Language Policy: A Comparative Analysis of Sweden and the United States article – and ASL Summary https://calionlinelearning.org/mod/page/view.php?id=1863&forceview=1*

14. *Project Implicit: Implicit Association Test (IAT) - https://implicit.harvard.edu/implicit/takeatest.html*

15. *Cultural Competence Self- Assessment Checklist - http://www.coloradoedinitiative.org/wp-content/uploads/2015/10/cultural-competence-self-assessment-checklist.pdf*

16. *Decision Latitude by Dean and Pollard - https://drive.google.com/file/d/11NmbJO-jO5x7WNR1pl5VcXjMAjMerh0A/view*

17. *Self-Awareness: How Sign Language Interpreters Acknowledge Privilege and Oppression - https://www.youtube.com/watch?v=QJ5r2umfD14&t=2s*

18. *Social Identities and Systems of Oppression - https://nmaahc.si.edu/learn/talking-about-race/topics/social-identities-and-systems-oppression*

19. Work-Related Resilience; Deaf Professionals Perspectives - https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1014&context=jadara

20. Yasso, T. Whose Culture has Capital? A critical race theory discussion of community cultural wealth

21. Aspiring Social Justice Ally Identity Development: A Conceptual Model - https://www.keithedwards.com/wp-content/uploads/2012/09/AAIDNASPA.pdf

22. Charmay (2020), Strong Black Need: How to Sign in BASL (Black American Sign Language),Netflix-YouTube video. https://www.youtube.com/watch?v=3HDm3kx3rhY

23. The Language & Life Project (2020) Signing Black in America, Talking Black in America Series. https://www.youtube.com/watch?v=oiLltM1tJ9MBlack Sign Language, Black ASL Project: http://blackaslproject.gallaudet.edu

24. National Association of the Deaf (2022) Real Talk, Good Action: The Indigenous Deaf Community, https://www.youtube.com/watch?v=qloUye_AB84&t=21s

25. Senghas A. Language emergence: clues from a new bedouin sign. Curr Biol. 2005 Jun 21;15(12):R463-5. doi: 10.1016/j.cub.2005.06.018. PMID: 15964267; PMCID: PMC2562693.

26. Leshem, Oded Adomi (2008) Voices from El Sayed documentary https://www.youtube.com/watch?v=kBjIIcVMdRQ

Other Requirements and Opportunities

- *Daily Access to Carmen*: Double check assignment submissions, announcements, and discussion postings daily.
- *Portable Technology*: Use either desktop and/or laptop; Tablets like iPads and/or Mobile cellphones are not to be used.
- *ASL/Deaf Events*: Strongly encourage students to attend and participate using ASL at local Deaf/ASL events on and off campus to support language and cultural immersive experience. If available, updated information will be posted on Carmen under announcement.
- *ASL Chat Groups:* Strongly encourage students to join weekly online ASL Chat Groups for ASL conversation skills practice. If available, updated information under the announcement will be posted on Carmen.

Course Technology

Technology Support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

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

Technology Skills Needed for this Course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (for outside of class meetings with classmates) (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required Equipment

- Computer: current PC (Windows 10) or Mac (MacOs) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required Software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

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 meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How Your Grade is Calculated

ASSIGNMENT CATEGORY	POINTS	PERCENTAGE
Two (2) Participation Reflection Evaluations	8	2%
Lead Group Discussion in ASL	40	10%
Two (2) Online Quizzes	40	10%
Four (4) Reflection Writings	80	20%
ASL Vodcast (Group work)	80	20%
Two (2) Short videos in ASL	40	10%
A 3-Minute Video Pitch	112	28%
Total	400	100%

See course schedule below for due dates.

LifeFlex Extension & Late Assignment Policies

Assignments must be turned in by the due date and time to be eligible for earning full credit. *LifeFlex* **Extension** is an approach to permit students a one-week extension with no questions asked if students request their need for an extension **at least 24 hours prior to the due date and time**. Assignments eligible for *LifeFlex* will be identified in the syllabus and on Carmen. Late submissions will not be accepted unless there is prior approval by your instructor with documentation. **NOTE**: *LifeFlex* Extensions **do not apply to Lead Group Discussions, Online quizzes, Reflection Responses, and Video Pitch.**

Descriptions of Major Course Assignments

PARTICIPATION REFLECTION EVALUATIONS

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

LEAD GROUP DISCUSSION IN ASL

Description: Each student assigned as discussion leader will facilitate a group discussion pertaining to the module's weekly assigned readings and/or videos, in which they will actively use their ASL expressive and receptive skills with their peers in class. **(Part I – 10 pts)**. To prepare for facilitating discussion, each student will submit in advance an ASL video (with captions and/or transcript) of their questions for peers to contemplate before class discussion. **(Part II – 10 pts).** Then, each student will submit their video reflections (with captions and/or transcript) from the discussion according to the prompt by instructor. Sample questions: 1. Summarize 4 – 6 main ideas from the discussion about the readings/ and/or videos. 2. Describe the cultural and historical aspects that were discussed 3. How do the reading/s and/or video/s parallel to other marginalized languages, cultures, and historical events? 4. What are the issues and why? **(Part III- 20 pts).** Details on the three (3) part prompts and a rubric for each part will be explained during class and posted on Carmen. *LifeFlex* **Extensions are** <u>**not**</u> **eligible for this task.**

ONLINE QUIZZES

Description: There will be two (2) online quizzes taken on Carmen about the course material. The questions will be multiple-choice, and the materials used for study will be the required textbooks. Details of the quizzes will be explained during class and on Carmen. *LifeFlex* **Extensions are** <u>**not**</u> **eligible for this task.**

REFLECTION WRITINGS

Description: There will be four (4) reflection writings of the cultural and historical issues and the challenges in Deaf communities from stigmatization to Deafhood of being Deaf, documented decades of misunderstandings, discrimination, and oppression. The prompts require a response paragraph of 200 words submitted to the assignments area in Carmen. Details on the prompts and rubric will be explained during class and posted on Carmen. **LifeFlex Extensions can be requested in advance.**

ASL VODCAST

Description: Students with one or more classmates will develop an ASL narrative, footnoted script and recording for either a podcast or vodcast. The project begins with identifying two or more podcasts or vodcasts related to Deaf culture and/or Deaf history then create an ASL episode based off of the chosen podcast or vodcast. The ASL episode script should be approximately six (6) pages and the video lasts no more than 10 minutes. Each member of the group must have the same amount of material. Consider addressing these questions: 1. Who wrote/created the source? How does this influence the content/context about Deaf culture and/or Deaf history? 2. What does the historical record, authorship, and audience tell us about the possible misconceptions and/or biases? 3. How will you reframe the perspectives in ways that help the public better understand the events, person, and/or decade/s in Deaf history? Use appropriate and cultural sensitivity language. Prompt details on the required contents of narrative, selected ASL episode and rubric will be explained in class and posted on Carmen. **LifeFlex extensions can be requested in advance.**

SHORT VIDEOS IN ASL

Description: Using American Sign Language (ASL), students create two short videos on the topics of oppression and biases. Examples can be but are not limited to: the challenges facing Deaf culture posed by technology, perspectives on cultural debates within and between Deaf and Hearing communities, why and how one demonstrates respect and appreciation of Deaf communities. Details on the prompts and rubric will be explained during class and posted on Carmen. **LifeFlex Extensions can be requested in advance.**

A 3-MINUTE VIDEO PITCH

Description: A video pitch is a brief informative, substantial, and educational presentation assignment doing advocacy on behalf of the Deaf communities. It will be your allyship practice in which you will use the materials, discussions, and assignments throughout the course. To earn full credit, students will do the 3-minute pitch in ASL during class **and** submit on carmen the video pitch with captions or transcript. Considerations will include: 1. Practical Tips in actively addressing the threats impacting Deaf culture and Deaf history 2. Lessons learned regarding oppression and/or biases and steps taken to address them. 3. Aspects of Deaf culture and Deaf history critical to the allyship work. Prompt details and the full rubric will be explained during class and posted on Carmen. *LifeFlex* Extensions are <u>not</u> eligible for this task.

Grading Scale

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

Instructor Feedback and Response Time

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

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** Instructor will reply to emails within **48 hours on days when class is in session at the university**.
- **Discussion board:** If available, your instructor will check and reply to messages in the discussion boards every **48 hours on school days**.

OTHER COURSE POLICIES

General Discussion and Communication Guidelines

American Sign Language Use: This course will be conducted entirely in American Sign Language (ASL) without the use of speaking voice. Your instructor will use ASL exclusively in the classroom and students are expected to do as well unless instructed otherwise. While the instructor is responsible for creating opportunities for learning ASL, students still are responsible for their ASL conversational skills development. Consider setting goals for enhancing vocabulary, grammar and cultural knowledge skills, balance out set requirements with creating strategies for in-depth level of understanding and commit to practice by immersing in the language use with peers on regular basis. Opportunities for ASL immersion will be discussed during class and posted on Carmen.

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

- **Preparation**: Come to each class session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions using ASL during the entire class.

- **Tone and civility**: Let us maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm does not always come across in person.

- **Participation:** At the beginning of the course and as a reminder at the start of our class sessions, the instructor will address specific expectations for using ASL, how to interact, how to raise questions or concerns, and the seating arrangements. Plan to be fully present and visually accessible which requires eye-contact with the instructor and classmates so that we all can see one another and connect effectively.

- **Use of laptops, tablets, cell phones and watches:** During class, students are not permitted engage in email, social media postings, etc.; computer and/or laptop devices can be used only for access to course materials. If your instructor documents you are making a habit of doing the above activities, up to five (5) points will be deducted each time, and the total will reduce your overall course grade at the end of semester.

- **Writing style**: While there is no need to participate in discussion board as if you were writing a research paper, you should remember to write clear grammar, spelling, and punctuation. A more conversational tone is acceptable for non-academic topics.

- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. For the course textbooks, reading/video materials and other books, list at least the title and page numbers. For online sources, include a link.

- **Backing up your work**: Consider composing your academic posts in a word processor (MS Word), where you can save your work, and then copying into the discussion and/or assignments area of Carmen.

Communication Guidelines using Zoom via Carmen

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

- **Technical Issues**: If you encounter a technical issue with Carmen and/or via Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at go.osu.edu/it or 614-688-4357(HELP).

- **Preparation**: If use Zoom, please update your Zoom profile with your preferred name and have your device's video camera on throughout the entire class time. If you have a concern and/or issue about your video camera, reach out to tech support, and communicate with your instructor immediately. Virtual backgrounds are NOT recommended as they are visually distracting. Appropriate clothing, lighting, and seating arrangements are essential for effectiveness of interaction, learning and building

classroom community. In addition, mute your microphone when others are using ASL to minimize background interference during class sessions.

- **Participation:** At the start of our Zoom sessions, the instructor will address specific expectations for using ASL, how to interact, how to raise questions or concerns and how to use video/chat as we go. Plan to be fully present, which requires eye-contact with the instructor and classmates and turn the video camera on so that we all can see one another and connect effectively. Videos off indicate you're absent from class, even if you can see your instructor and/or classmates.

Academic Integrity Policy

See **Descriptions of Major Course Assignments**, above, for specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

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.

Weather or Other Short-Term Closing

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via Carmen Announcements and by email.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting Accommodations

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

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

Requesting 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 semester 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.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu 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.

Statement on Title IX

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

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:
https://mcc.osu.edu/about-us/land-acknowledgement

COURSE SCHEDULE

(Subject to change with advanced notice)

WEEK	DATES	TOPICS	CHECK CARMEN MODULES FOR READINGS/VIDEOS DEADLINES
1	08/20	*COMMUNITY OF LEARNERS* • Course Expectations • Communication using ASL	**1.1**– Read on Carmen: 'Start Here' for Syllabus, Communication & course expectations **1.2 –** View and Practice on Carmen**:** Intro in ASL **1.3 –** Read on Carmen: American Sign Language Etiquette **1.4 –** Read Textbook II (Nomeland): Recognition of ASL as a Language p. 101- 140
	08/22	*COMMUNITY OF LEARNERS* • ASL & Deaf Community • Culture Competency	**1.5 –** View and practice on Carmen: **ASL 1.1** **1.6 –** Read on Carmen: Discourse expectations the Deaf Way **1.7 –** Read Textbook I (Leigh): American Sign Language p. 67 **–** 89 **1.8 –** Read on Carmen: Language Emergence: Clues from a new Bedouin Sign **1.9 –** View on Carmen: Voices from El Sayed movie **2.0 – DUE**: Culture Competence Self-Assessment on Carmen
2	08/27	*DEAF CULTURE:* *HOW IT STARTED* • Deaf Communities • Causes	**2.1 –** View and Practice on Carmen: **ASL 2.1** **2.2 –** View on Carmen**:** Bridges for Deaf and HH**:** Deaf History **2.3 –** Read Textbook I (Leigh): Deaf community**:** Past and Present, p. 3 – 26 **2.4 –** Read Textbook I (Leigh): Causes of Being Deaf and the Auditory Field p. 31 – 61 **2.5 –** Read on Carmen: Prompt Response #1 Assignment
	08/29	*DEAF CULTURE:* *HOW IT STARTED* • Demographics • Definitions	**2.6 –** Read on Carmen: Student-Led Group Discussion – Intro and Expectations **2.7 –** Read on Carmen: Culture Defined, p. 15 – 33 **2.8 – DUE IN-CLASS**: Reflection Writing Response #1 in Assignments area on Carmen
3	09/03	*EMERGENCE, GROWTH & SURVIVAL OF AMERICA'S DEAF COMMUNITIES* • Deaf People and their learning opportunities	**3.1 –** View and Practice on Carmen: **ASL 3.1** **3.2 –** Read on Carmen: Student-Led Group Discussion Prompt – Student #1 **3.3 –** Read Textbook II (Nomeland): Earliest Known History of Deaf People p. 5 – 47 **3.4 –** View on Carmen: Climbing the Avalanche

WEEK	DATES	TOPICS	CHECK CARMEN MODULES FOR READINGS/VIDEOS DEADLINES
	09/05	*EMERGENCE, GROWTH & SURVIVAL OF AMERICA'S DEAF COMMUNITIES* • Deaf Identities	**3.5** – Read on Carmen: Student-Led Group Discussion Prompt -–Student #10 **3.6** – Read Textbook I (Leigh): Deaf Identities p. 153 – 174 **3.7** – Read on Carmen: ASL Video Introduction Prompt **3.8 – DUE**: Sample Short Video in ASL (for practice) to Assignments area of Carmen
4	09/10	*EMERGENCE, GROWTH & SURVIVAL OF AMERICA'S DEAF COMMUNITIES* • Culture, Learning, and Intelligence • Multiculturalism, Multilingualism, and other signed languages	**4.1** – View and Practice on Carmen: **ASL 4.1** **4.2** – Read on Carmen: Student-Led Group Discussion Prompt – Student #2 **4.3** – Read Textbook I (Leigh): How Deaf Children Think, Learn and Read p. 93 – 115 **4.4** – View on Carmen: Strong Black Need: How to Sign in BASAL **4.5** – Read on Carmen: Indigenous and Deaf People and the Implications of Ongoing Practices of Colonization: A Comparison of Australia and Canada
	09/12	*EMERGENCE, GROWTH & SURVIVAL OF AMERICA'S DEAF COMMUNITIES* • 1880 Milan Conference • Deaf schools	**4.6** – Read on Carmen: Student-Led Group Discussion Prompt – Student #9 **4.7** – Read Textbook II (Nomeland): Historical Issues in Education p. 48 – 71 **4.8** – Read Textbook I (Leigh): Deaf Education, Deaf Culture and Multiculturalism p. 121 – 146
5	09/17	*EMERGENCE, GROWTH & SURVIVAL OF AMERICA'S DEAF COMMUNITIES* • A Kaleidoscope in the Lives of Deaf Communities	**5.1** – View and Practice on Carmen: **ASL 5.1** **5.2** – Read on Carmen: Student-Led Group Discussion Prompt – Student #3 **5.3** – Read Textbook II (Nomeland): Life in Deaf Communities p. 72 – 100 **5.4** – View on Carmen: Deaf Life Stories in ASL
	09/19	*EMERGENCE, GROWTH & SURVIVAL OF AMERICA'S DEAF COMMUNITIES* • Discrimination and Resiliency	**5.5** – Read on Carmen: Student-Led Group Discussion Prompt – Student #8 **5.6** – Read Textbook I (Leigh): Navigating Lives – p. 191 – 209 **5.7** – Read on Carmen: Work-Related Resilience: Deaf Professionals' Perspectives
6	09/24	*FOUNDATIONS FOR ACCESS* • Technology Advancements	**6.1** – View and Practice on Carmen: ASL 6.1 **6.2** – Read on Carmen: Student-Led Group Discussion Prompt – Student #4

WEEK	DATES	TOPICS	CHECK CARMEN MODULES FOR READINGS/VIDEOS DEADLINES
			6.3 – Read on Carmen: Prompt Response #2 Assignment
			6.4 – Read Textbook I (Leigh): Technology and Assessment p. 215 – 247
			6.5 – View on Carmen: Deaf People Stories in ASL
	09/26	*FOUNDATIONS FOR ACCESS* • Accessibility Opportunities	**6.6** – Read on Carmen: Student-Led Group Discussion Prompt – Student #8 **6.7** – Read Textbook II (Nomeland): Enlightenment of Independence, p. 171 – 188 **6.8** – **DUE IN-CLASS**: Reflection Writing Response #2 in Assignments area on Carmen
7	10/01	*DISCRIMINATORY PRACTICES* • Laws Impacting Deaf people	**7.1** – View and Practice on Carmen: **ASL 7.1** **7.2** – Read on Carmen: Student-Led Group Discussion Prompt – Student #5 **7.3** – Read on Carmen - The Collision Between Culture and Disability, p. 243 – 263 **7.4** – Read Textbook I (Leigh): Deaf People and the Legal System: Education, Employment and Criminal Justice p. 253 – 277 **7.5** – **DUE**: Participation Reflection Evaluation #1 on Carmen
	10/03	*DISCRIMINATORY PRACTICES* • Deaf Professionals as Change Agents	**7.6** – Read on Carmen: Student-Led Group Discussion Prompt – Student #7 **7.7** – Read Textbook II (Nomeland): Personalities Through The Years p. 189 – 207; Today and Beyond, p. 209 -211 **7.8** – **DUE**: Part I Online Quiz
8	10/08-10/10 **Autumn Break 10/10 = NO CLASS**	*DISCRIMINATORY PRACTICES* • Vodcast Intro • Societal Barriers • Legal Protections	**8.1** – View and Practice on Carmen: **ASL 8.1** **8.2** – Read on Carmen: Student-Led Group Discussion Prompt – Student #6 **8.3** – Read on Carmen: ASL Vodcast Prompt on Deaf Culture **8.4** – View on Carmen: The Importance of "Culture" in Achieving Recognition and Change, presented in ASL by Ella Mae Lentz **8.5** – **DUE**: Short Video in ASL #1 to Assignments area of Carmen
9	10/15	*FROM PITY TO PRIDE: FACES OF OPPRESSION*	**9.1** – View and Practice on Carmen: **ASL 9.1** **9.2** – Read on Carmen: Student-Led Group Discussion

WEEK	DATES	TOPICS	CHECK CARMEN MODULES FOR READINGS/VIDEOS DEADLINES
		• ASL Vodcast Review • Oppression Overview	Prompt – Student #11 **9.3** – Read on Carmen: ASL Vodcast prompt **9.4** – Read on Carmen: Social Identities and Systems of Oppression
	10/17	*FROM PITY TO PRIDE: FACES OF OPPRESSION* • Characteristics of the Oppressed and the Oppressor	**9.5** – Read on Carmen on Carmen: Student-Led Group Discussion Prompt – Student #20 **9.6** – Read on Carmen "We Are of a Different Class" Ableist Rhetoric in Deaf America, 1880 – 1920 **9.7** – **DUE**: ASL Vodcast in Assignments area in Carmen
10	**10/22**	*FROM PITY TO PRIDE: FACES OF OPPRESSION* • Marginalization • Audism	**10.1** – View and Practice on Carmen: **ASL 10.1** **10.2** – Read on Carmen: Student-Led Group Discussion Prompt – Student #12 **10.3** – Read on Carmen: SWS Factsheet: Oppression Without Bigots **10.4** – View on Carmen: Self-Awareness: How Sign Language Interpreters Acknowledge Privilege and Oppression
	10/24	*FROM PITY TO PRIDE: FACES OF OPPRESSION* • Linguicism • Ableism	**10.5** – Read on Carmen: Student-Led Group Discussion Prompt – Student #19 **10.6** – View on Carmen: Effects of Linguisticism and Audism on the Developing Deaf Person **10.7** – **DUE IN-CLASS**: Reflection Writing Response #3 in Assignments area on Carmen
11	**10/29**	*REFRAMING DEAF COMMUNITIES* • Socialization Etiquettes	**11.1** – View and Practice on Carmen: **ASL 11.1** **11.2** – Read on Carmen: Student-Led Group Discussion Prompt – Student #13 **11.3** – Read on Carmen: Understanding the Cycle of Socialization **11.4** – Read on Carmen: Rules of Social Interaction p. 195 – 221
	10/31	*REFRAMING DEAF COMMUNITIES* • Community Cultural Wealth • Deafhood	**11.5** – Read on Carmen: Student-Led Group Discussion Prompt — Student #18 **11.6** – Read on Carmen: Whose Culture has Capital? A critical race theory discussion of Community Cultural wealth by T. Yasso **11.7** – View on Carmen: Capitalizing on the Collectivist Culture of Deaf Community

WEEK	DATES	TOPICS	CHECK CARMEN MODULES FOR READINGS/VIDEOS DEADLINES
			11.8 – View on Carmen: Deafhood Foundation: What is Deafhood?
12	11/05	*REFRAMING DEAF COMMUNITIES* • Differences, Effects and Steps to Tackle Implicit and Explicit Biases. • Deaf Community Cultural Wealth	**12.1** – View and Practice on Carmen: **ASL 12.1** **12.2** – Read on Carmen: Student-Led Group Discussion Prompt – Student #14 **12.3** – Read on Carmen: Attitudes and Biases as Barriers for Deaf People **12.4** – View on Carmen: Connecting Communities: Deaf Community Cultural Wealth and Interpreters
	11/07	*REFRAMING DEAF COMMUNITIES* • Best Practices for Appropriate use of Language	**12.5** – Read on Carmen: Student-Led Group Discussion Prompt – Student #17 **12.6** – Read on Carmen: The Real-Life Experience of a Deaf Scientist Studying in Different Cultures: How does studying in societies with varying degrees of unconscious bias change, the opportunities for deaf people to become successful scientists. **12.7** – Read on Carmen: Ethical Issues Conducting Research With Deaf Populations **12.8** – **DUE:** Participation Reflection Evaluation #2 on Carmen
13	11/12	*ALLYSHIP* • A Noun or a Verb in Deaf Culture?	**13.1** – View and Practice on Carmen: **ASL 13.1** **13.2** – Read on Carmen: Student-Led Group Discussion Prompt – Student #15 **13.3** – Read on Carmen: Building Relationships with Deaf Communities **13.4** – **DUE:** Short Video in ASL #2 – Submit to Assignments area on Carmen
	11/14	*ALLYSHIP* • Aspiring Ally Identity Development	**13.5** – Read on Carmen: Student-Led Group Discussion Prompt – Student #16 **13.6** – Read on Carmen: Aspiring Social Justice Ally Identity Development: A Conceptual Model **13.7** – Read on Carmen: Deconstructing Bias: The Impact of Privilege on EHDI Services & Outcomes
14	11/19	*ALLYSHIP* • Intent vs. Impact	**14.1** – View and Practice on Carmen: **ASL 14.1** **14.2** – Read on Carmen: Student-Led Group Discussion Prompt – Student #15 **14.3** – Read: Textbook I (Leigh): Advocating and

WEEK	DATES	TOPICS	CHECK CARMEN MODULES FOR READINGS/VIDEOS DEADLINES
			Career Opportunities p. 321 – 339 **14.4** – **DUE IN-CLASS**: Reflection Writing Response #4 in Assignments area on Carmen
	11/21	*ALLYSHIP* • Best Practices for Engagement	**14.5** – Read on Carmen: Student-Led Group Discussion Prompt – Student #16 **14.6** – Read: Textbook I (Leigh): Final Thoughts on Deaf Culture and Its Future p. 343 – 350 **14.7** – **DUE:** Part II Online Quiz
15	**11/26 - 11/28 Thanks-giving Break = NO CLASS**	*ALLYSHIP PRACTICES–Part I* • Community Reflections • Pitches Day	**15.1** – View and Practice on Carmen: ASL Cumulative 1.1 – 14.1 **15.2** – Community Reflections handout – Bring to class. **15.3** – Pitches Day In class -Part I
16	**12/3**	*ALLYSHIP PRACTICES-Part II* • Community Reflections • Pitches Day	**16.1** – Community Reflections handout – Bring to class. **16.2** – Pitches Day in class – Part II
Finals	**12/6 – 12/12**	*VIDEO PITCH*	**DUE:** 3-Minute Video Pitch to Assignments area in Carmen