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## Term Information

Effective Term Autumn 2025

## 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 4450  
Course Title ASL Teaching Methods  
Transcript Abbreviation ASL Teach Methods  
Course Description This course is a requirement to complete the American Sign Language (ASL) Teacher Training Certificate. This course examines methodologies of full-immersion teaching, purposeful interactive communicative language teaching, task-based and content-based instructional teaching techniques as they pertain to teaching American Sign Language (ASL).  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites Successful completion of ASL 4250 with a grade of C- or better. Students must be enrolled in the ASL Elementary-Level Teaching Certificate or have permission of the instructor.  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 16.1601  
Subsidy Level Baccalaureate Course

**Intended Rank**

Senior

## **Requirement/Elective Designation**

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

## **Course Details**

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**Course goals or learning objectives/outcomes**

- Students will understand pedagogical theories associated with full-immersion ASL instruction
- By the end of this course, students will be able to explain the features and benefits of, as well as challenges to purposeful and interactive communicative language teaching
- By the end of this course, students will be able to explain the features and benefits of, as well as challenges to content-based instruction
- By the end of this course, students will be able to explain the features and benefits of, as well as challenges to task-based instruction
- By the end of this course, students will be able to identify aspects of pedagogical theories during teaching observations
- Students will identify their pedagogical priorities and areas of developmental focus for their elementary-level ASL courses
- By the end of this course, students will be able to explain the teaching practices they value and why
- By the end of this course, students will be able to explain the relationship they wish to develop with their students when teaching elementary language courses
- By the end of this course, students will be able to explain their goals and expectations for elementary level language courses.
- Students will understand the process of designing effective ASL language lessons
- By the end of this course, students will be able to create well-paced lesson plans utilizing the "10-minute increment" approach
- By the end of this course, students will be able to develop strategies and create vocabulary, grammar and culture activities to promote a supportive and interactive classroom culture
- By the end of this course, students will be able to incorporate topics related to intercultural competence into their lessons.
- By the end of this course, students will be able to indly and respectfully critique their own lessons through extensive reflection.
- By the end of this course, students will be able to kindly and respectfully critiqkue lessons taught by other instructors.
- Students will understand how to create formative and summative assessments
- By the end of this course, students will be able to identify the skills needed to be assessed
- By the end of this course, students will be able to create assessment questions, prompts and activities that reliably measure students' skills
- By the end of this course, students will be able to identify and evaluate appropriate uses of single-point, holistic, and/or analytical rubric for formative and summative assessments
- By the end of this course, students will be able to use student assessment results to adjust teaching methods
- Students will understand the various uses of technology and digital pedagogy
- By the end of this course, students will be able to distinguish between pedagogically effective and ineffective uses of digital tools commonly used in ASL instruction
- By the end of this course, students will be able to incorporate digital tools in pedagogically effective ways in different types of lessons (grammar, vocabulary, culture, intercultural competence)
- By the end of this course, students will be able to effectively adapt and incorporate digital tools to online learning and in person courses.

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**Content Topic List**

- Community building activities
- Teaching challenges
- History of Teaching Methods
- The Fundamentals of Second Language Acquisition
- Krashen's theory
- Input and Output
- Building Community in the Classroom
- What makes a good Lesson Plan?
- Classroom Management
- Setting up space
- setting up activities,
- Use of English in classroom
- Error correction
- Student behavior,
- Instructors behavior
- educating students on SLA
- teaching students how to how to study ASL
- How to do Teaching Observations
- Teaching ASL vocab strategies
- Teaching ASL grammar strategies
- Exploring ASL Pedagogy and Various ASL curricula
- Intercultural Competence (IC):
- Formative & summative assessments
- Types of Rubrics;
- Benefits and Shortcomings of each type of Rubric
- Interactive technology used in ASL classroom
- Navigating preparation work
- Practicing Self-care; Establishing Healthy Teacher Boundaries

**Sought Concurrence**

No

**Attachments**

- ASL 4450 ASC distance learning cover sheet.pdf: Distance Cover Sheet  
*(Other Supporting Documentation. Owner: Jones, Tia M)*
- ASL 4450 ASL Teaching Methods Syllabus Final v1.pdf: Syllabus  
*(Syllabus. Owner: Jones, Tia M)*
- EHE Concurrence.pdf: Concurrence  
*(Concurrence. Owner: Jones, Tia M)*

**Comments**

- Please request concurrence from the College of EHE *(by Vankeerbergen, Bernadette Chantal on 07/09/2024 03:21 PM)*

**COURSE REQUEST**  
4450 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
09/26/2024

**Workflow Information**

| Status             | User(s)  | Date/Time           | Step                   |
|--------------------|--|---------------------|------------------------|
| Submitted          | Jones, Tia M   | 05/23/2024 01:34 PM | Submitted for Approval |
| Approved           | Jones, Tia M   | 05/23/2024 01:34 PM | Unit Approval          |
| Revision Requested | Vankeerbergen, Bernadette Chantal  | 05/24/2024 10:39 AM | College Approval       |
| Submitted          | Jones, Tia M   | 06/03/2024 06:18 PM | Submitted for Approval |
| Approved           | Jones, Tia M   | 06/03/2024 06:20 PM | Unit Approval          |
| Revision Requested | Vankeerbergen, Bernadette Chantal  | 07/09/2024 03:21 PM | College Approval       |
| Submitted          | Jones, Tia M   | 09/16/2024 03:31 PM | Submitted for Approval |
| Approved           | Jones, Tia M   | 09/16/2024 03:31 PM | Unit Approval          |
| Approved           | Vankeerbergen, Bernadette Chantal  | 09/26/2024 03:51 PM | College Approval       |
| Pending Approval   | Jenkins, Mary Ellen Bigler<br>Hanlin, Deborah Kay<br>Hilty, Michael<br>Neff, Jennifer<br>Vankeerbergen, Bernadette Chantal<br>Steele, Rachel Lea | 09/26/2024 03:51 PM | ASCCAO Approval        |



# SYLLABUS

## ASL 4450

ASL Teaching Methods

Autumn 2024 (full term)

Tuesday/Thursday 4:10-5:30

3 credit hours

Online

## COURSE OVERVIEW

### Instructor

Instructor:

Email address:

Office hours: by appointment

### Prerequisites

Successful completion of ASL 4250 with a grade of C- or better. Students must be enrolled in the ASL Elementary-Level Teaching Certificate or have permission of the instructor.

### Course description

This course is a requirement to complete the American Sign Language (ASL) Teacher Training Certificate. This course examines methodologies of full-immersion teaching, purposeful interactive communicative language teaching, task-based and content-based instructional teaching techniques as they pertain to teaching American Sign Language (ASL). We will consider and discuss aspects of second language acquisition (SLA) and explore how to apply these concepts to teaching an ASL course. Coursework includes classroom observations, self-reflections, critiques and development of materials and activities for the ASL classroom. Lesson planning, classroom management, and digital pedagogy will also be explored through assignments, classroom observations and critiques. The purpose of the course is to provide a theoretical and practical foundation to teaching ASL as well as guide the student to becoming a reflective ASL instructor. This course is a prerequisite for the ASL Teaching Practicum course, thus all theories, lessons and classroom activities created in this course will be utilized in the subsequent courses as students continue toward their Certificate in ASL Teaching. NOTE: Lectures in this course will be presented in ASL. Students must meet language fluency requirements prior to taking this course.

## Course learning outcomes

Goal A: Students will understand pedagogical theories associated with full-immersion ASL instruction

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

1. explain the features and benefits of, as well as challenges to purposeful and interactive communicative language teaching
2. explain the features and benefits of, as well as challenges to content-based instruction
3. explain the features and benefits of, as well as challenges to task-based instruction
4. identify aspects of pedagogical theories during teaching observations

**This outcome will be assessed using online quizzes in written English and in reflection observation journals**

Goal B: Students will identify their pedagogical priorities and areas of developmental focus for their elementary-level ASL courses

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

1. explain the teaching practices they value and why
2. explain the relationship they wish to develop with their students when teaching elementary language courses;
3. explain their goals and expectations for elementary level language courses.

**This outcome will be assessed using a journal reflection assignment written in English.**

Goal C: Students will understand the process of designing effective ASL language lessons

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

1. create well-paced lesson plans utilizing the “10-minute increment” approach.
2. develop strategies and create vocabulary, grammar and culture activities to promote a supportive and interactive classroom culture
3. incorporate topics related to intercultural competence into their lessons.
4. Kindly and respectfully critique their own lessons through extensive reflection.
5. Kindly and respectfully critique lessons taught by other instructors.

**This outcome will be assessed by journal reflections of classroom observations, activity presentations, an ICC presentation, peer- and self-critiques given in ASL.**

Goal D: Students will understand how to create formative and summative assessments

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

1. identify the skills needed to be assessed
2. create assessment questions, prompts and activities that reliably measure students' skills
3. identify and evaluate appropriate uses of single-point, holistic, and/or analytical rubric for formative and summative assessments
4. use student assessment results to adjust teaching methods.

**This outcome will be assessed by an activity presentation given in written English and peer critique.**

Goal E: Students will understand the various uses of technology and digital pedagogy

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

1. distinguish between pedagogically effective and ineffective uses of digital tools commonly used in ASL instruction
2. incorporate digital tools in pedagogically effective ways in different types of lessons (grammar, vocabulary, culture, intercultural competence)
3. effectively adapt and incorporate digital tools to online learning and in person courses.

**This outcome will be assessed by an activity presentation and peer critiques.**

## HOW THIS ONLINE COURSE WORKS

**Mode of delivery:** This course is 100% online and synchronous. You will find a sequence of materials and activities each week in Carmen, and we will meet twice weekly on Zoom during our scheduled class meeting times.

**Language modality:** All Zoom sessions will be conducted in ASL. Assigned course materials include those presented in English print and ASL. Each assignment will identify whether you are to submit in English text or ASL.

**Pace of online activities:** This course is divided into **weekly modules** that are released at least one week ahead of time. Apart from our scheduled online class meetings, you may schedule your efforts freely throughout the week as you keep pace with weekly due dates.

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

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. As noted above, this course is not a self-paced learning experience. If you have a situation that might cause you to miss an entire week of class, discuss it with the instructor as soon as possible. The following is a summary of students' expected participation:

- **Weekly Zoom sessions: REQUIRED**  
All live, scheduled class sessions for the course are required.
- **Zoom instructor office hours: OPTIONAL.** You are encouraged to note office hours, but these sessions are optional.
- **Participating in discussion forums: AT LEAST ONCE PER WEEK**  
You are expected to log in to the course in Carmen every week to engage with course readings, videos, and assignments. During most weeks you will log in many times.



Note: Active participation and attendance are important for your skill development and your success in this course. This course will require an active collaborative effort and students are expected and required to come to class (via zoom) having completed any homework prior to class, having class materials ready, and actively participating in class activities and discussions.

## Course materials and technologies Textbooks

### Required for purchase

- Larsen-Freeman, Diane, and Marti Anderson. *Techniques & Principles in Language Teaching (third edition)*. Oxford University Press, 2018.
- Lightbown, Patsy, and Nina Margaret Spada. *How Languages Are Learned (Fourth Edition)*. Oxford University Press, 2021.
- Wajnryb, Ruth. *Classroom Observation Tasks*. Cambridge University, 1998.

### Materials available for free on Carmen

Note: Due to the unique nature of ASL in that it does not have a written form, several of these resources are presented in ASL rather than written English. Having materials in your first language (ASL) or second near-native language will be more impactful and educational for you.

- Purposeful, Interactive World Language Teaching:
  - *Profiles of learners and instructors*
  - *FL Teaching Methods*
  - *Fundamentals of SLA*
  - *Intercultural competence*
- An Authentic Approach to ASL: Conversational Discourse, Comprehension, and Construction (Presented in ASL)  
<https://www.dcp.edu.gov.on.ca/en/curriculum/american-sign-language-as-a-second-language/courses/asl-second-language-l1/context/enduring-ideas#authentic-approach-to-asl>
- Development of Language Learning Strategies (presented in ASL)  
<https://www.dcp.edu.gov.on.ca/en/curriculum/american-sign-language-as-a-second-language/courses/asl-second-language-l1/context/enduring-ideas#development-strategies>

- Full immersion teaching <https://creativeaslteaching.com/getting-students-use-target-language/>
- Introduction to Assessments (in ASL) (18 minutes)  
[https://www.youtube.com/watch?v=1miY\\_rT9qZE](https://www.youtube.com/watch?v=1miY_rT9qZE)
- Krashen's Comprehensible input: <https://www.youtube.com/watch?v=lxKvMqPI6j4>
- Community Building in the Classroom [https://ctl.columbia.edu/resources-and-technology/teaching-with-technology/teaching-online/community-building/#:~:text=Community%20building%20in%20the%20classroom%20is%20about%20creating%20a%20space,McMillan%20%26%20Chavis%2C%201986\)](https://ctl.columbia.edu/resources-and-technology/teaching-with-technology/teaching-online/community-building/#:~:text=Community%20building%20in%20the%20classroom%20is%20about%20creating%20a%20space,McMillan%20%26%20Chavis%2C%201986))
- Building Community in a college classroom: (14 minutes):  
<https://www.youtube.com/watch?v=HhCMQ6xAtnw>
- The 4 A's of Lesson Plans <https://www.youtube.com/watch?v=5E6LpeHcKrs>
- Lesson Planning <https://cte.smu.edu.sg/approach-teaching/integrated-design/lesson-planning>
- Strategies for effective Lesson Plans [https://crlt.umich.edu/gsis/p2\\_5](https://crlt.umich.edu/gsis/p2_5)
- The 10-minute Rule <https://www.learningandthebrain.com/blog/the-10-minute-rule-is-the-lecture-dead/#:~:text=The%20%E2%80%9C10%2Dminute%20rule%E2%80%9D,something%20different%20every%20ten%20minutes.>
- Teaching ASL Vocabulary <https://creativeaslteaching.com/teaching-vocabulary/>
- Types of Rubrics <https://www.cultofpedagogy.com/?s=rubrics>
- Introduction to Assessments (in ASL) (18 minutes)  
[https://www.youtube.com/watch?v=1miY\\_rT9qZE](https://www.youtube.com/watch?v=1miY_rT9qZE)
- Approaches to Assessments (in ASL) (12 minutes)  
<https://www.youtube.com/watch?v=nwPTmmMR05g>
- Principles of Assessment (in ASL) (35 minutes)  
[https://www.youtube.com/watch?v=gL\\_bEsthiMw&t=34s](https://www.youtube.com/watch?v=gL_bEsthiMw&t=34s)
- Assessment Techniques (in ASL) (28 minutes)  
<https://www.youtube.com/watch?v=ihLA1nOaT6U>
- Ohio Dept of Education Example Rubric for ASL:  
[https://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/American-Sign-Language/2-ASL-UNIT-Presentational\\_sept1\\_2016.pdf.aspx](https://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/American-Sign-Language/2-ASL-UNIT-Presentational_sept1_2016.pdf.aspx)

- Practicing Self-Care Teachers <https://www.understood.org/en/articles/practicing-self-care-for-teachers>
- Ideas for Using Technology in the ASL Classroom (on Carmen)
- Dörnyei, Zoltán. 2009. Communicative language teaching in the 21<sup>st</sup> century: The 'principled communicative approach'. *Perspectives* 36.2: 33-43. (Carmen)
- Mikos, Ken, et al. *Signing Naturally*. DawnSignPress, 2001. Levels 1, 2 or 3
- Marbury, Nathie L, et. al. *TRUE+WAY American Sign Language*, 17 Nov. 2021, [truewayasl.com/](http://truewayasl.com/).

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

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

### Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](http://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](http://go.osu.edu/zoom-meetings))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](http://go.osu.edu/video-assignment-guide))
- Knowledge of Pebble Pad to submit signed digital portfolio (<https://teaching.resources.osu.edu/toolsets/pebblepad/guides/getting-started-pebblepad-students>)

### Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- 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](http://go.osu.edu/office365help).
- PebblePad: An application used to develop digital portfolios (ePortfolios) and curate and manage evidence of reflection, learning, assessment and professional development. <https://teaching.resources.osu.edu/toolsets/pebblepad/guides/getting-started-pebblepad-students>
- Interactive educational apps (i.e., but not limited to Kahoot, Edpuzzle, Flipgrid, etc.)

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](http://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](http://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](http://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the 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                               | PERCENTAGE OF GRADE |
|---|---------------------|
| Quizzes and exercises                             | 20%                 |
| Teaching observations and Journal reflections (3) | 25%                 |
| Activity presentations (7)                        | 25%                 |
| Final Portfolio                                   | 30%                 |

*See course schedule below for due dates.*

## Late assignments & Life Flex extension policies

Assignments must be turned in by the due date and time to be eligible to earn full credit. **Life Flex Extension** is an approach to permit students a one-week extension with no questions asked, if students request their need for an extension **prior to the due date and time**. Assignments eligible for **Life Flex** will be identified in the syllabus and Carmen. If extenuating circumstances do not allow for prior approval and you turn in an assignment late, this work will be accepted with a 10% deduction per day beyond the due date. Once the number of days late causes a point deduction equal to a zero grade, the work will not be accepted.

## Descriptions of major course assignments

### Quizzes and Exercises

**Description:** You will have a number of short, online comprehension quizzes and exercises in the Purposeful, Interactive World Language Teaching modules. These quizzes and exercises will be assignments outside of class as scheduled on the Course Schedule. To submit your quizzes from the Purposeful, Interactive World Language teaching modules, open a new tab with your email program so you can copy and paste your answers into an email to your instructor before clicking the Submit button in the modules. Other quiz formats will be multiple choice, short essay, true/false and matching. Life Flex Extension may **not** be used for these quizzes and exercises. These quizzes and exercises are meant to be quick comprehension checks. Details will be explained in class and posted on Carmen.

**Academic integrity and collaboration:** You must complete the quizzes and exercises yourself, without any external assistance.

### Teaching observation and journal reflection

You will have three journal reflections during the semester. The first is related to your teaching goals and the second and third are related to two teaching observations.

#### Journal Reflection #1 – What type of instructor do you want to be?

**Description:** In this first journal, you will have the opportunity to explore your teaching values, explore the relationships you'd like to develop with your students, and set goals and expectations for teaching your ASL courses. Your instructor will provide guiding questions for you to ponder as you develop your teaching philosophy and discover the type of teacher you would like to be. Details will be posted on Carmen. This assignment will be in written English and posted to Carmen. Journal Reflection #1 will be due **week 2**. Life Flex Extension may be used for this assignment if necessary.

#### Journal Reflection #2 and #3: Teaching Observations

**Description:** Your second and third journal reflections will be related to two teaching observations. You will observe two different ASL classes, which are video-recorded lessons by seasoned ASL instructors. The questions to guide your observations and note taking are listed below. At the end of the observation, you will write a two-page reflection on the teaching

practices you observed. Journal Reflection #2 will be due **week 6** and Journal Reflection #3 will be due **week 9**. The purpose of teaching observations is to give you exposure to seasoned instructors and prepare you for deep critiques of your own lessons. The first observation will be graded as completed (50)/not completed (0) if all assignment requirements are met, but the second will be graded based on the rubric below.

For your first observation, you will use the guiding questions and exercises from chapters of the book *Classroom Observation Tasks* by Wajnryb. (see course schedule for details). Follow the exercises and questions listed in the chapters and submit your findings on Carmen.

For your second observation, use the reflection questions below. Life Flex Extension may be used for this assignment if necessary.

Use these Reflection questions when writing Journal Reflection #2:

1. How did the class begin? Was there a warm-up? Review?
2. Would you describe the class as teacher-fronted or student-centered? Why?
3. Were instructions clear to learners when preparing and modeling activities? Did learners have a clear idea of what is expected of them?
4. What techniques were used to make input more comprehensible? (i.e. – using visuals, context, circumlocution)
5. Was language practice meaningful and purposeful? Were learners given a purpose for communication?
6. If grammar was taught, was an explicit/deductive approach used? Was it effective? What would you change?
7. Was written English used in class? When, and how was it used? Was it necessary or could meaning been presented a different way?
8. How was error correction handled? Was it effective?
9. If vocabulary was taught, what techniques did you see used? Was I+1 used? How?
10. Were PPTs used appropriately? How?
11. What did you like about this lesson? Is there something you'd like to try? What would you improve?
12. How was your first teaching observation similar to your second? What was different? Are there parts of each you would combine? Explain.

### **Evaluation Rubric for Journals #3**

| <b>Category</b>  | <b>Points</b> |
|--|---------------|
| Evidence of understanding concepts learned                                   | 40            |
| Ability to critique critically and constructively using the provided prompts | 40            |
| Uses a professional tone   | 20            |
| Total  | 100           |

### **Activity Presentations**

**Description:** You will have seven different activity presentations during the semester. You will present one 10-minute micro-teaching demonstration of how to teach each of the following topics:

- 1) a community building activity,
- 2) a vocabulary lesson,
- 3) a grammar lesson,
- 4) an Intercultural Competence lesson

These are individual lessons; not taught all at once. Each of your presentations will be signed in ASL to the class. Following your presentation in class, your classmates will critique your activity and provide feedback. After receiving feedback, reflect on how you would adjust your micro-teachings for improvement for your final portfolio. Your activity presentations will be graded based on the rubric below.

Additionally, you will write a **lesson plan**. It will be a detailed, typed lesson plan of one of the above micro-teachings. The plan should include your communicative objectives, and times for each segment/activity. Each item on the lesson plan should be described in detail of who (teacher or student) is doing what. If you have props/handouts/manipulatives used in your activity, be sure to include them on your lesson plan.

Also, you will **create an assessment** for an expressive test (where students sign) with a rubric. Identify the skills to be assessed and create assessment questions and/or prompts that reliably measure students' skills. Decide what type of rubric to use for your assessment (single-point, holistic or analytical) and discuss the reasoning for your choice.

Finally, you will research an interactive **digital tool** to use in an ASL classroom. Choose a digital tool that is pedagogically effective for a grammar, vocabulary, **or** culture lesson. Discuss how the tool is used in the classroom, why you think it is effective and the learning objective of the tool. Discuss if this tool could be used in online learning or in person courses or both.

| Category   | Possible points |
|--|-----------------|
| Evidence of having mastered the concepts learned                                     | 40              |
| Quality of the activity (creativity, pedagogical soundness, adherence to guidelines) | 40              |
| Quality of feedback to your classmates   | 10, 10          |
| Total  | 100             |

## **Final Portfolio**

**Description:** This assignment is a compilation of everything you have learned this semester. Imagine yourself teaching in the future. Consider these questions: Who are you in the classroom? What is most important to you as a teacher? What kind of relationship do you have with your students? How do your students relate to each other? Which pedagogical approach do you see yourself using most often? (Communicative language teaching, and content-based,

task-based instruction), How do you plan to write your lesson plans? How do you want to teach vocabulary? How will you teach ASL grammar? What kind of assessments will you use? Which rubric do you prefer for each type of assessment? How will you engage students? Where and how do you plan to prep to teach your classes? How will you incorporate Intercultural Competence into your lessons? How and when do you plan to use PPT? In other words, how do you see yourself as a teacher in an ASL classroom?

Using **feedback from your activity presentations** from your classmates, create a final portfolio showing your future vision of yourself and how you plan to teach. Feel free to be as creative as you like when including each activity. Each of the seven activities must be presented (lesson plan, vocabulary lesson, grammar lessons, Intercultural competence lesson, an assessment and rubric, and interactive digital tool) in your final portfolio. These activities will be different than the micro-teachings you did during the semester. Provide original activities from presentations and final activities. Discuss improvements and/or changes you made from the feedback of micro-teachings and why you decided to make changes. This can be written or signed explanation included with the micro-teaching. Use Pebble Pad (<https://teaching.resources.osu.edu/toolsets/pebblepad/guides/getting-started-pebblepad-students>) to compile the activities of your portfolio. You may use written English or sign ASL to present your portfolio. Life Flex may be used for this assignment if necessary. Your Final Portfolio will be due **week 15**. The rubric used for grading is listed below. Details will be posted on Carmen.

### Evaluation Rubric for Final Portfolio

| Category   | Possible Points |
|--|-----------------|
| Evidence of mastering concepts from the semester   | 30              |
| Quality of the activity (creativity, pedagogical soundness, adherence to the guidelines)                         | 40              |
| Ability to critique critically and constructively, identifying positive aspects and those that could be improved | 30              |
| <b>Total</b>   | 100             |

### Academic integrity and collaboration for all assignments:

- **Written assignments:** Your written assignments should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.
- **Reusing past work:** You are prohibited from turning in work from a past class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please ask ahead of time.



## Grading scale

|              |              |
|--------------|--------------|
| 93-100%: A   | 77-79.9%: C+ |
| 90-92.9%: A- | 73-76.9%: C  |
| 87-89.9%: B+ | 70-72.9%: C- |
| 83-86.9%: B  | 67-69.9%: D+ |
| 80-82.9%: B- | 63-66.9%: D  |
|              | 0-62.9%: E   |

## 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:** Your instructor will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** Your instructor will check and reply to messages in the discussion boards every **24 hours on school days**.

## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

A significant component of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ

from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues:** If you encounter a technical issue with 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](http://go.osu.edu/it) or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name.
- **Participation:** As mentioned, this course will be conducted entirely in ASL. As such, plan to be present during the entire class session with your face/hands on camera at all times, so that we can see each other and connect. At the start of our sessions, your instructor will share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered.

If you have concerns about participating in class over Zoom this way, please let your instructor know. The goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

**Recordings:** This course uses video and audio recordings of class lectures, student presentations, and related materials. These recordings are available to all students presently enrolled in the course. Please note that you are not allowed to share these recordings. This is to protect your FERPA rights and those of your fellow students.

## Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university’s *Code of Student*

*Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

## Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources

at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

## Commitment to a diverse and inclusive learning environment

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

## Land Acknowledgement

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

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

## Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

### Requesting accommodations

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

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

## Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

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

## Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodation with your instructor.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- Streaming video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))
- Collaborative course tools

## Course schedule

Schedule is subject to change. Refer to the Carmen course for up-to-date assignment due dates. Assignment details will be posted on Carmen.

| Week | Dates              | Topics in class   | Assignments due  |
|------|--------------------|---|--|
| 1    | Aug 20<br>Tuesday  | Welcome,<br>Community building<br>activities;<br>Introduction to the<br>Course;                   |  |
|      | Aug 22<br>Thursday | Teaching challenges<br><br>Who are your<br>students? What type<br>of instructor are<br>you?       | <b>WATCH:</b> Purposeful, Interactive World Language Teaching: <i>Profiles of learners and instructors</i><br><br><b>COMPLETE:</b> Exercise 1: Reflection and Questionnaire in the module  |
| 2    | Aug 27 -<br>Tues   | History of Teaching<br>methods: where we<br>have been and<br>where language<br>teaching is going? | <b>WATCH:</b> <ul style="list-style-type: none"> <li>• Purposeful, Interactive World Language Teaching: <i>Foreign Language (FL) teaching methods – where we've been and where we are today</i> (Skip exercises and quizzes in this section)</li> <li>• Development of Language Learning Strategies (presented in ASL)<br/><a href="https://www.dcp.edu.gov.on.ca/en/curriculum/american-sign-language-as-a-second-language/courses/asl-second-language-1/context/enduring-ideas#development-strategies">https://www.dcp.edu.gov.on.ca/en/curriculum/american-sign-language-as-a-second-language/courses/asl-second-language-1/context/enduring-ideas#development-strategies</a></li> <li>• <b>READ:</b></li> <li>• Larsen-Freeman Communicative Language Teaching Page 115-130; Content-Based Instruction page 131-147; Task-based Language Teaching page 149-163;</li> </ul> |

| Week | Dates          | Topics in class   | Assignments due  |
|------|----------------|---|--|
|      |                |   | <ul style="list-style-type: none"> <li>• Full immersion ASL teaching<br/><a href="https://creativeaslteaching.com/getting-students-use-target-language/">https://creativeaslteaching.com/getting-students-use-target-language/</a></li> <li>• Dörnyei, Zoltán. 2009. Communicative language teaching in the 21<sup>st</sup> century: The 'principled communicative approach'. <i>Perspectives</i> 36.2: 33-43. (Carmen)</li> <li>• Lightbown &amp; Spada Explaining first language Acquisition page 14-24</li> <li>• <b><u>Assignment due Aug 27 by 11:59pm: Journal Reflection #1</u></b> – What type of instructor do you want to be?</li> </ul>   |
|      | Aug 29 - Thurs | The Fundamentals of Second Language Acquisition; Krashen's theory, Input and Output | <p><b>WATCH:</b></p> <ul style="list-style-type: none"> <li>• Purposeful, Interactive World Language Teaching: <i>Fundamentals of (Second Language Acquisition) SLA, Part 2 only – Input and Output</i></li> <li>• Lightbown &amp; Spada Explaining second language learning page 103-120</li> <li>• Krashen's Comprehensible input:<br/><a href="https://www.youtube.com/watch?v=lxKvMqPI6j4">https://www.youtube.com/watch?v=lxKvMqPI6j4</a></li> </ul> <p><b>COMPLETE:</b> Exercise 4: Personalizing Theory; Comprehension check: Concepts; The big picture in the module</p>   |
| 3    | Sept 3 – Tues  | Building Community in the Classroom   | <p><b>READ:</b> Community Building in the Classroom<br/><a href="https://ctl.columbia.edu/resources-and-technology/teaching-with-technology/teaching-online/community-building/#:~:text=Community%20building%20in%20the%20classroom%20is%20about%20creating%20a%20space,McMillan%20%26%20Chavis%2C%201986">https://ctl.columbia.edu/resources-and-technology/teaching-with-technology/teaching-online/community-building/#:~:text=Community%20building%20in%20the%20classroom%20is%20about%20creating%20a%20space,McMillan%20%26%20Chavis%2C%201986</a>)</p> <p><b>WATCH:</b> Building Community in a college classroom: (14 minutes):<br/><a href="https://www.youtube.com/watch?v=HhCMQ6xAtnw">https://www.youtube.com/watch?v=HhCMQ6xAtnw</a></p> |
|      | Sept 5 - Thurs | Activity Presentations (1)  | <p><b><u>Assignment due Sept 5 by start of class time:</u></b><br/>Create and present a 10-minute micro-teaching community building activity for classmates; Be prepared to give and receive peer critiques</p>  |
| 4    | Sept 10- Tues  | What makes a good Lesson Plan?  | <p><b>WATCH:</b> Purposeful, Interactive World Language Teaching: Lesson Planning</p> <p><b>COMPLETE:</b> Exercise 1 Features of successful lessons in the module</p> <p><b>READ:</b> The 4 A's of Lesson Plans<br/><a href="https://www.youtube.com/watch?v=5E6LpeHcKrs">https://www.youtube.com/watch?v=5E6LpeHcKrs</a><br/>Lesson Planning <a href="https://cte.smu.edu.sg/approach-teaching/integrated-design/lesson-planning">https://cte.smu.edu.sg/approach-teaching/integrated-design/lesson-planning</a></p>  |

| Week | Dates           | Topics in class   | Assignments due   |
|------|-----------------|---|---|
|      |                 |   | Strategies for effective Lesson Plans<br><a href="https://crlt.umich.edu/gsis/p2_5">https://crlt.umich.edu/gsis/p2_5</a>  |
|      | Sept 12 - Thurs | Activity Presentation: Lesson Plans (2)   | <b><u>Assignment due Sept 12 by start of class time:</u></b><br><b>Activity Presentation: Lesson Plan</b> Write your lesson plan; Be prepared to give and receive peer critiques  |
| 5    | Sept 24 Tues    | Classroom Management; Setting up space, selecting partners, setting up activities, Use of English in classroom, Error correction  | <b>WATCH:</b> Purposeful, Interactive World Language Teaching: Classroom Management<br><b>COMPLETE:</b> Exercises and quizzes in the module (note: videos are spoken in Italian but CC in English) Skip Error correction in writing; STOP at "Student behavior"<br><b>READ:</b> The 10-minute Rule<br><a href="https://www.learningandthebrain.com/blog/the-10-minute-rule-is-the-lecture-dead/#:~:text=The%20%E2%80%9C10%2Dminute%20rule%E2%80%9D,something%20different%20every%20ten%20minutes.">https://www.learningandthebrain.com/blog/the-10-minute-rule-is-the-lecture-dead/#:~:text=The%20%E2%80%9C10%2Dminute%20rule%E2%80%9D,something%20different%20every%20ten%20minutes.</a> |
|      | Sept 26 Thurs   | Classroom Management cont.: Student behavior, Instructors behavior, educating students on SLA, teaching students how to study ASL | <b>WATCH:</b> Purposeful, Interactive World Language Teaching: Classroom Management - START at "Student behavior"<br><b>COMPLETE:</b> Exercises and quizzes in the module   |
| 6    | Oct 1 – Tues    | How to do Teaching Observations   | <b>READ:</b> Wajnryb, Ruth Intro pg. 1-26, Task 1: The Learner Pg. 28-42, Task 2 Language pg. 43-57; Task 3: Learning pg. 58-73<br><b>WATCH:</b> Teaching Observation Video #1  |
|      | Oct 3 - Thurs   | Teaching ASL vocab strategies   | <b>WATCH:</b> Purposeful, Interactive World Language Teaching: Teaching vocabulary<br><b>COMPLETE:</b> Exercises and quizzes in the module<br><b>READ:</b> Teaching ASL Vocabulary<br><a href="https://creativeaslteaching.com/teaching-vocabulary/">https://creativeaslteaching.com/teaching-vocabulary/</a><br><b>Assignment due Oct 3 by 11:59pm: Journal Reflection #2</b> – Teaching Observation and Journal reflection  |
| 7    | Oct 8 – Tues    | Activity Presentation: Vocabulary lesson (3)  | <b><u>Assignment due Oct 8 by start of class time:</u></b><br><b>Activity Presentation: Vocabulary Lesson</b> Create and present a vocabulary 10-minute micro-teaching activity; Be prepared to give and receive peer critiques   |
|      | Oct 10 - Thurs  | Teaching ASL grammar strategies; Do's   | <b>WATCH:</b> Purposeful, Interactive World Language Teaching: Teaching grammar   |



| Week | Dates          | Topics in class   | Assignments due  |
|------|----------------|---|--|
|      |                | and Don'ts of PPT slides  | <b>COMPLETE:</b> Exercises and quizzes in the module; Skip last 4 quizzes  |
| 8    | Oct 15 – Tues  | Activity Presentation: Grammar lesson (4)   | <b>Assignment due Oct 15 by start of class time:</b><br><b>Activity Presentation: Grammar Lesson</b> Create and present your grammar 10-minute micro-teaching activity; Be prepared to give and accept peer critiques  |
| 8    | Oct 17 - Thurs | Exploring ASL Pedagogy and Various ASL curricula                                      | <b>Read:</b> Explore these TWO curricula: Tru Way + ASL; Signing Naturally; Explore strengths and shortcomings of curricula – focus on teaching vocabulary and teaching grammar<br><b>Assignment due Oct 17 by 11:59pm:</b> Journal which curriculum you would like to utilize and why   |
| 9    | Oct 22 Tues    | Classroom Teaching Observations Part 2  | <b>Read prior to Oct 15 start of class:</b> Wajnryb, Ruth Task 4: The Lesson Pg. 74-90, Task 5 Teaching Skills and Strategies pg 91-105; Task 6: Classroom Management pg. 106-121 <b>WATCH:</b> Teaching Observation Video #2  |
| 9    | Oct 24 Thurs   | Intercultural Competence (IC): Intro part 1 and 2                                     | <b>WATCH:</b> Purposeful, Interactive World Language Teaching: Intercultural Competence Training (watch through Nomenclature)<br><b>COMPLETE:</b> Exercises and quizzes including Essentializing culture. Stop at Intercultural Competence and elementary language courses<br><b>Assignment due Oct 24 by 11:59pm: Journal Reflection #3</b> – Teaching Observation and Journal reflection; Compare and contrast with first teaching observation |
| 10   | Oct 29 Tues    | Intercultural Competence (IC) and Elementary language courses; creating IC activities | <b>WATCH:</b> Purposeful, Interactive World Language Teaching: Intercultural Competence Training (start at IC and elementary language courses)<br><b>COMPLETE:</b> Exercises and quizzes in the module   |
|      | Oct 31 Thurs   | Activity Presentation: IC lesson (5)  | <b>Assignment due Oct 31 by start of class time:</b><br><b>Activity Presentation: IC Lesson</b> Create and present your Intercultural Competence 10-minute micro-teaching activity; Be prepared to give and accept peer critiques  |
| 11   | Nov 5 Tues     | Formative & summative assessments; Receptive and Expressive Tests in ASL              | <b>WATCH:</b> Introduction to Assessments (in ASL) (18 minutes)<br><a href="https://www.youtube.com/watch?v=1miY_rT9qZE">https://www.youtube.com/watch?v=1miY_rT9qZE</a>   |

| Week | Dates           | Topics in class  | Assignments due  |
|------|-----------------|--|--|
|      |                 |  | <p>Approaches to Assessments (in ASL) (12 minutes)<br/> <a href="https://www.youtube.com/watch?v=nwPTmMMR05g">https://www.youtube.com/watch?v=nwPTmMMR05g</a></p> <p>Principles of Assessment (in ASL) (35 minutes)<br/> <a href="https://www.youtube.com/watch?v=gL_bEsthiMw&amp;t=34s">https://www.youtube.com/watch?v=gL_bEsthiMw&amp;t=34s</a></p> <p>Assessment Techniques (in ASL) (28 minutes)<br/> <a href="https://www.youtube.com/watch?v=ihLA1nOaT6U">https://www.youtube.com/watch?v=ihLA1nOaT6U</a></p>   |
|      | Nov 7<br>Thurs  | Types of Rubrics;<br>Benefits and<br>Shortcomings of<br>each               | <p><b>READ:</b> Types of Rubrics<br/> <a href="https://www.cultofpedagogy.com/?s=rubrics">https://www.cultofpedagogy.com/?s=rubrics</a></p> <p>Ohio Dept of Education Example Rubric for ASL:<br/> <a href="https://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/American-Sign-Language/2-ASL-UNIT-Presentational_sept1_2016.pdf.aspx">https://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/American-Sign-Language/2-ASL-UNIT-Presentational_sept1_2016.pdf.aspx</a></p> |
| 12   | Nov 10<br>Tues  | Activity<br>Presentation:<br>Assessment/ Rubric<br>(6)                     | <p><b>Assignment due Nov 10 by start of class time:</b><br/>           Create and present an assessment for peers to take then create a rubric. Be prepared to give and receive peer critiques</p>   |
|      | Nov 12<br>Thurs | Interactive<br>technology used in<br>ASL classroom                         | <p><b>Read:</b> Ideas for Using Technology in the ASL Classroom (on Carmen) then explore your own various apps of interactive technology in the classroom</p>  |
| 13   | Nov 19<br>Tues  | Activity<br>Presentation:<br>Interactive<br>Technology (7)                 | <p><b>Assignment due Nov 19 by start of class time:</b><br/>           Create and present an interactive technology 10-minute micro-teaching activity to classmates; Prepare to give and receive peer critiques</p>  |
|      | Nov 21<br>Thurs | Navigating<br>preparation work –<br>where and when do<br>you prepare best? | <p><b>READ:</b> TBD</p>  |
| 14   | Nov 25-<br>28   | Thanksgiving<br>Break  | No class   |
| 15   | Dec 3<br>Tues   | Practicing Self-care;<br>Establishing Healthy<br>Teacher Boundaries        | <p><b>Read prior to Dec 3 start of class:</b> Practicing Self-Care Teachers<br/> <a href="https://www.understood.org/en/articles/practicing-self-care-for-teachers">https://www.understood.org/en/articles/practicing-self-care-for-teachers</a><br/> <a href="https://tuiopay.com/blog/self-care-for-teachers/">https://tuiopay.com/blog/self-care-for-teachers/</a></p>  |
|      | Dec 5<br>Thurs  | Final Thoughts;<br>Putting it all together                                 | <p><b>Final Portfolio due Dec 5 by 11:59pm</b><br/>           Use Pebble Pad and post to Carmen</p>  |

| Week | Dates | Topics in class | Assignments due |
|------|-------|-----------------|-----------------|
|      |       |                 |                 |

Much appreciated. Thank you for your reply.

Best regards,  
Kristin

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**From:** Troyan, Francis <troyan.14@osu.edu>  
**Date:** Friday, September 13, 2024 at 5:20 PM  
**To:** Wickham-Saxon, Kristin <wickham-saxon.1@osu.edu>  
**Cc:** Robinson, Octavian <robinson.948@osu.edu>, Jones, Tia <jones.2246@osu.edu>  
**Subject:** Re: Concurrence for a new online Certificate: American Sign Language Elementary-Level Teaching

Dear Dr. Wickham-Saxon,

Thank you for reaching out. I apologize for the delay.

This program looks wonderful. Please let me know if I could offer any additional support.

Sincerely,

Francis

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**From:** Wickham-Saxon, Kristin <wickham-saxon.1@osu.edu>  
**Sent:** Friday, August 30, 2024 11:03 AM  
**To:** Troyan, Francis <troyan.14@osu.edu>  
**Cc:** Robinson, Octavian <robinson.948@osu.edu>; Jones, Tia <jones.2246@osu.edu>  
**Subject:** Concurrence for a new online Certificate: American Sign Language Elementary-Level Teaching

Dr. Troyan,

Our newly created Center for American Sign Language and Deaf Equity intends to propose an online, post-BA Certificate for ASL Introduction to Teaching. We have been asked to seek concurrence from the College of EHE.

Five courses will be offered in the Certificate. Two courses (ASL Linguistics and ASL Accessibility & Social Justice) overlap with our new major and were approved by the Arts & Sciences Curriculum Committee. The other three courses (ASL Teaching Methods, ASL Teaching Practicum, and Navigating Academia) are in the Curriculum Committee queue.

The attached proposal draft will be submitted to Ohio State Online and the Curriculum Committee in two weeks, which is the time you are given to express support or concerns about this proposal. Dr. Octavian Robinson, the Center Director, is cc'd on this email as well. If we have not received a reply from you in two weeks, concurrence is assumed.

With appreciation,

**Kristin N. Wickham-Saxon, MEd, NIC**

**Pronouns:** she, her, hers [Why?](#)

**American Sign Language Program:** Assistant Professor, Professional Practice and Director of Undergraduate Studies

**Center for American Sign Language and Deaf Equity:** Assistant Director

[wickham-saxon.1@osu.edu](mailto:wickham-saxon.1@osu.edu) | [asl.osu.edu](http://asl.osu.edu)

*Choose your attitude. Play. Make someone's day. Be present.*



**College of Arts & Sciences**  
Center for Languages, Literatures, and Cultures  
American Sign Language Program

# Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences  
(Updated 2-1-24)

Course Number and Title:

## Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. See [Carmen: Common Sense Best Practices](#) and [Carmen Fast Facts for Instructors](#) for more on using CarmenCanvas

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

## Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).

## Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (**required**).

- Regular instructor communications with the class via announcements or weekly check-ins.
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

## Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery (**required**)? (For DH, address what is planned for in-person meetings as well)

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

## Workload Estimation

For more information about estimating student workload, see [Workload Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (**required**):

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

## Accessibility

See [Creating an Accessible Course](#) for more information. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.



Additional comments (optional):

## Academic Integrity

For more information: [Promoting Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

## Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above (**required**):

## Community Building

For more information: [Student Interaction Online](#) and [Creating Community on Your Online Course](#)

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above)

## Transparency and Metacognitive Explanations

For more information: [Increasing Transparency and Metacognition](#)

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

## **Additional Considerations**

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

Syllabus and cover sheet reviewed by *Jeremie Smith* on 2/23/24

**Reviewer Comments:**

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.