

11-12b

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-695	App-3/22/12	App-4/17/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Special Education and Clinical Services	Phone 357-2450

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)
 New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

EDHL 115: Introduction to American Sign Language

<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>

2. Additional Course Designations: check if appropriate
 This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals
 New Degree Program Program Title Change Other
 New Minor Program New Track Catalog Description Change Program Revision

<i>Current program name</i>	<i>Proposed program name, if changing</i>

4. Approvals		Date
Department Curriculum Committee Chair(s)	Richard C. Nowell <i>Richard C. Nowell</i>	11/15/10
Department Chair(s)	Joseph W. Domaracki <i>Joseph Domaracki</i>	11/15/10
College Curriculum Committee Chair	<i>Joseph Domaracki TECC</i>	3-1-11
College Dean	<i>Mary Ann Ruffeth</i>	3-3-11
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Schmitt</i>	3/22/12

Received

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FEB 29 2012

MAR 10 8 2011

Liberal Studies

Liberal Studies

Part II. Description of the Curriculum Change

1. Syllabus of Record

EDHL 115: Introduction to American Sign Language

I. Catalog Description

EDHL 115 Introduction to American Sign Language

3 class hours

0 lab hours

3 credits

(3c-0l-3cr)

Prerequisites: Deaf Education or Disability Services major or Deaf Studies minor, or permission.

Development of manual dexterity and fluency using fingerspelling. Acquisition of basic American Sign Language syntax, semantics, vocabulary, and pragmatics. Practice in acquiring general information from a signed message and conversing informally on commonly used topics. Exploration of the history of ASL and cultural aspects within the Deaf community.

II. Course Outcomes.

Students will:

1. Identify specific areas within Deaf Culture such as causes of deafness, the history of the development of sign language systems in the United States, principles related to the selection of specific sign systems, social and political organizations, as well as laws and regulations that affect the quality of life for individuals with hearing loss.
2. Explain and demonstrate the basic parameters of a sign and characteristics that distinguish manual/visual language from oral/aural language.
3. Demonstrate how to fingerspell and to read fingerspelling in context.
4. Demonstrate the basic syntax of American Sign Language.
5. Develop a basic vocabulary in American Sign Language and learn to use that vocabulary to express themselves and to understand others' signs in daily conversation.
6. Utilize facial and body expressions, eye contact, spatial concepts, and other elements critical to American Sign Language.
7. Analyze cultural aspects of American Sign Language as well as the implications for promoting Deaf Culture awareness.

Course Objective	College Conceptual Framework / Danielson	INTASC Standard/ Principle	NCATE / NAEYC / CED Blended Program Standard	Course Assessment Measuring Objective
1,2,4,5,6,7	1	1,2,4,5,6,7, 9,10	CED 6 NAEYC 1,2,4,6	Test on the history and structure of ASL
2,3,4	3a	4,5,6,7	CED 6 NAEYC 1,4,6	Daily receptive quizzes
3,4,5	4e	4,5,6,7	CED 2,3,9 NAEYC 1,4,6	Midterm expressive exam
3,4,5,6	4e	4,5,6,7	CED 2,3,9 NAEYC 1,4,6	Final expressive exam
2,3,4,6	3a	4,5,6,7	CED 6 NAEYC 1,4,6	Final receptive exam

Note: Final expressive exam and final receptive exam are reflected in the KARS (Key Assessment Rating System) activities for this course.

III. Detailed Course Outline

A. Week 1

1. Introduction (2 hours)
 - a. Course description and requirements
 - b. Course materials
 - c. Other resources
2. Introduction to fingerspelling and Deaf Culture: name signs (1 hour)
 - a. Vocabulary: meeting people

B. Week 2 and 3

1. Sentence types (5 hours)
 - a. Sign cheremes
 - b. Declarative sentences
 - c. Open-ended questions
 - d. Yes-no questions
 - e. Negatives
2. Cultural aspects: educational programs for deaf students (1 hour)
 - a. Additional educational setting vocabulary including how signs have changed over time

C. Week 4

1. History of American Sign Language (2 hours)
 - a. Time concepts
 - b. Signs for time concepts
2. Cultural aspects: "Deaf American" and the National Association of the Deaf (1 hour)
 - a. Cultural aspects of time
 - b. Additional vocabulary, including political organizations for the Deaf

D. Week 5

1. Pronouns (2 hours)
 - a. Subjective
 - b. Objective

- c. Possessive
- 2. Cultural aspects: National Theatre of the Deaf (1 hour)
 - a. Additional vocabulary, including social organizations for the Deaf
- E. Week 6
 - 1. Subjects and objects (2 hours)
 - a. Word order
 - b. Use of direction
 - c. Family signs
 - 2. Cultural aspects: Causes of deafness (1 hour)
 - a. Additional vocabulary, including syndromes and causes of deafness
- F. Week 7
 - a. Review of vocabulary and grammar (2 hours)
 - b. Take-home test on history and basic grammar
 - c. Mid-term expressive test (individual) (1 hour)
- G. Week 8
 - 1. Classifiers (2 hours)
 - a. Hand shapes
 - b. Use in space
 - c. Variation
 - 2. Cultural aspects: driving and insurance (1 hour)
 - a. Additional vocabulary, including the use of handshapes to provide driving directions and explanations for why the Deaf were at one time denied insurance
- H. Week 9
 - 1. Locatives (2 hours)
 - a. Placing in space
 - b. Directional variation
 - 2. Cultural aspects: Deaf athletics (1 hour)
 - a. Additional vocabulary, including the use of space and direction to provide an explanation of how to play various sports
- I. Week 10 and 11
 - 1. Pluralization (3 hours)
 - a. Repetition
 - b. Modification of signs
 - 2. Adjectives (2 hours)
 - 3. Cultural aspects: mainstreaming (1 hour)
 - a. Additional vocabulary, including demonstrations on how to rephrase and repeat information for students who are deaf in the mainstream setting
- J. Week 12
 - 1. Time aspects (2 hours)
 - a. "long time"
 - b. "regularly"
 - c. Other time aspects
 - 2. Cultural aspects: Deaf dorm counselors and houseparents (1 hour)
 - a. Additional vocabulary, including the length of time in which students with hearing loss are interacting with deaf adults and peers
 - b.

K. Week 13

1. Distributional aspects (2 hours)
 - a. Specified
 - b. Unspecified
2. Cultural aspects: Section 504/ American Council of Citizens with Disabilities (1 hour)
 - a. Additional vocabulary, including when specific laws and regulations which were placed in effect for individuals with hearing loss and the Deaf

L. Week 14

1. Final expressive examination (individualized during exam week) (3 hours)

M. Week 15

1. Final receptive examination: during exam week (2 hours)

IV. Evaluation methods

1. Test on the history and structure of ASL: 100 points

After the information on the history and basic structure of ASL is covered in class, students will be presented with an objective test covering this factual information.

2. Daily receptive quizzes: 100 points

Students are expected to learn all new vocabulary presented in class. They will be tested with unannounced quizzes on a regular basis on the material already covered in class. Students will not be expected to learn vocabulary before it is presented in class.

3. Mid-term expressive examination: 100 points

At mid-term, students will be required to take an individualized test, signing sentences presented by the instructor in English. These sentences will contain vocabulary found in the Lessons 1-4 and supplementary vocabulary presented in class.

4. Final expressive examination: 150 points

At the end of the semester, students will be tested on cumulative signed vocabulary from Lessons 1-9 as they were in #3.

5. Final receptive examination: 150 points

At the end of the semester, students will be tested on receptive abilities, writing English sentences as translations for sentences signed by the instructor in ASL and covering all 9 lessons. This will be given during the regular final exam time.

Total possible points: 600

V. Example grading scale

552-600 = A	92%-100%=A
498-551 = B	83%-91%=B
444-497 = C	74%-82%=C
390-443 = D	65%-73%=D
389 and below = F	64% and below=F

VI. Attendance policy

Students are strongly advised not to miss class. Although not everything covered in class will show up on exams, much information about communication with deaf people will be presented which is critical to their future use of ASL, and their attendance is certainly a reflection on their commitment to learning the language, and, in some cases, working with Deaf people.

Furthermore, daily quizzes are unannounced and a missed quiz is equal to a zero (unless excused for medical or other valid reasons as discussed in class). A student must either e-mail or call the instructor before class on the day of absence to say he or she is sick or bring a doctor's excuse to receive an excused absence. One quiz grade (a zero or the next lowest grade) is dropped.

Although here no specific penalty other than zeros on quizzes results from absences, individual instructors may establish penalties for excessive absences.

VII. Required textbook, supplemental book, and web resources

Note: the student book by Cokely and Baker listed in the syllabi is 1 of a series of 3. EDHL 115 uses book 1 (units 1-9), EDHL 215 uses book 2 (units 10-18), and EDHL 417 uses book 3 (units 19-27) **Note: This text is a seminal work on American sign language and therefore justifies the publication date.**

Textbook:

Cokely, D., & Baker-Shenk, C. (1991). American sign language: A student text book 1; Units 1-9. Washington, D.C.: Gallaudet Press.

Supplemental book:

Sternberg, M.L.A. (1994). American Sign Language Dictionary (rev. ed.). New York: Harper-Collins.

Web sites:

www.signingsavvy.com

www.aslpro.com

www.lifeprint.com

VIII. Special Resources

This course requires many materials to be able to supplement their expressive and receptive skills in American Sign Language. IUP has an established Sign Language Lab which has a number of computers and many different CDs and video tapes, as well as

various sign language dictionaries and other reference texts. No additional resources are required by the modification of this course.

*Due to the nature of the course, older edition of sign language materials are necessary to demonstrate the change in the formation of signs overtime.

IX. Bibliography

Baynton, D., Gannon, J. R., & Bergey, J. L. (2007). *Through deaf eyes: A photographic history of an american community* (1st ed.). Washington, DC: Gallaudet University Press.

Cokely, D., & Baker-Shenk, C. (1991). *American sign language: A student text book 1; Units 1-9*. Washington, D.C.: Gallaudet Press.

Fant, B. B., Miller, B., & Fant, L. (2008). *The american sign language phrase book* (3rd ed.): McGraw-Hill.

Flodin, Mickey (2004). *Signing illustrated: the complete learning guide*. New York: The Berkley Publishing Group.

Grayson, Gabriel (2003). *Talking with your hands, listening with your eyes: A complete photographic guide to American Sign Language*. Garden City Park, NY: Square One Publishers.

Hoemann, H.W. (1978). *Communicating with deaf people: A resource manual for teachers and students of American Sign Language*. Baltimore: University Park Press.

Hoemann, H.W., & Lucafo, R. (1980). *I want to talk: A child model of American Sign Language*. Silver Spring, MD: National Association of the Deaf.

Johnson, R.E., Liddell, S.K., & Erting, C.J. (1989). *Unlocking the curriculum: Principles for achieving access in deaf education*. Washington, DC: Gallaudet University.

Klima, E.S., & Bellugi, U. (1979). *The signs of language*. Cambridge, MA: Harvard University Press.

Lane, H. (1984). *When the mind hears*. New York: Random House.

Pray, J. L. & Jordan, I. K. (2010). *The deaf community and culture at a crossroads: issues and challenges*. [Article]. *Journal of Social Work in Disability & Rehabilitation*, 9(2/3), 168-193. doi:10.1080/1367x2010.493486

Poor, G. S. (2009). *Barron's 500 Flash Cards of American Sign Language [Cards]* (pp.500). Hauppauge, NY: Barron's Educational Series.

Scouten, E.L. (1984). Turning points in the education of deaf people. Danville, IL: Insterstate.

Snoddon, K. (2010). Technology as a Learning Tool for ASL Literacy. *Sign Language Studies*, 10(2), 197-213.

Sternberg, Martin L.A. (1998). American Sign Language dictionary (3rd ed.). New York, NY: Harper Collins Publishers, Inc.

Wilbur, R.B. (1979). American Sign Language and sign systems. Baltimore: University Park Press.

Journals

American Annals of the Deaf. Washington, DC: Gallaudet University Press.

Journal of Deaf Studies and Deaf Education. Oxford: Oxford University Press.

Sign Language Studies. Washington. DC: Gallaudet University Press.

Web Sites

www.aslpro.com

www.signingsavvy.com

www.lifeprint.com

2. A Summary of the Proposed Revision:

Change of credits: From 1 credit to 3 credits
Catalog course description modification
Syllabus of record modification

3. Justification:

- A. The course credits have been changed to three credits for the following reasons: This course is revised due to the elimination of another previously offered 3-credit course. EDHL 115: Introduction to American Sign Language is a required course in the Deaf Education certification program and Deaf Studies minor. As both (EDHL 115 and EDHL 215) are being revised, EDHL 314: Deaf Culture is being eliminated. There has always been some redundancy in the content of EDHL 114: Introduction to Deaf and Hard-of-Hearing Persons, EDHL 115, and EDHL 215: Intermediate American Sign Language and the Deaf Culture course. This proposal seeks to expand the cultural content already found in EDHL 115, as well as to extend the depth of language training received by those taking this course. Students in the Deaf Education major and the Deaf Studies minor need better competency in the language used by most deaf adults in the United States. The extension of this course to three credits and the modifications in content will help provide this greater depth in both signing and culture and allow us to eliminate the Deaf Culture course.
 - B. The Catalog description has been changed to reflect the addition of cultural aspects as well as greater depth in signing.
Addition of Deaf Education majors, minors, Disability Services Majors or by permission have been added as pre-requisites
 - C. Objectives have been added to reflect the cultural aspect now being taught in this course.
- *Due to recent retirements, the old syllabi of record cannot be located at this time. The fall 2004 version is the most recent as located in the NCATE archive. See attached document.**

4. Old syllabus of record

Course Description:

This course is designed to teach students the basic grammar of American Sign Language and help them develop a basic vocabulary. It also focuses on the development of good expressive and receptive fingerspelling skills. The language skills are presented in the context of the history of pedagogy with deaf students in Europe and America, including different signing systems used in the United States since 1817, with an emphasis on recent trends and current usage. The skills taught are to prepare students to teach within a Bilingual-Bicultural approach, or in an ASL instructional mode.

Course participants:

This course was originally designed for pre-service teachers in education of deaf and hard-of-hearing students. The course is also part of the Deaf Studies minor and the Disability Services major. Others are allowed into the course providing room is available, and the course is recommended to other practitioners who need sign skills in their professional roles, including speech pathologists and special education teachers.

Prerequisites:

None

Strategies used:

Lecture/demonstration
Class discussions
Various class activities/practice sessions
Cooperative learning activities

Course objectives:

1. Students will know the history of the development of sign language systems in the United States and principles related to the selection of specific sign systems.
2. Students will understand the basic parameters of a sign and characteristics that distinguish manual/visual language from oral/aural language.
3. Students will learn to fingerspell and to read finger-spelling in context.
4. Students will learn the basic syntax of American Sign Language.
5. Students will develop a basic vocabulary in American Sign Language and learn to use that vocabulary and to understand others' signs in daily conversation.
6. Students will learn to use facial and body expression, eye contact, spatial concepts, and other elements critical to American Sign Language.

Required Text: None (An ASL Packet, modified from one created at the University of Utah is found on the WebCT site.)

Optional Resource:

Sternberg, M. L. A. (1994). American Sign Language Dictionary (Rev. ed). New York: HarperCollins..... OR another good sign language dictionary.

Course Requirements:

1. Class attendance and participation
2. Practice outside of class
3. Test on the history and structure of ASL: **100 points**
4. Daily receptive quizzes: **100 points**
5. Mid-term expressive examination: **100 points**
6. Final expressive examination: **150 points**
7. Final receptive examination (Monday, May 5, 2:45-4:45 pm): **150 points**

Total possible points: 600

Grading scale:

540-600 = A

480-539 = B

420-479 = C

360-419 = D

<360 = F

Explanation of course requirements:

(1) Students need to attend all classes to see new signs presented and to have their production of signs monitored by the instructor. Also, in class we will have varied practice activities in which students will use and develop their sign skills.

NOTE: The attendance policy guidelines at IUP indicate that I should allow you one unexcused absence without penalty. I will, except for the quiz situation indicated below. After one unexcused absence, you will lose 40 points from your overall grade for each unexcused absence.

(2) Video-tapes and CDs are available in the Sign Language Lab and on-line on the internet for receptive and expressive practice. Other videos are found in the media resources section of the library. Students should spend time with these materials and with each other in study groups to practice their fingerspelling and signing. The dictionary ordered for the course has an accompanying CD-ROM. Students may look up all new vocabulary on the CD-ROM for review and to see variations from the instructors models. In addition, there are practice materials on the CD-ROM which may be used for developing skills.

(3) The sign language packet on WebCT and class lectures will present a history of American Sign Language and linguistic principles involved in the language. . Following the reading of this material and listening to lectures and discussions on this material, students will be presented with an objective test covering this factual information.

(4) Students are expected to learn all new vocabulary presented in class. They will be tested with unannounced quizzes on a regular basis on that material already covered in class. Students will not be expected to learn vocabulary before it is presented in class.

(5) At mid-term, students will be required to take an individualized test, signing sentences presented by the instructor in English. These sentences will contain vocabulary found in the first two lessons.

(6) At the end of the semester, students will be tested on cumulative signed vocabulary from Lessons 1-4 as they were in #5.

(7) During final exam week, students will be tested on receptive abilities, writing English sentences as translations for sentences signed by the instructor in ASL and covering all four lessons.

Students are strongly advised not to miss class. Although not everything covered in class will show up on exams, much information about communication with deaf people will be presented which is critical to your future use of ASL, and your attendance is certainly a reflection on your commitment to learning the language, and, in some cases, working with deaf people.

Furthermore, daily quizzes are unannounced and a missed quiz is equal to a zero (unless excused for medical or other valid reasons as discussed in class). PLEASE NOTE: A STUDENT MUST EITHER E-MAIL OR CALL ME BEFORE CLASS ON THE DAY OF ABSENCE TO SAY HE OR SHE IS SICK OR BRING A DOCTOR'S EXCUSE TO RECEIVE AN EXCUSED ABSENCE. One quiz grade (a zero or the next lowest grade) is dropped. If a student comes to class, takes a quiz, and then leaves class before the class is complete, he or she will be given a zero for that quiz. There are no make-up quizzes. Quizzes are normally given at the beginning of class, and if a student is tardy and misses part of that quiz, the student receives no credit for the part of the quiz missed.

Failure to show up for individual expressive examinations will result in a 10% reduction in grade for the examination. It is critical not to miss the final receptive examination and to be punctual, as the exam is signed to the class live. Necessity to make up the receptive examination will result in a 20% reduction in grade for the exam. Of course, medical or other valid excuses will be accepted and exams made up without penalty -- at a mutually convenient time. Failure to complete all exams by the due date for grades will result in assignment of an 'I' and regular procedures to remove an 'I' will be followed. Students are responsible to make sure requirements are completed before the deadline to change I grades.

COURSE OUTLINE

A. Introduction: Definitions and Basic Characteristics of Sign Systems

B. Fingerspelling

1. The Manual Alphabet
2. Fingerspelling Words
3. Receiving Fingerspelling

C. History of American Sign Language

1. Early historical use of sign language
2. French Sign at the Paris School for the Deaf
3. Gallaudet's mission to Europe
4. Gallaudet and Clerc Open the American School for the Deaf
5. Students from Martha's Vineyard come to ASD
6. Vaise visits the New York School for the Deaf
7. The National Deaf-Mute College: E.M. Gallaudet
8. Oral Schools are founded
9. Milan Conference: ASL goes underground
10. The 1960s: The re-emergence of sign language
11. The swing to Total Communication
12. The re-emergence of manually coded English
13. The gradual acceptance of ASL (again)
14. Recent trends: Bilingual/Bicultural education

D. Definitions of Communication Methods

1. Aural (Unisensory)
2. Oral/Aural
3. Cued Speech
4. Rochester Method
5. Manually Coded English
6. Signed English
7. Pidgin Sign English
8. Ameslish
9. American Sign Language

E. Lesson 1: Family relations, introducing yourself.

F. Lesson 2 & 3: Pronouns, questions, and time

G. Lesson 4: Mental action

Discipline Bibliography

Hoemann, H.W. (1978). *Communicating with deaf people: A resource manual for teachers and students of American Sign Language*. Baltimore: University Park Press.

Hoemann, H.W., & Lucafo, R. (1980). *I want to talk: A child model of American Sign Language*. Silver Spring, MD: National Association of the Deaf.

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