

11-12c.

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-69C	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 215: Intermediate American Sign Language

<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>
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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>
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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</i> TECC	3.1.11
College Dean	<i>May Ann Rafath</i>	3.3.11
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Schuist</i>	3/22/12

Received
 Received
 FEB 29 2012
 MAR 28 2011
Liberal Studies

Part II. Description of the Curriculum Change

1. Syllabus of Record

EDHL 215: Intermediate American Sign Language

I. Catalog Description

EDHL 215 Intermediate American Sign Language

3 class hours

0 lab hours

3 credits

(3c-01-3cr)

Prerequisites: EDHL 115, 3.0 GPA required for EDHL majors, 2.8 GPA for EDHL minors

Emphasizes vocabulary expansion, comprehension of signed information, and development of fluency in conveying a message in American Sign Language. Focuses on idiom-like expressions, number systems, rules, grammar, and conversational language. Total immersion approach is used.

II. Course Outcomes.

Students will:

1. Identify the cultural context of the use of ASL among deaf adults and children.
2. Demonstrate growth from basic ability to fingerspell and to read fingerspelling in context to intermediate skill level.
3. Demonstrate an intermediate level in their understanding of the syntax of American Sign Language
4. Expand the application and use of their vocabulary in American Sign Language to express themselves and to understand others' signs in daily conversation
5. Demonstrate the ability to use facial and body expression, eye contact, spatial concepts, and other elements critical to American Sign Language
6. Analyze historical perspectives of Deaf Culture and the implications of promoting Deaf Culture awareness

Course Objective	College Conceptual Framework / Danielson	INTASC Standard/ Principle	NCATE / NAEYC / CED Blended Program Standard	Course Assessment Measuring Objective
1,6	1b,1c,4e	1,2 4,5,6,7,9,10	CED 2,3,9 NAEYC 1,2,4,6	Homework papers on Deaf Culture
1,2,3,4	1a,3a	4,5,6,7	CED 6 NAEYC 1,4,6	Daily receptive quizzes
1,2,3,4,5	1b,4e	4,5,6,7	CED 4,6,7 NAEYC 1,4,6	Midterm expressive
2,1,2,3,4,5	1b,4e	4,5,6,7	CED 4,6,7 NAEYC 1,4,6	Final expressive exam
1,2,3,4	1a,3a	4,5,6,7	CED 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. Vocabulary: a review of EDHL 115 (1 hour)

B. Week 2 and 3

1. Sentence types (5 hours)
 - a. A review of types of questions
 - b. Additional sentence structure
 - c. Recent developments in the study of grammar
2. Cultural aspects: educational programs for deaf students (1 hour)
 - a. Additional vocabulary: school-related signs

C. Week 4

1. Time concepts (2 hours)
 - a. Additional aspects of time in ASL structure
2. More cultural aspects of time (1 hour)
 - a. Additional vocabulary: Mental processes

D. Week 5

1. Pronominalization (2 hours)
 - a. Use of antecedents and spatial references
2. Cultural aspects: job issues with deaf adults (1 hour)
 - a. Additional vocabulary: labor and professions

E. Week 6

1. Subjects and objects (2 hours)
 - a. Further issues about word order
2. Cultural aspects: relationships in the Deaf and hearing worlds (1 hour)
 - a. Additional vocabulary: personal characteristics

F. Week 7

1. Review of vocabulary and grammar (2 hours)
2. Take-home test on additional grammar (1 hour)

G. Week 8

1. Mid-term expressive test (individual) (3 hours)

H. Week 9

1. Classifiers (2 hours)
 - a. Additional hand shapes
2. Cultural aspects: Deaf humor/Obtaining driver's license (1 hour)
 - a. Additional vocabulary: structures; transportation
 - b. Concerns of signing while driving

I. Week 10

1. Locatives (2 hours)

- a. Multiple references in space
- 2. Cultural aspects: English and other countries' forms of sign language (1 hour)
 - a. Additional vocabulary: cities and countries
- J. Week 11
 - 1. Pluralization (2 hours)
 - a. Exceptions in pluralization
 - 2. Cultural aspects: enculturation in schools (1 hour)
 - a. Additional vocabulary: signs for groups
- K. Week 12
 - 1. Temporal aspects (2 hours)
 - a. tense equivalents
 - 2. Cultural aspects: history of oppression (1 hour)
 - a. Additional vocabulary: more verbs (for example: oppress, dominate)
- L. Week 13
 - 1. Distributional aspects (2 hours)
 - a. verb modifications
 - 2. Cultural aspects: Deaf people in the work force (1 hour)
 - a. Additional vocabulary: money signs
- M. Week 14
 - 1. Final expressive examination (individualized) (3 hours)
- N. Week 15
 - 1. Final receptive examination: during exam week (2 hours)

IV. Evaluation methods

1. Homework papers on Deaf culture: 100 points

As different aspects of Deaf culture are covered, students will be required to read passages and write reflective paragraphs on their reading. Assignments will be graded on demonstration of relevance of reflections and appropriate writing structure as per a rubric distributed to students.

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 10-13 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 10-18 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: This text is a seminal work in American signlanguage and therefor justifies the publication date

Textbook:

Cokely, D., & Baker-Shenk, C. (1991). American sign language: A student text book 2; Units 10-18. 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.oicmovies.com

<http://aslbrowser.commtechlab.msu.edu/browser.htm>

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 editions as well as newer resources from the bibliography of sign language materials are necessary to demonstrate the change in the formation of signs overtime.

IX. Bibliography

Cokely, D., & Baker-Shenk, C. (1991). American sign language: A student text book 2; Units 10-18. Washington, D.C.: Gallaudet Press.

Deaf, N. T. I. f. t. (2008). ASL Video Dictionary and Inflection Guide. Rochester, NY: Rochester Institute of Technology.

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.

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.

Miller, M. S. (2010). Epistemology and People Who Are Deaf: Deaf Worldviews, Views of the Deaf World, or My Parents Are Hearing. *American Annals of the Deaf*, 154(5), 479-485.

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

Hauppauge, NY: Barron's Educational Series.

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: 10.1080/1536710x.2010.493486

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

Shadow, C. M., Kite, B. J., & Drew, J. (2010). Addressing Students' Language Needs in a Bilingual ASL and English Classroom. *Odyssey: New Directions in Deaf Education*, 11(1), 35-39.

Sternberg, Martin L.A. (1994). American Sign Language dictionary. New York, NY: Harper Collins Publishers, Inc.

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.signingsavvy.com

www.aslpro.com

www.oicmovies.com

<http://aslbrowser.commtechlab.msu.edu/browser.htm>

2. A Summary of the Proposed Revision:

Change of credits: From 2 credits to 3 credits
Course objectives were changed

3. Justification:

- A. Change of this course to 3 credits from 2 credits for the following reasons:
EDHL 215: Intermediate American Sign Language is a required course in the Deaf Education certification program and Deaf Studies minor. As both are being revised, EDHL 314: Deaf Culture is being removed from this program. There has always been some redundancy in the content of EDHL 114: Introduction to Deaf and Hard-of-Hearing Persons, EDHL 115: Introduction to American Sign Language, and EDHL 215: Intermediate American Sign Language and the Deaf Culture course. This proposal seeks to expand the cultural content already found in EDHL 215, as well as to extend the depth of language training received by those taking this course. Student 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. Course Objectives have been revised to reflect changes in increased cultural aspects as well as changes in the focus and depth of knowledge and use of sign

***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

I. CATALOG DESCRIPTION

EDHL 244* Intermediate Sign Language

1 credit

1 lecture hr.

1 lab hr.

*EDHL 244 was changed to **EDHL 215 Intermediate American Sign Language** in a previous curriculum modification.

Prerequisites: EDHL 115

Emphasis on comprehension of signed information and on developing fluency in conveying a message in both signed English and American Sign Language. Modification of signs and individualization of techniques for instruction/communication with learning impaired or multihandicapped deaf learners.

Required text: Course packet purchased from Pro-Packet.

Required Materials: new, high quality digital 8mm videotape to record student's assignments

Optional Texts: Students may use any ASL dictionary as a resource; however, remember that all signs cannot be incorporated into any one book. There are also CD-ROMs that may be used in the Sign Lab in Davis Hall Room 115.

II. COURSE OBJECTIVES

Objectives
Students will increase their receptive and expressive vocabulary in American Sign Language.
Students will learn principles related to using non-standard signs and systems or devices with special populations and ethnic groups
Students will improve the quality of their production of signs with facial expressions and body posture
Students will identify the non-linguistic features of communication that impact students who are deaf or hard of hearing
Students will learn how to adapt ASL vocabulary

to form Pidgin Signed English and Manually Coded English
Students will develop and teach an academic lesson using ASL and printed English
Students will identify and discuss similarities and differences of the hearing culture and Deaf culture and how these cultures impact the life and education of the child who is Deaf or hard of hearing.
Students will identify possible organizations in the local, state and national level that relate to the Deaf community and engage in two interactions with adult members of the Deaf community conversing in ASL

III. EVALUATION

1. There will be 3 receptive ASL tests (100 points each). These tests require students to translate sentences signed in ASL into written English.
2. Two interactions with adult persons who are Deaf and use ASL as their primary means of communication are required. Students must interact long enough to use their skills and have a conversation. A one-page single-spaced paper typed reflecting EACH experience is required. Students *must* include basic information about their interactions, i.e. names (first and last) of the person signed with, date and location of interactions, basic information about their lives, new signs learned and a reflection about the interactions. As with all work handed in for a grade, grammar, spelling, and punctuation will be evaluated. For more information, please read "*Grading Rubric for Sign Interaction Reports*," which is included in this syllabus. (50 points each)
3. Students will be required to select either a children's story or a song for the **Creative Interpreting Project**. This project will be translated into ASL from English. Each project will be presented in front of the class and videotaped. Stories and songs must be recorded on an audiotape or CD to be played in front of the class during the presentation. Students must furnish a new high quality digital 8mm videotape for this class. Time requirement is 3-5 audio-recorded minutes. Any project failing to meet time requirements will be automatically dropped one letter grade. (100 points)
4. Students must introduce themselves in sign on videotape. Information must include: name (first and last), place of birth, family relationships, high school graduated from, classification in college, major, reason for choosing major and where they see themselves in 5 years. (100 points)
5. Final Exam (100 points). The final exam will cover all material discussed in the

class as well as the vocabulary and the information presented in the lecture. A portion of the final will be an expressive component. **The final exam cannot be taken at another time and it cannot be dropped.**

6. Participation in class is expected. ASL cannot be learned from a book. One must interact with the language and users of the language in order to gain basic skills.

ATTENDANCE POLICY

Regular attendance is expected. Class activities will provide information that is critical to students' programs of study.

GRADES

A total of 600 points (taking into consideration a dropped grade) are available in this class. A student's grade will be based on the amount of points received.

A	92-100	551-600
B	83-91	497-550
C	74-82	443-496
D	65-73	389-442
F	65 or below	<388

Tentative Course Schedule

Week One:

Go over syllabus & expectations

Week Two:

Begin Classifiers

Continue discussing classifiers

Week Three:

Students work on own story using 10 classifiers

Students sign story using 10 classifiers

Week Four:

Begin Unique Number systems – Cardinal, Time, & Age

Continue Number systems – practice with cardinal, time & age

Week Five:

Number systems – height, scores, money

Practice with all 6 number systems

Week Six:

Expressive quiz on number system

Receptive quiz on 6 number systems

Week Seven:

Phone numbers, addresses, tv channels, ordinal, tournament

Practice with all number systems

Week Eight:

Emotion and Feeling

Week Nine:

Practice emotion and feeling

Receptive quiz

Week Ten:

Begin Lesson 6

Continue with Lesson 6

Week Eleven:

Practice: Lesson 6

Receptive Test

Week Twelve:

Students' videotapes are due, Begin Lesson 7

Continue Lesson 7

Week Thirteen:

Interactions due by beginning of class, Practice

Students Sign Stories/Songs

Week Fourteen:

Conceptually accurate Signs and Lexicalized Fingerspelling

Receptive quiz

Week Fifteen:

Last day of Sign Classes, Review for Final Exam