

September 3, 2013

1. College: **Education**
2. Department: **Human Services**
3. Course status: **existing; does not require modification**
4. Course prefix and number: **SPH 272**
5. Course title: **Intermediate American Sign Language**
6. Course catalog description: **This course focuses on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively using American Sign Language (ASL) at the Intermediate level. Courses involve the command of ASL for oral (signed) presentations and performances. Additionally the course develops written and visual literacy skills through research projects and story performances to enable students to exchange information related to the Deaf Community for. Students prepare performances for specific audiences: stories for Deaf children, presentations for a hearing, adult audience with minimal knowledge of the Deaf Community.**
7. Number of semester credit hours: **3**
8. Estimated total course enrollment per year: **90**
9. Course prerequisites and/or required qualifications for enrolling in the class: **SPH 172 - B or better**
10. Course **is not/will not be** available online.
11. Foundational Component Area: **Communication Oral Communication**
12. Explain why this course fits into this foundation component area: **Courses in American Sign Language cover the study of the Deaf Culture and the language used by the Deaf Community. In this course, students will learn how to communicate on a variety of topics during lab assignments, how to prepare a brief research-based presentation on a topic related to the Deaf Community and how to incorporate visual elements in stories and presentations.**
13. Core Objectives
 - Critical Thinking - Critical Thinking – Assessment One – Fairy Tale Project The class will select a story to translate from English to ASL, demonstrating storytelling skills which are highly prized by the Deaf Community, especially aesthetically pleasing or entertaining and creative ways of conveying a story. Translating (Critical Thinking, Teamwork) The instructor will provide four basic rules for translating from English to ASL. Examples are presented and discussed with the class. Students then work in small groups to translate some practice phrases and show their answers to the class. Students then convert the story to a PowerPoint presentation following incorporating elements of an effective oral presentation. The instructor provides a sample presentation. Students then work on their stories independently followed by performing for feedback in class near the middle of the semester. Each student will be assigned to a group based on availability information peers provide at the beginning of the semester. During the rough draft (in-class) performance, groups perform together and everyone

performs the entire story. The grade for the in-class performance is based mostly on fluency and evidence of adequate practice. Groups take the feedback, revise the story and then each individual performs the entire story near the end of the semester in the ASL lab. Relation to Core Students use critical thinking to move the story from an English, audio-verbal story to an ASL visual story. It requires analysis of the key events in the story, selection of the appropriate grammatical rules, and debating the best translation when alternatives are available. It also requires thinking from the mindset of a character with a strong personality that can be represented visually through signing style, facial expressions and mannerisms. The Fairy Tale rubric measures the quality of the translation by specifically targeting word choice, grammar, and spatial grammar. Assessment Two – Research project Syllabus Assignment Description The research Project requires students to develop a brief PowerPoint presentation of approximately 7 to 10 slides. The online course materials provide detailed instructions for using library resources to locate materials, use APA format to document the research with references, and submit the work before the in-class presentations. The instructor also provides guided practice locating 2 relevant references in class. The topics are chosen from the Americans With Disabilities court cases and situations. The slideshow must exhibit good principles of PowerPoint presentations. It should also reflect an Intermediate level of American Sign Language skill. The presentation must present opposing views and provide a rationale for choosing one of the views. Relation to Core By choosing one side from opposing views, students must analyze the arguments in support of and in opposition of view they choose to support. The must provide a logical and well-defended rationale for their position. Additionally, students must analyze articles to determine which ones are most relevant to their topic. A rubric measures the persuasive quality of the argument and the relevance of the articles.

- Communication Skills - Assessment One – Research Project Syllabus Assignment The research Project requires students to develop a brief PowerPoint presentation of approximately 7 to 10 slides. The online course materials provide detailed instructions for using library resources to locate materials, use APA format to document the research with references, and submit the work before the in-class presentations. The instructor also provides guided practice locating 2 relevant references in class. The topics are chosen based on the For Hearing People Only text. The slideshow must exhibit good principles of PowerPoint presentations. It should also reflect an Intermediate level of American Sign Language skill. The presentation must present opposing views and provide a rationale for choosing one of the views. Relation to Core The Research project rubric measures the PowerPoint presentation for visual content as well as good presentation practice. The research presentation rubric measures verbal (American Sign Language) communication, critical thinking, creative thinking, and delivery of the presentation. Assessment Two – ASL labs Syllabus Assignment Description The course book, videos, and instructor-developed software provide students with the vocabulary foundation and some of the grammar needed for these labs. Additionally, during course lectures, the instructor will demonstrate the lab, students will practice, and the instructor will provide feedback. For most labs

students will draw cards with the exact question. Meal preparation, for example, may have cards for making a sandwich, spaghetti, or cookies (among other possibilities). Instructions: Pay attention to the practice examples provided online and in class. The key to success is to demonstrate the full range of signing abilities. ELABORATE! Also, pay attention to the scoring rubric which is used for giving peer feedback. Lab 1: How to prepare a meal and describing daily/weekly routines – Required Lab 2: Picture Descriptions and money problems – Required Lab 3: Building and The laboratory performance rubric measures many aspects of verbal (using American Sign Language) communication, including clarity, grammar, and facial expression. Relation to Core In SPH 272, in completing this assignment, student will present a grammatically correct response to randomly selected questions on topics designed to prepare students for future certification tests. The certification test is based on a progression from simplest communication tasks (description) to the most complex (supported opinion and hypothetical situations). In SPH 272, students are required to complete the first three levels: Instructions, Descriptions, and Problem Solving. Students are allowed to complete higher level tasks for bonus: more challenging problem solving, and hypothetical situations.

- Teamwork - Teamwork – Assessment One – Peer evaluations for Fairy Tale groups Syllabus Assignment Description The instructor will provide four basic rules for translating from English to ASL. Examples are presented and discussed with the class. Students then work in small groups to translate some practice phrases and show their answers to the class – each group member is responsible for translating a portion of the story and evaluating the translations of peers. Students convert the story to a PowerPoint presentation following strict guidelines – (limited words and bullets) so that the PowerPoint serves only as a prompts not reading materials. Each student will be assigned to a group based on availability information peers provide at the beginning of the semester. During the rough draft (in class) performance, groups perform together and everyone performs the entire story. The instructor also provides self-evaluation and team member evaluation forms to guide the students in analyzing their translations for accuracy, clarity, and quality of audience engagement. The grade for the in-class performance is based mostly on fluency and evidence of adequate practice. Groups take the feedback, revise the story and then each individual performs the entire story near the end of the semester in the ASL lab. Groups take the feedback, revise the story and then each individual performs the entire story near the end of the semester in the ASL lab. Group participation on the Fairy Tales project IS REQUIRED. Group members will evaluate the participation of each person in the group at the end of the semester. An online peer-evaluation form has been developed to record responses on this assessment. Relation to Core The peer-evaluation measures how dependable peers were, how well they contributed to discussions, and how well they gave and used feedback, all skills required for effective teamwork. Assessment Two – Feedback Quality Syllabus Assignment Description Students will provide feedback to classmates during in-class performances. The feedback must be usable and complete to earn full credit. The instructor will provide examples of high-quality feedback and low-quality feedback. The Feedback

Quality rubric will be used to measure performance on this assessment. Relation to Core The instructor evaluates the feedback students provide to their peers after the in-class rough draft performance of the Fairy Tale project. The rubric measures how completely students answer each question, how useful the information was for improving performance, and how balanced comments were (positive and negative). Providing quality, useable feedback is considered an essential skill for teamwork, especially in light of modern practices using social media.

- Social Responsibility - Social Responsibility – Assessment One – Service Learning project Syllabus Assignment Description The instructor will provide some basic resources: Key websites Dates, locations, and contact information for events Documentation forms Example issues Example letters/survey questions Choose one of the following and submit documentation of completion through the online dropbox. 1. Write a protest letter or gather signatures to petition one of the video on demand companies to comply with the Americans with Disabilities Act with all possible speed by adding captions to all the videos they provide to the general public. a. The same type of advocacy can be applied to ANY website that shares videos – especially educational websites 2. Research hotels in your hometown. Find out how many comply with the Americans With Disabilities Act (ADA) by providing accessibility kits (TTY, flashing lights for knocks on doors, vibrating alarm clocks, etc.). For major cities, sample hotels – choosing hotels from various companies. Students share these results with their local newspaper, mayor, or anyone who might be in position take action. 3. Write a letter to legislators concerning bills related to Deaf access or Deaf Education. 4. Attend AND volunteer in events that serve the Deaf community. Keep documentation, including contact information of an event worker who can verify your participation. Write a summary of your experience. The Service Learning Rubric measures the social responsibility of students. Relation to Core By engaging students in real-world problems related to the Deaf Community, students must first become aware of social issues affecting the Deaf Community. They then must learn who the “invested parties”. Students must then develop the skills needed to gather information from the organizations, and people involved, identify effective means of implementing change, and initiate the change or participate in the change process. The Instructor will show each key resource to the students, choose one project for demonstration purposes, and show students how to proceed at periodic intervals (before student’s assignments are due). Example 1: Show students how to locate the National Association of the Deaf website, find current issues on the website, and use student input to draft an appropriate letter following a template and guidelines. Upon receiving a response, the instructor will discuss how to follow-up or switch tactics as the response dictates. The instructor will then show students how to document their communications and submit them as required. Example 2: The instructor will select a typical issue faced by the Deaf Community (lack of access in hotel rooms), show them the relevant laws, and help students draft a survey based on the issue. The instructor will show students how to post the survey online, locate

the market audience, and disseminate the survey. The class will then discuss how to respond to the results in a manner that is likely to have a positive outcome.

- Personal Responsibility - Assessment One – Syllabus quiz Syllabus Assignment Description The syllabus quiz is designed to help all students attend to important course requirements and policies. By reading over the syllabus and taking the quiz, each student is able to demonstrate awareness of the course requirements, the potential scores, and the penalties for non-compliance. The score on the quiz will be used to measure performance on this assessment. Relation to Core Students who score well on the quiz demonstrate that they can make the connection between their work ethics and their course grade. Assessment Two – Goal Setting (Personal Responsibility) Each student will complete a self-evaluation of a modified form of the Dispositions Checklist used by the Perkins College of Education. Upon completing the checklist at the start of the course, students will then set goals. Each student will be graded on the quality of the goals and the degree to which each goal is met by the end of the semester. Each student will also be scored on the dispositions checklist by the instructor of the course. On a weekly basis, the instructor will discuss a specific objective from the dispositions checklist, illustrating how it applies to such activities as group participation, class attendance, and study habits. The students will then complete a self-evaluation on the disposition objective and set goals. The completion of the goals will be evaluated at mid-term and end-of-semester checkpoints. Additionally, students will complete surveys before and after exams probing their study habits. The instructor will share the data with students demonstrating the impact of study habits on assessment scores. Students will set goals for future studies and evaluate the degree to which they follow up on the goals at the end of the semester. Relation to the Core Self-analysis and goal setting are considered key aspects of personal responsibility. In order for students to develop personal responsibility, research shows that they must acquire an internal locus of control, attributing their success to decisions and actions they have taken. Assessment Three – ADA compliance and Sensitivity research project Students research the American Disabilities Act in areas most closely related to their future profession. They examine their own attitudes and attitudes of society as a whole that prevent accommodation of members of the Deaf Community. By finding court cases and comments from the Deaf Community, students will gain some perspective on why ADA became necessary. They then examine their own responsibility within their future profession for accommodating Deaf individuals, not only in the legal sense, but in ways that may not be legally required, but do reflect a sensitive and caring attitude toward the Deaf Community. The instructor will provide scenarios, provide information and discuss ADA during class meetings. The instructor will also provide feedback on the rough drafts and guide students in converting their personal responsibility discoveries into actions during their Social Responsibility projects. Relation to the core: Self-analysis and exposure to real-life experiences of the Deaf Community will help students develop or reinforce attitudes that foster positive interaction with the Deaf Community and change attitudes of co-workers in the future.

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