

August 12, 2013

1. College: **Education**
2. Department: **Human Services**
3. Course status: **existing; does not require modification**
4. Course prefix and number: **SPH 172**
5. Course title: **Beginning American Sign Language**
6. Course catalog description: **Introduction to ASL and Deaf culture. Includes principles, methods and techniques for communicating with deaf individuals who use ASL. Emphasis on the development of basic expressive and receptive skills for simple conversation with deaf individuals in ASL.**
7. Number of semester credit hours: **3**
8. Estimated total course enrollment per year: **330**
9. Course prerequisites and/or required qualifications for enrolling in the class: **None**
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: **This course is an introduction to American Sign Language and Deaf Culture. All of the following are included but not limited to the principles, methods and techniques for communicating with deaf individuals who use ASL. An emphasis will be placed on the development of basic expressive and receptive skills for simple conversation with deaf individuals using ASL. Also, a brief history of signs will be included. The class will be conducted in ASL, no voice (when appropriate). Students will develop a sense of personal and social responsibility as well as practical skills to address issues related to the Deaf, the Deaf community, and the Deaf culture. The core focus of this course is EXPRESSIVE COMMUNICATION through American Sign Language. Students are required to communicate effectively in an expressive (oral/sign language) method in order to be successful in the course.**
13. Core Objectives
 - Critical Thinking - Assessment One – Deaf Culture/Current Event Article
Syllabus Assignment Description Students will search for and select an appropriate and relevant article related to a current issue or event impacting Deaf culture. Student articles must be dated within the last three years. A copy must be provided to the instructor on the due date. A personal reflection paper (one page minimum) will accompany the article. Students should be prepared with at least two points and/or questions to discuss about their article. In class, individuals will share their articles and engage in academic discussion. Relation to Core In SPH 172, by selecting and analyzing their chosen article students will demonstrate the comprehensive exploration of issues, ideas, and events impacting the Deaf community before accepting or formulating an opinion or conclusion. By engaging in academic discussion, students will complete further analysis of issues impacting the Deaf community and culture as they begin to form their own opinions and conclusions. A personal reflection paper will demonstrate their analysis and critical thinking on this subject. Students will be evaluated on the following: preparedness, comprehension, appropriateness of article, level of interest/enthusiasm, communication of main details, and level of personal

reflection. A rubric has been developed that assesses all components mentioned in the above description. Instructor Responsibilities - The instructor will provide guidance and conversation stems at various points throughout individual presentations to spur discussion related to the core curriculum description above.

Assessment Two – Social/Ethical Issues Video Syllabus Assignment Description Students will view preselected video clip(s) or scenarios related to social and ethical Deaf issues/dilemmas. Prior to viewing the video clip(s), students will complete an online social/personal responsibility survey to self-identify ethical values. Student will bring a copy of their own survey results to class. Video will be viewed in a large group setting in class. Upon viewing, students will form break-out groups to discuss the clip(s). Students will be provided a list of prompts to spur discussion. After small-group discussion, each group will share their results of their group's discussion. Students will then reflect back on their initial survey results and discuss with their small group any significant shifts in their perspective. Relation to Core In SPH 172, by completing the survey, viewing the clip(s) and participating in class discussion, students will demonstrate the comprehensive exploration of issues, ideas, and events impacting the Deaf community before accepting or formulating an opinion or conclusion. By engaging in academic discussion, students will complete further analysis of issues impacting the Deaf community and culture as they begin to form their own opinions and conclusions. Reflection of pre and post survey results will demonstrate their analysis and critical thinking on this subject. Data collected from social/personal responsibility surveys will be used as the means of assessment for this assignment. Instructor Responsibilities - The instructor will provide guidance and conversation stems at various points throughout individual presentations to spur discussion related to the core curriculum description above.

- Communication Skills - Assessment One – Three Pigs Video Project Syllabus Assignment Description Students will sign and record the story The Three Little Pigs in the Sign Lab. Instructor evaluates facial expression, fluency, articulation/clarity, and use of body classifiers. Performing a story is not unlike an artistic dance performance or gymnastics performance. Performance of The Three Pigs should be given from the perspective of a grade-school audience. Appropriate entertainment value to hold this type of audience is expected. Relation to Core In SPH 172, in completing this assignment, students will present a grammatically correct visual rendition of The Three Pigs in American Sign Language. The presentation will be organized with an introduction, body and conclusion. This assignment requires effective verbal and nonverbal delivery (i.e. facial expression, articulation/fluency, clarity of signs, role shifting, and characterization). Visual elements for this assignment include the ability to artistically produce a children's story in ASL. A rubric has been developed that assesses all components mentioned in the above description. Instructor Responsibilities – In class workshops/demonstrations will be given by the instructor. During these workshops, the following instruction will be delivered: needed vocabulary, importance of facial expression, fluency, articulation/fluency, clarity of signs, role shifting and characterization. The rubric will be shared prior to beginning work on The Three Pigs story, as to inform students of how their

performance will be evaluated. Additionally, instructor will place emphasis on how the assignment meets the core objectives in the areas of Communication Skills. Specifically, those areas of the rubric addressing the core objectives will be noted, as well as the rationale behind why these skills are important to teach and evaluate. Assessment Two – Signing Naturally Unit Review Video (Unit 2) Syllabus Assignment Description Student will sign their personal autobiography as outlined in Signing Naturally Unit 3, pages 153 – 154. Videos may be performed in the Sign Language lab or via webcam on a personal computer and uploaded to USB or YouTube. Relation to Core In SPH 172, in completing this assignment, student will present a grammatically correct personal biography in American Sign Language (ASL) as well as turn in a written copy in English of their performance. The presentation will be organized with an introduction, body, and conclusion. This assignment requires effective verbal and nonverbal delivery (i.e. ASL grammar, intelligibility, articulation, fingerspelling, and facial expression). Visual elements for this assignment include the ability to express self-generated personal information within the limits of the vocabulary gleaned from this course. A rubric has been developed that assesses all components mentioned in the above description. Instructor Responsibilities – Vocabulary for each unit will be taught in class. Instructor is responsible for teaching appropriate vocabulary, contexts in which vocabulary is to be used, variations of language/vocabulary, and how to incorporate newly learned vocabulary into language and communication. The instructor will be the primary language model. Additionally, language experience sessions will be offered by the instructor for students to engage in expressive and receptive use of ASL. The instructor will provide examples of written autobiographies as well as visual performances.

- Teamwork - Assessment One – Social/Ethical Issues Video Syllabus Assignment Description Students will view preselected video clip(s) or scenarios related to social and ethical Deaf issues/dilemmas. Prior to viewing the video clip(s), students will complete an online social/personal responsibility survey to self-identify ethical values. Student will bring a copy of their own survey results to class. Video will be viewed in a large group setting in class. Upon viewing, students will form break-out groups to discuss the clip(s). Students will be provided a list of prompts to spur discussion. After small-group discussion, each group will share their results of their group’s discussion to encourage sharing of multiple viewpoints in the hope that perspectives might shift as a result of teamwork and discussion. Students will then reflect back on their initial survey results and discuss with their small group any significant shifts in their perspective. Relation to Core In SPH 172, by completing the survey, viewing the clip(s) and participating in class discussion, students will have the opportunity to become exchange dialogue within a group/team setting in order to mold and shape perspectives, not focusing on a product, but rather the results of productive exchange of ideas. Reflection of pre and post survey results will demonstrate students’ ability to interact in a peer-to-peer setting and reflect on the benefits of the viewpoints of others. Data collected from social/personal responsibility surveys will be used as the means of assessment for this assignment. Instructor Responsibilities - The instructor will provide guidance and conversation stems at

various points throughout individual presentations to spur discussion related to the core curriculum description above. Assessment Two – Deaf Culture/Current Event Article Syllabus Assignment Description Students will search for and select an appropriate and relevant article related to a current issue or event impacting Deaf culture. Student articles must be dated within the last three years. A copy must be provided to the instructor on the due date. A personal reflection paper (one page minimum) will accompany the article. Students should be prepared with at least two points and/or questions to discuss about their article. In class, individuals will share their articles and engage in academic discussion in small groups. Following the group discussion, groups will give a presentation to the class in which they share the various viewpoints and perspectives that might have been shared or changed due to peer input. Relation to Core In SPH 172, by selecting and analyzing their chosen article, students will be able to better assess the social context of problems for the Deaf and Deaf community. In addition, students will be able to recognize ethical issues in a variety of settings (as gleaned by the variety of articles presented by the class), think about how different ethical perspectives by their peers might be applied to ethical dilemmas and consider the ramifications of alternative actions. A rubric has been developed that assesses all components mentioned in the above description. Instructor Responsibilities - The instructor will provide guidance and conversation stems at various points throughout individual presentations to spur discussion related to the core curriculum description above.

- Personal Responsibility - Assessment One – Social/Ethical Issues Video Syllabus Assignment Description Students will view preselected video clip(s) or scenarios related to social and ethical Deaf issues/dilemmas. Prior to viewing the video clip(s), students will complete an online social/personal responsibility survey to self-identify ethical values. Student will bring a copy of their own survey results to class. Video will be viewed in a large group setting in class. Upon viewing, students will form break-out groups to discuss the clip(s). Students will be provided a list of prompts to spur discussion. After small-group discussion, each group will share their results of their group's discussion. Students will then reflect back on their initial survey results and discuss with their small group any significant shifts in their perspective. Relation to Core In SPH 172, by completing the survey, viewing the clip(s) and participating in class discussion, students will have the opportunity to reason about ethical human conduct as related to the Deaf and the Deaf community as a whole. Reflection of pre and post survey results will demonstrate students' assessment of their own ethical values and in the social context of problems. In addition, students will recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions within the Deaf community. Data collected from social/personal responsibility surveys (pre and post) will be used as the means of assessment for this assignment. Instructor Responsibilities - The instructor will provide guidance and conversation stems at various points throughout individual presentations to spur discussion related to the core curriculum description above. Assessment Two – Deaf Culture/Current Event Article Syllabus Assignment Description Students will search for and select

an appropriate and relevant article related to a current issue or event impacting Deaf culture. Student articles must be dated within the last three years. A copy must be provided to the instructor on the due date. A personal reflection paper (one page minimum) will accompany the article. Students should be prepared with at least two points and/or questions to discuss about their article. In class, individuals will share their articles and engage in academic discussion in small groups. Relation to Core In SPH 172, by selecting and analyzing their chosen article, students will be able to better assess the social context of problems for the Deaf and Deaf community. In addition, students will be able to recognize ethical issues in a variety of settings (as gleaned by the variety of articles presented by the class), think about how different ethical perspectives by their peers might be applied to ethical dilemmas and consider the ramifications of alternative actions. A rubric has been developed that assesses all components mentioned in the above description. Instructor Responsibilities - The instructor will provide guidance and conversation stems at various points throughout individual presentations to spur discussion related to the core curriculum description above.

Contact person for questions about this submission:

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