

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		04-33c	Appr 2/15/05	Appr 3/29/05

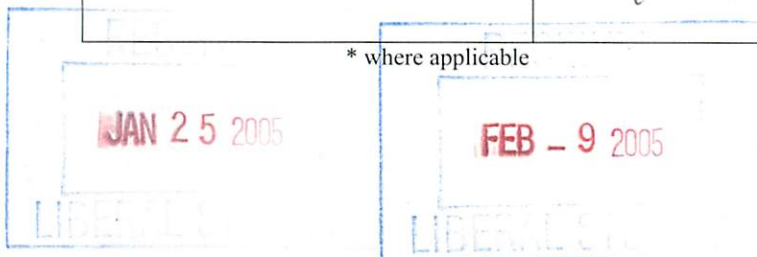
Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Diane Klein	Email Address deeklein@iup.edu
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)			
<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change		
<input checked="" type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change		
<input type="checkbox"/> Course Deletion	<input type="checkbox"/> Catalog Description Change		
EDHL 215 Intermediate ASL I			
<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			
<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)		
<input type="checkbox"/> This course is also proposed as an Honors College Course.			
3. Program Proposals			
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change		
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track		
<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision		
<input type="checkbox"/> Other			
<i>Current program name</i>	<i>Proposed program name, if changing</i>		
4. Approvals			
Department Curriculum Committee Chair(s)	<i>Joseph Domaradi</i>	Date	<i>9-13-04</i>
Department Chair(s)	<i>Joseph Domaradi</i>		<i>9-13-04</i>
College Curriculum Committee Chair	<i>Joseph Domaradi</i>		<i>9-23-04</i>
College Dean	<i>[Signature]</i>		<i>1/24/05</i>
Director of Liberal Studies *			
Director of Honors College *			
Provost *			
Additional signatures as appropriate: (include title)			
UWUCC Co-Chairs	<i>Gail Sedquist</i>		<i>2-15-05</i>

* where applicable



Note to: Curriculum Committee

Re: Request for a more current bibliography for the EDHL 215 course

From: Diane Klein deeklein@iup.edu

Date: January 20, 2005

As requested on both October 13, 2004 and December 1, 2004, all required revisions have been made to all documents. There was a question about the timeliness of the bibliography for the EDHL 215 Intermediate American Sign Language course syllabus. There is very little written for actual instructional programs for teaching American Sign Language and there has been nothing new written since the materials indicated by Dr. Benham on her bibliography. Therefore, it is as current as it can be at this time. If you have other questions or concerns, please feel free to contact me directly so that we might expedite this program.

Thank you!!

Part II
Description of the Curriculum Change – Revised Course Proposal

NEW Syllabus of Record

I. CATALOG DESCRIPTION

EDHL 215 Intermediate American Sign Language

2 class hrs
1 lab hrs
2 credit hour
2c-11-2cr

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

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

II. COURSE OBJECTIVES:

The students will:

1. extend their receptive and expressive vocabulary in ASL.
2. assess the quality of their production of signs with facial expression and body posture.
3. critique their ability to use in-depth grammatical ASL structures.
4. develop receptive and expressive skills in idiom-like expressions in ASL.
5. develop receptive and expressive skills in the various number systems (phones numbers, addresses, TV channels, highway numbers and room numbers, digits vs. quantity, ordinal numbers, and placing in a tournament) in American Sign Language.
6. identify and engage in activities with members of the adult Deaf Community on the local, state, and national levels.

III. DETAILED COURSE OUTLINE

- A. Grammatical Analysis of American Sign Language – **8 hours**
 1. In-depth look at the grammar of American Sign Language
 2. **WRITTEN EXAM**
- B. American Sign Language Idiom-like Expressions – **8 hours**
 1. Comparisons of Idiomatic expressions in ASL and English.
 2. **RECEPTIVE EXAM 1**
 3. ASL Idiom-like expressions
 4. **RECEPTIVE EXAM 2**
- C. American Sign Language Complex Number Systems –**6 hours**
 1. phone numbers & addresses
 2. TV channels, Highway numbers & room numbers
 3. **RECEPTIVE EXAM 3**
 4. digits vs. quantity

5. ordinal numbers & placing in a tournament
- D. **Creative Presentations and Speeches – 6 hours**
1. Speeches (i.e. favorite Deaf Educator, current event, Movie review)
 - a. **SPEECH 1 (favorite Deaf Educator)**
 - b. **SPEECH 2 (current event)**
 - c. **SPEECH 3 (movie review)**
 2. Children's stories/songs or poems
- E. **Sign Language Lab - 14 hours**
 One hour of lab activity is scheduled each week Time is spent having the students participate in a variety of sign language(receptive and expressive) activities...NO VOICE IS USED AT ALL during these times, the students MUST converse entirely in American Sign Language. The intent of the lab is to give the additional practice time to improve the signing skills.
- F. **Final Exam - 2 hours**

IV. Evaluation Methods

The final grade for the course will be based on total point values assigned for each category of activity required in class.

Requirements:

Exams: Each student will take a written exam covering the information in Grammatical Analysis of American Sign Language. Receptive and Expressive exams will be given covering the topics of Complex number systems and ASL idiom-like expressions. Each exam is worth 100 points. The exams are worth 31% of the final grade.

Speeches: Each student will prepare 3 speeches on assigned topics to conduct in ASL in front of class. Each speech will be videotaped for student to reflect upon with the instructor. Each speech will be evaluated using a performance checklist and/or rubric. Each speech will be worth 50 points. Speeches are worth 16% of the final grade.

Assignments: Each student will participate in 3 outside interactions with members of the adult Deaf community. A report which includes the date, time and place of the interaction, the person(s) that the student signed with and the student's personal reflection on the interaction will be typed and submitted to the instructor. Each interaction report is worth 50 points. Interactions are worth 16% of the final grade.

Presentations: One 3 to 5 minute creative presentation of a song, children's story, or poem. It will be signed in ASL and graded using a performance checklist and/or rubric. A tape recording or CD of the audio will be played during the presentation. The presentation is worth 100 points. The presentation is worth 10% of the final grade.

Attendance and Participation: This is a total immersion class. Each class session is worth 2 points (1 for attending and 1 for participation) for a total of 60 points. Attendance and participation are worth 6% of the final grade. Unexcused absences result in 2 lost attendance points per absence.

Final Exam: The final exam will cover all material discussed in the class and be presented through the expressive and receptive signing format. This will include a story. You must use a children's story and include 10 different idiom-like phrases. Stories will be selected by the student with approval by the instructor by the 12th week of class. The final will also include an expressive and receptive portion covering the various number systems. The final exam will be worth 200 points. The final exam is worth 21% of the final grade.

V. Example of grading scale

92-100%	A
83-91%	B
74-82%	C
65-73%	D
<65%	F

VI. Undergraduate Course Attendance Policy

This class is based upon interacting with the features of a language; therefore, your attendance is essential. You may have two unexcused absences prior to losing attendance/participation points. Excused absences include illness, personal emergency or a death in the family and the instructor must be notified about the absence within 24 hours of its occurrence.

VII. Required Textbook(s), Supplemental Books and Readings:

Selected journal readings on current research.

VIII. Bibliography:

- Baker-Shenk, C. & Cokely D. (1991). *American Sign Language*. Washington, D.C.: Gallaudet University Press.
- Humphries, T. & Padden, C. (1992). *Learning American Sign Language*. New Jersey: Prentice-Hall, Inc.
- Humphries, T., Padden, C. & O'Rourke, T.J. (1986). *A Basic Course in American Sign Language*. Springfield, MD: T.J. Publishers.
- Sternberg, M.L.A. (1994). *American Sign Language Dictionary*. New York, NY: HarperPerennial.
- Valli, C. & Lucas, C. (1993). *Linguistics of American Sign Language*. (3rd ed.) Washington, D.C.: Gallaudet University Press.

Wilcox, S. & Wilcox, P.P. (2000). *Learning to See: Teaching American Sign Language as a Second Language*. (2nd ed.) Washington, D.C.: Gallaudet University Press.

Wilcox, S. (Ed.) (1989). *American Deaf Culture: An Anthology*. Silver Spring, MD: Linstok Press, Inc.

2. Summary of the Proposed Revisions:

This course is changing in the following ways:

- ⇒ **Redesigned to combine two 1 credit Intermediate American Sign Language Classes (EDHL 215 and EDHL 216) into a single 2 credit course**
- ⇒ **The name of the first course is revised: EDHL 215 Intermediate American Sign Language**

3. Justification:

The course was originally taught as two 1 credit courses: EDHL 215 Intermediate ASL I and EDHL 216 Intermediate ASL II. This resulted in having too many course preparations for the faculty. After review, it was felt that the content of the two courses could be combined into a single 2 credit course which includes a lab period thereby maintaining the integrity of the course content and reducing the number of faculty preparations.

4. Old Syllabus of Record (attached)

OLD Syllabus of Record

I. CATALOG DESCRIPTION

EDHL 215 Intermediate American Sign Language

2 class hrs
0 lab hrs
1 credit hour
2c-01-1cr

Prerequisites: EDHL 115, 3.0 GPA

Description: Development of expressive and receptive skills in American Sign Language, focusing on idiom-like expressions, number systems, rules, grammar, and conversational language. Total immersion approach is used.

II. COURSE OBJECTIVES:

The students will:

1. increase their receptive and expressive vocabulary in ASL.
2. improve the quality of their production of signs with facial expression and body posture.
3. improve their ability to use in-depth grammatical ASL structures.
4. develop receptive and expressive skills in idiom-like expressions in ASL.
5. develop receptive and expressive skills in the various number systems (phones numbers, addresses, TV channels, highway numbers and room numbers, digits vs. quantity, ordinal numbers, and placing in a tournament) in American Sign Language.
6. identify and engage in activities with members of the adult Deaf Community on the local, state, and national levels.

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- A. Grammatical Analysis of American Sign Language – **8 hours**
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- C. American Sign Language Complex Number Systems –**6 hours**
 1. phone numbers & addresses
 2. TV channels, Highway numbers & room numbers
 3. **RECEPTIVE EXAM 3**
 4. digits vs. quantity
 5. ordinal numbers & placing in a tournament
 6. **RECEPTIVE EXAM 4**
- D. Creative Presentations and Speeches – **6 hours**
 1. Speeches (i.e. favorite Deaf Educator, current event, Movie review)

2. **SPEECH 1 (favorite Deaf Educator)**
 3. **SPEECH 2 (current event)**
 4. **SPEECH 3 (movie review)**
 5. **Children's stories**
 6. **Songs**
- E. **Final Exam - 2 hours**

IV. Evaluation Methods

The final grade for the course will be based on total point values assigned for each category of activity required in class. Point values may vary from year to year.

Requirements:

- Exams:** Each student will take a written exam covering the information in Grammatical Analysis of American Sign Language. Receptive and Expressive exams will be given covering the topics of Complex number systems and ASL idiom-like expressions.
- Speeches:** Each student will prepare approximately 3 speeches on assigned topics to conduct in ASL in front of class. Each speech will be videotaped for student to reflect upon with the instructor. Each speech will be evaluated using a performance checklist and/or rubric.
- Assignments:** Each student will participate in 3 outside interactions with members of the adult Deaf community. A report which includes the date, time and place of the interaction, the person(s) that the student signed with and the student's personal reflection on the interaction will be typed and submitted to the instructor.
- Presentations:** One 3 to 5 minute creative presentation of a song, children's story, or poem. It will be signed in ASL and graded using a performance checklist and/or rubric. A tape recording or CD of the audio will be played during the presentation.
- Attendance and Participation:** This is a total immersion class. Each class session carries a point value towards attendance and participation. Unexcused absences result in lost attendance/participation points.
- Final Exam:** The final exam will cover all material discussed in the class and be presented through the expressive and receptive signing format. This will include a story. You must use a children's story and include 10 different idiom-like phrases. Stories will be selected by the student with approval by the instructor by the 12th week of class. The final will also include an expressive and receptive portion covering the various number systems.

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92-100%	A
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