

LSC Use Only No: LSC Action-Date: UWUCC USE Only No. UWUCC Action-Date: Senate Action Date:
 02-33e App 2/18/03 App 2/25/03

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

EDHH 216 Intermediate American Sign Language II
<i>Current Course prefix, number and full title</i>
<i>Proposed course prefix, number and full title, if changing</i>

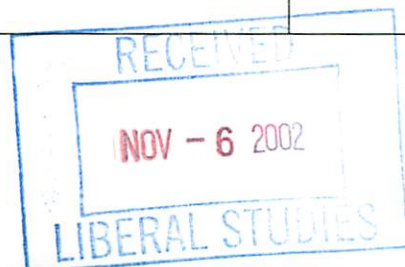
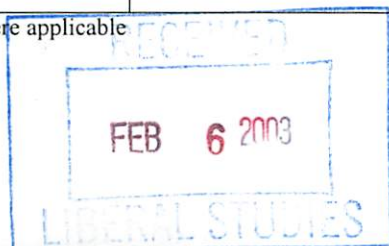
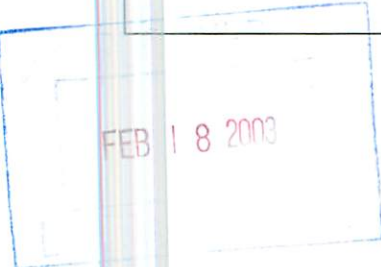
2. Additional Course Designations: check if appropriate
- This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
- This course is also proposed as an Honors College Course.

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>
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4. Approvals	Date
Department Curriculum Committee Chair(s) <i>Joseph Demanachie</i>	9-23-02
Department Chair(s) <i>Joseph Demanachie</i>	9-23-02
College Curriculum Committee Chair <i>Joseph Demanachie</i>	10-28-02
College Dean <i>[Signature]</i>	11/05/02
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs <i>Gail Sechrist</i>	2/18/03

* where applicable



Part II
Description of the Curriculum Change – New Course Proposal

Syllabus of Record

I. CATALOG DESCRIPTION

EDHL 216 Intermediate American Sign Language II

1 class hrs
1 lab hrs
1 credit hour
1c-1l-1cr

Prerequisites: EDHL 115, 215, 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.

III. DETAILED COURSE OUTLINE

- A. Grammatical Analysis of American Sign Language – **5 hours**
 1. In-depth look at the grammar of American Sign Language
 2. **WRITTEN EXAM**
- B. American Sign Language Idiom-like Expressions – **5 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 – **4 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**

Lab Activities

Creative Presentations and Speeches –14 hours lab activities

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. **3 Interactions with Deaf community**
 6. **Children's stories presentation**
 7. **Songs presentation**
- 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.

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.

Part III
Course Analysis Questionnaire

Section A: Details of the Course

A1 How does this course fit into the programs of the department?

This course *fits* into the Education of Deaf or Hard of Hearing Persons major sequence as a third course in the sequence of the American Sign Language courses. The current third course is being moved to the last course before students entering the student teaching semester as the culminating experience simulating the sign language skills they will need in the classroom.

For what students is the course designed? (majors, students in other majors, liberal studies).

EDHL certification students.

Explain why this content cannot be incorporated into an existing course.

The existing three sign language courses and the two other proposed are needed to develop basic sign language skills in new teachers of deaf students. The inclusion of this course will allow for more in-depth study of the language and development of the necessary skills for teachers of deaf or hard of hearing students.

A2 Does this course require changes in the content of existing courses or requirements for a program?

No.

A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic)? If so, explain the details of the offering (semester/year and number of students).

No.

A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

No.

A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

No.

A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Bloomsburg University 75.155 American Sign Language II (3)

- A continuation of ASL I with emphasis placed on more complex grammatical structures and conversational fluency. Prerequisite: 75.154.

University of Pittsburgh

I&L 1558 - SIGN LANGUAGE 2

Designed to develop vocabulary and receptive and expressive skills in American Sign Language and signed English.

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

Specific skills in American Sign Language are not part of the requirements of the Council on Education of the Deaf.

Section B: Interdisciplinary Implications

- B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.
No.
- B2 What is the relationship between the content of this course and the content of courses offered by other departments?
None.
- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.
No.

Section C: Implementation

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

Currently three one-credit sign language courses are taught twice a year. We will be reducing their offerings generally to once a year and adding three additional one-credit courses.

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

*Space: No additional space is needed beyond the usual rooms available to the department for scheduling classes and the sign language lab, which already exists.

*Equipment: Already committed to the sign language lab.

*Laboratory Supplies and other Consumable Goods: Tapes will be provided by students and through ESF funds.

*Library Materials: The library materials needed are minimal.

*Travel Funds: N/A.

C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (attach letters of support from Dean, Provost, etc.)
N/A.

C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?
Once a year. No specific semester is in the design.

C5 How many sections of this course do you anticipate offering in any single semester?
One.

C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?
16 The amount of individual attention required in this course as well as the sign language laboratory space will not allow for larger classes.

C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.
No.

C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.
N/A.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

This course is proposed to make IUP's teacher education program in the area of teaching deaf and hard of hearing students unique in its preparation of sign language skills of new teachers.