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| LSC Use Only No: | LSC Action-Date: | UWUCC USE Only No. | UWUCC Action-Date: | Senate Action Date: |
| | | 04-336 | Apr 2/15/05 | Apr 3/29/05 |

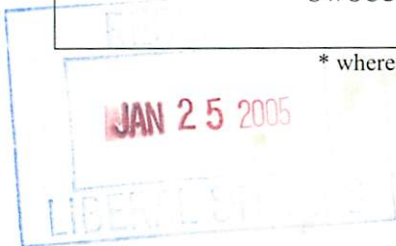
Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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|---|--|
| 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 type="checkbox"/> Course Revision | <input type="checkbox"/> Course Number and/or Title Change | |
| | <input checked="" type="checkbox"/> Course Deletion | |
| | <input type="checkbox"/> Catalog Description Change | |
| EDHL 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 | | |
| <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 Demarachi</i> | 9-13-04 |
| Department Chair(s) | <i>Joseph Demarachi</i> | 9-13-04 |
| College Curriculum Committee Chair | <i>Joseph Demarachi</i> | 9-27-04 |
| College Dean | <i>[Signature]</i> | 1/24/05 |
| Director of Liberal Studies * | | |
| Director of Honors College * | | |
| Provost * | | |
| Additional signatures as appropriate: (include title) | | |
| UWUCC Co-Chairs | <i>Gail Sedquist</i> | 2-15-05 |

* where applicable



Part II
Description of Curriculum Change

1. EDHL 216 Intermediate American Sign Language II for 1 credit is being deleted.
2. This course is being deleted because the Intermediate American Sign Language I course (EDHL 215) is being revised/expanded to a 2 credit/1 lab hour course which will provide the same amount of instruction to the students in the EDHL major and the Deaf Studies Minor and reduce the number of teacher preparations for faculty who are in overload.
3. This change will have no impact on other courses because the class being deleted is already being absorbed by a different sign language class. The EDHL Program remains 120 credits and the sequence of courses remains flexible as needed (courses are offered in a sequence once per year, but can be moved if dictated by enrollment needs). Students currently enrolled in the EDHL major have already taken the old two-course sequence and the new freshmen and Deaf Studies minors will only take the new 2-credit course. There will be no conflicts.

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: 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. 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
- 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

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|---------|---|
| 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)