



Academic Affairs - Course Proposal Form

CALIFORNIA STATE UNIVERSITY, SACRAMENTO



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Academic Unit: Sp. Ed., Rehab., & School Psych.		Department Chair: Dr. Bruce Ostertag	
Type of Course Proposal: New ___ Change <input checked="" type="checkbox"/> Deletion ___		Date: 9/9/05	
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No <input checked="" type="checkbox"/>		For Catalog Copy: Yes <input checked="" type="checkbox"/> No ___	RCE: Yes ___ No <input checked="" type="checkbox"/>
		Semester Effective: Fall ___ Spring <input checked="" type="checkbox"/> 2007	
Prefix & No. EDS 156	Title: <i>Beginning Sign Language - Visual English</i>	Units: 3	
Change to:			
Prefix & No. EDS 156	Title: <i>Fingerspelling and ASL Numbers</i>	Units: 1	

JUSTIFICATION:

This course is an extension of CSUS' ASL offerings and is a component of the proposed Major in ASL. This is new course content and title with fewer units.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/blubk/II.htm> - Guidelines for Catalog Course Descriptions of the Bluebook).

Students will develop increased fluency in their expressive and receptive abilities in fingerspelling through in-class practice and viewing of videotaped narratives. Students will also reinforce their abilities to utilize ASL numbering systems for time, money, measurements, and game scores, among others. 1 unit

Prerequisite: EDS 152 or equivalent

Corequisite: This course is recommended to be taken simultaneously with EDS 155-163 (as appropriate).

CAN (California Articulation Number):

Graded: Letter Credit/No Credit ___

Instructor Approval? Yes ___ No

Course Classification: C4

Title for SIS+ (not more than 25 characters)
Fingerspelling + Numbers

Cross Listed?
Yes ___ No

If yes, with what course:

How Many Times Can This Course be Taken for Credit? Once

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

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Description of the Expected Learning Outcomes: Here you should describe what students should know or be able to do after taking this course. See the example in <http://www.csus.edu/acaf/blubk/example.htm>

1. Students will be able to comprehend fingerspelling produced at near-native speeds when uttered within context.
2. Students will be able to produce fingerspelled words and lexicalized fingerspelling in a natural-seeming manner, utilizing appropriate prosody and movement of the hands.
3. Students will recognize and appropriately use number systems for time, money, measurements, ordinals, and scoring.

****Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

1. Students will view videotaped or instructor-presented fingerspelled utterances with 75% accuracy.
2. Students will produce short videotaped narratives utilizing fingerspelling with appropriate prosody and hand movement.
3. Students will determine the correct form for numeral incorporation within a specific context with 80% accuracy.
4. Students will produce short videotaped narratives utilizing ASL numerical systems with appropriate choices of number systems and expressive fluency.

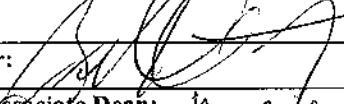
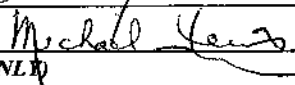
For whom is this course being developed?

Majors in the Dept <input checked="" type="checkbox"/>	Majors of other Depts <input type="checkbox"/>	Minors in the Dept <input checked="" type="checkbox"/>	General Education <input type="checkbox"/>	Other <input type="checkbox"/>
Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>				
If yes, identify program(s): ASL/Deaf Studies Major				

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes No Lab Room, Faculty
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:	Date
Department Chair: 	9/9/05
College Dean or Associate Dean: 	9/20/05
CPSP (for school personnel courses ONLY)	
Director of Curriculum, Assessment & Accreditation (for the Vice President for Academic Affairs)	

Distribution: Academic Affairs (original and two copies) Department Chair and College Dean. A copy of this form should be e-mailed, along with the hard copies, as an attachment to wylie@csus.edu by the Dean's office after it is approved at that level.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
COLLEGE OF EDUCATION

Course Initiation Format
(for new courses or substantive changes to existing courses)

Department: Special Education, Rehabilitation, and School Psychology

Course Number & Name: EDS 156: Fingerspelling & ASL Numbers

1. **Completed Course Proposal Form**
2. **Instructional Activities:** describe teaching and learning methodologies (e.g., laboratory experimentation, seminar discussions, lectures, fieldwork) and the mode of delivery (on campus meetings, television/distance classroom with on-site facilitators, computer "virtual classrooms, etc.) to be used.

Class will consist of lecture and demonstration of skills, with time provided for student practice of these skills. Review and discussion of media will be provided. Students will also create their own stories and narratives using the target skill for that lesson.
3. **Attach list of the required/recommended course readings and activities to the Course Initiation Format.**

Required texts:

MacDougall, C. (1997). *Numbering in American Sign Language: Number Signs for Everyone.* San Diego: DawnSign Press. ISBN: 0-915035-72-3

Groode, J. L. (1992). *Fingerspelling: Expressive & Receptive Fluency* (video & booklet) ISBN: 0-915035-13-8

SYLLABUS: EDS 156
Fingerspelling & ASL Numbers

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Course Objectives

1. Students will identify different types of numerical systems in ASL with 75% accuracy.
2. Students will recognize when to use a particular type of numerical system with 75% accuracy.
3. Students will produce short videotaped narratives appropriately demonstrating at least 5 different types of numerical systems.
4. Students will recognize fingerspelled utterances produced at near-native speeds with 75% accuracy.
5. Students will produce short videotaped narratives utilizing fingerspelling with appropriate fluency, accuracy and prosody.

Grading

Your grades will be based upon the following criteria:

Participation	20%
Examinations:	50%
Videotaped narratives:	30%

Classroom Participation (20%)

Students are expected to attend every class. Only two (2) absences are allowed per semester. On the third absence, the student will experience a reduction in his/her grade by one letter grade. Students are responsible for informing the teacher of their presence in class after roll has been taken.

Class sessions will consist of lectures, demonstrations, videotaped presentations, and student practice. Lectures and discussions will be based on textbooks, videotapes viewed in class, and handouts.

Class will be conducted in American Sign Language, with a strong policy of no voice usage in class enforced. Students who habitually resort to use of voice during class sessions may be asked to leave for the duration of the period and/or experience a reduction in their participation grade.

Examinations:

There will be two examinations, assessing your written, receptive and expressive knowledge and skills. The purpose of these exams is to test your knowledge and

- continued -

understanding of the types and uses of number systems taught in class, as well as your receptive and expressive skills in utilizing number systems and fingerspelling. Your expressive skills will be assessed through videotaping of short narratives developed by the student in which each of the desired numerical and fingerspelled forms are demonstrated. The Exams will constitute 50 percent of the final grade.

Course Schedule

Class Topics

Week 1: Fingerspelling

Week 2: Cardinal numbers 1 – 1,000,000

Week 3: Ordinal numbers
Fingerspelling: double letters

Week 4: Monetary numbers
Fingerspelling: blends

Week 5: Time numbers
Fingerspelling: Lexicalized fingerspelling

Week 6: Measurements

Week 7: Game scores and sports numbers
Fingerspelling: fluency practice

Week 8: Fingerspelling: speed practice

Week 9: Midterm Examination

Week 10: Fingerspelling: place names
Age number practice

Week 11: Fingerspelling: titles
Numerical incorporation practice

Week 12: Fingerspelling & Numbers: cooking and recipes

Week 13: Fingerspelling: Speed Practice #2

Week 14: Number practice: Unique systems (SMI: Bienvenu & Colonomos)

Week 15: Numbers: Unique systems (continued)

Week 16: Final Exam