



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 <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>		Date: 9/9/05	
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	RCE: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
		Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> 2007	
Prefix & No. EDS 157	Title: ASL Classifiers	Units: 1	
Change to:			
Prefix & No.	Title:	Units:	

JUSTIFICATION:

This course is an extension of CSUS' ASL offerings and is a component of the proposed Major in ASL.

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 understanding of the types and uses of classifiers in ASL and develop further abilities to utilize this component of ASL in their expressive and receptive signing abilities through in-class practice, viewing of videotaped narratives, and individual practice outside of class. **1 unit**

Prerequisite: EDS 153 (may be taken simultaneously) or equivalent

Corequisite:

CAN (California Articulation Number):

Graded: Letter Credit/No Credit

Instructor Approval? Yes No

Course Classification: C4

Title for SIS+ (not more than 25 characters)
ASL Classifiers

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 identify different types of classifiers used in ASL, the purpose for each type, and correctly recognize when to use them.
2. Students will also demonstrate the appropriate use of classifiers in their expressive signing.

****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 identify the different types of classifiers with 75% accuracy.
2. Students will state the purpose of different types of classifiers with 80% accuracy.
3. Students will accurately demonstrate a variety of examples of classifiers in their own signing.
4. Students will produce short videotaped narratives utilizing each type of classifiers taught during class with appropriate prosody, hand movement, and facial expression or non-manual signals.

For whom is this course being developed?


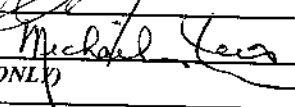
Majors in the Dept <input checked="" type="checkbox"/>	Majors of other Depts <input type="checkbox"/>	Minors in the Dept <input checked="" type="checkbox"/>	General Education <input type="checkbox"/>	Other <input type="checkbox"/>
Is this course required in a degree program (major, minor, graduate degree, 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 Faculty, Lab Room

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 157: ASL Classifiers

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:

Student Workbook Unit 1: Basic Skills

CLASSIFIERS: A CLOSER LOOK Workbook & CD-Rom ISBN 1-932501-19-3

Student Workbook Unit 2: Beginning to See It

CLASSIFIERS: A CLOSER LOOK Workbook & CD-Rom ISBN 1-932501-20-7

SYLLABUS: EDS 157 ASL Classifiers

Required texts:

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Student Workbook Unit 2: Beginning to See It

CLASSIFIERS: A CLOSER LOOK Workbook & CD-Rom ISBN 1-932501-20-7

Course Objectives

1. Students will identify the different types of classifiers with 75% accuracy.
2. Students will state the purpose of different types of classifiers with 80% accuracy.
3. Students will accurately demonstrate a variety of examples of classifiers in their own signing.
4. Students will produce short videotaped narratives utilizing each type of classifiers taught during class with appropriate prosody, hand movement, and facial expression or non-manual signals

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 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

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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: HANDLE Classifiers**
- Week 2: "Gangster"**
 - "Chocolate Chip Cookies"**
 - "Store-Bought Cookies"**
- Week 3: "Whittle"**
 - "Peanut Butter"**
- Week 4: HANDLE Classifier test**
 - TRACE & ENTITY Classifiers**
 - "Picnic"**
- Week 5: "Cookie Shapes"**
 - "Grave"**
 - "Cannon"**
- Week 6: "Making Gingerbread"**
 - "Aquarium"**
- Week 7: "Going to my Aunt's house"**
- Week 8: FIGURE & GROUND Classifiers**
- Week 9: Figure & Ground (cont.)**
- Week 10: Use of Space**
 - Map Activity**
- Week 11: "Elevator"**
- Week 12: Visualization**
- Week 13: Visualization (cont.)**
- Week 14: Mental Rotation**
- Week 15: Mental Rotation (cont.)**
- Week 16: Final Exam**