



Academic Affairs - Course Proposal Form



CALIFORNIA STATE UNIVERSITY, SACRAMENTO

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|--|--------------------------|---|--|
| Academic Unit: Sp. Ed., Rehab., & School Psych. | | Department Chair: 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 163 | Title: ASL Literature | Units: 3 | |
| Change to: | | Units: | |
| Prefix & No. | Title: | | |

JUSTIFICATION:

This course is a corequisite of EDS 155 and is a component of the proposed ASL/Deaf Studies Major program of study.

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 be exposed to a number of ASL stories on videotape, learn several different forms of ASL literature and develop their own stories and narratives in each format. They will understand the effects of genre, style, perspective, and other artistic techniques on ASL storytelling, and utilize similar techniques in their developed stories. Students may perform their stories for a general audience. Recommended to be taken concurrently with EDS 155

Prerequisite: EDS 154 or equivalent

Corequisite: This course is recommended to be taken simultaneously with EDS 155-162 (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)
ASL Literature

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 artistic techniques utilized by a signer on videotape and analyze the purpose behind the use of these techniques.
2. Students will develop their own handshape and number stories, as well as other forms of signplay.
3. Students will translate and develop a story from a print or media source into ASL, and perform their stories to an outside audience.

****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 describe and identify the genre, style, and perspective utilized in an ASL narrative.
2. Students will state the purpose and effects of genre, style and purpose for ASL storytelling.
3. Students will name examples of ASL signplay, and produce their own examples of each type of signplay.
4. Students will translate and develop a story from a print or media source into ASL.
5. Students will perform their stories to an outside audience.

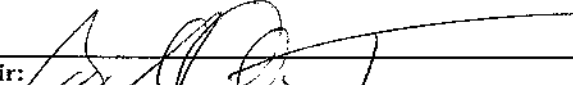
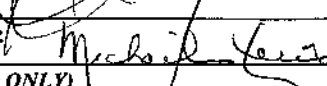
For whom is this course being developed?

| | | | | |
|--|-----------------------------|--------------------------|-------------------------|-------------|
| Majors in the Dept <input checked="" type="checkbox"/> | Majors of other Depts _____ | Minors in the Dept _____ | General Education _____ | Other _____ |
| Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes <input checked="" type="checkbox"/> No _____ | | | | |
| 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 _____
 If yes, attach a description of resources needed and verify that resources are available. Lab room, faculty.

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 163: American Sign Language Literature

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 discussion. Videotapes and other media will be shown as appropriate. Students will memorize and retell stories from videotape models and create their own stories utilizing similar genre and techniques. Assessment will be based upon written tests and students' signed creations.
3. **Attach list of the required/recommended course readings and activities to the Course Initiation Format.**

Bahan, B. & Supalla, S. (1996) Bird of a Different Feather & For a Decent Living. Videotext and Workbook. Dawn Sign Press.

Rutherford, S. (1985). Folklore in American Deaf Culture. Gallaudet University Press.

SYLLABUS: EDS 163
AMERICAN SIGN LANGUAGE Literature
Projected - Spring Semester, 2006

Instructor: Dr. Donald A. Grushkin
Office Hours: W 9 – 12 or by appointment

Contact: (916) 278-6622 Voice; 278-3465 TTY (Dial Relay 711, then give my number)
E-Mail: GrushkinD@CSUS.EDU or Grushkin@Saclink.CSUS.EDU
You can also leave messages in my box outside the Secretary's office (EUR 316).

Course Goals:

This course will introduce students to various forms of ASL literature, from handshape and number stories to signplay such as ABC Stories to formal stories in ASL. Students will understand the roles of genre, style, perspective, and other artistic techniques in ASL storytelling. Students will develop their own story in each format, and perform their stories to an outside audience.

Texts:

Bahan, B. & Supalla, S. (1996) *Bird of a Different Feather & For a Decent Living*. Videotext and Workbook. DawnSign Press.

Rutherford, S. (1985). *Folklore in American Deaf Culture*. Gallaudet University Press.

Additional Readings and resources:

There are numerous books, videotapes and other materials relating to American Sign Language, the Deaf Community and Deaf Culture. The CSUS Library holds a number of these, as well as the Sacramento Public Library, and the American River College. Links to these holdings are listed below:

CSUS Library: <http://www.aslpah.com/csus/bibliography.htm>
Sac Public Library: <http://www.sacdeaflib.org/>
ARC Library: <http://www.arc.losrios.edu/~library/>

Requirements:

Attendance and Participation:

Attendance is mandatory because your participation in and contributions to class are essential; students are expected to complete the assignments before class and to participate actively in class. This class may move at a fairly swift pace; students who miss a class risk missing a great deal of new material. **Students who miss more than two class periods (for whatever reason) are subject to having their grade dropped by one letter grade.** Students' absence may only be excused if advance notice is given for a valid, unavoidable reason (work commitments, attendance at a major family function, etc.) or after the class session has occurred due to a major emergency (funerals, accident, medical situation, etc. **Proof of emergency situation must be provided to the instructor**). It is your responsibility to find out what material was covered during your absence. Students who arrive to class late after roll has been taken must inform instructor of their presence in class in order for their attendance to be counted. Attendance and Participation will constitute 20 percent of your final grade.

Readings and Homework

Students are expected to complete all assigned reading and homework prior to class. All assignments are expected to be completed on the date due. Homework assignments will constitute 20 percent of your grade.

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Storytelling

Students will be expected to develop several different ASL stories in a variety of formats during the semester. As part of their final exam, students will perform one or more of their stories developed during the semester to an outside audience. This will constitute 30 percent of your grade.

COMMUNICATION POLICY: Once you step within the doorway of the classroom, you will be expected to immerse yourself in a signing environment. This means that students are expected to communicate with each other and the instructor through any means necessary, **with the exception of oral (spoken) communication.** This can include: writing, gesturing, fingerspelling, and of course, signing. The purpose of this is manifold: primarily to ensure that you have a place to practice communication skills learned in class, as well as to experience, at least in part, the communication environment and world that Deaf people live in everyday. Although it is understood that you are still learning the language, and may not have a strong command of signing skills, this policy will be strongly enforced. Students who habitually resort to voicing without signing may experience a reduction of their participation grade.

GRADING:

Exams: 30 %
Homework (Translations):20 %
Class Participation: 20 %
Storytelling performance: 30%

Date: Topic/Activity:

Homework

Week 1: Basic Concepts

Week 2: Handshape stories

Week 3: Handshape & Number Stories

Week 4: ABC Stories

Week 5: (cont.)

Week 6: (cont.)

Week 7: Bird of a Different Feather

Week 8: (cont.)

Week 9: (cont.)

Week 10: (cont.)

Week 11: For a Different Living

Week 12: (cont.)

Week 13: (cont.)

Week 14: (cont.)

Week 15: Developing Students' stories

Week 16: Presenting own stories