

DEAF 51: AMERICAN SIGN LANGUAGE 1

In Workflow

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Approval Path

1. Fri, 03 May 2019 18:18:50 GMT
Sheri Hembree (hembrees): Approved for UGSE Chair
2. Thu, 09 May 2019 20:43:50 GMT
Elisabeth Liles-Lourick (eliles): Approved for ED Committee Chair
3. Fri, 13 Sep 2019 20:01:36 GMT
Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Fri, 03 May 2019 18:18:21 GMT

Viewing: DEAF 51 : American Sign Language 1

Last edit: Thu, 09 May 2019 20:35:38 GMT

Changes proposed by: Sheri Hembree (101037114)

Contact(s):

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Catalog Title:

American Sign Language 1

Class Schedule Title:

American Sign Language 1

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Undergraduate Studies in Education

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2020 (2020/2021 Catalog)

Subject Area: (prefix)

DEAF - Deaf Studies

Catalog Number: (course number)

51

Course ID: (For administrative use only.)

118916

Units:

4

Changes to a course's units impact any related programs. As a result, a corresponding change must also be submitted for those programs

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The Deaf Studies program is proposing to increase unit loads for ASL 1 (DEAF 51) and ASL 2 (DEAF 52).

Our justifications for increasing these courses to 4 units are as follows:

First, proficiency in language learning increases with higher levels of instruction and contact with the target language. The American Council on the Teaching of Foreign Languages (ACTFL) suggests that for visual languages such as ASL, to reach a "middle novice" (Level 1) level of proficiency requires 135 – 150 contact hours, while Level 2 proficiency ("high novice") requires 270 – 300 hours, and Level 3 (Low-mid Intermediate) proficiency takes 405 – 450 hours (https://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Introduction-to-Learning-Standards/Proficiency-and-Research-Based-Proficiency-Targets/Proficiency_target_charts_MCwebsite.pdf.aspx).

Since our ASL & Deaf Studies program has as a primary learning outcome to produce students with at least a "High Intermediate level of expressive and receptive communication skills in ASL", this means that according to the ACTFL standards, students should, at the time of completion of their course of studies at CSUS, have a minimum of 450 hours of language contact and instruction. However, under the current level of 3 units for ASL 1 & 2, students only receive 96 instructional contact hours, while if the level were increased to 4 units, they would have 128 hours of instructional contact, bringing them close to the ACTFL Level 1 standard of 135-150 contact hours. Moreover, if all ASL courses (including ASL 1 & 2) are increased to 4 units each, this will provide students majoring in Deaf Studies with 320 instructional contact hours, bringing them within reach of the low/mid-Intermediate (Level 3) standard of 405-450 language contact hours.

There are curricular reasons for increasing the units for these courses. The "Signing Naturally" (SN) curriculum used in our program has recently undergone major revisions. The SN curriculum is viewed as something of the current "gold standard" for ASL instruction. Whereas the earlier edition of this curriculum was easily covered within the constraints of a 3-unit course, the current revised edition has been greatly expanded to the point that the core content of the curriculum cannot be sufficiently covered in a 3-unit course; some information has to be left out, and instructors often find that at least one chapter from the unit must be left incomplete by semester's end. Therefore, increasing the unit load to 4 units for these courses will go a long way towards our instructors being adequately able to cover the base material and skills our students need to know and possess.

Our program is also a source of recruits into Interpreter Preparation Programs, such as the one at American River College, and it is a sign the program is succeeding in its primary educational goals when students who graduate from our program are accepted into ARC's and other Interpreting programs. However, we are finding that there are a number of students graduating from our program who are not reaching the level of fluency needed for acceptance into ARC, and we believe that increasing the units for ASL 1 & 2 will serve towards increasing the level of fluency our students need for admission into these programs.

Increasing the units in DEAF 51 and 52 these courses makes them better aligned with other ASL first and second semester courses in other ASL programs, including ARC and Ohlone College in Fremont. Similarly, other first and second semester language courses at CSUS (e.g., SPAN 1A and 1B) are 4-unit courses.

Finally, In the past academic year, Deaf Studies program underwent Program Review, and this issue of contact hours and target language proficiency was noted quite prominently in the Program Review report (see <https://drive.google.com/file/d/1tPbZYIb-x-c4eEPF7p6WqqedshP091Dy/view?usp=sharing>). Thus, this course change is intended to help the Deaf Studies program meet the recommendations of the report. It should be noted also that it has been a goal of our program for some time now to be able to begin to offer our upper level "theory" courses entirely in ASL without any need for providing spoken language interpretation for our Deaf faculty (which would also translate into reduced costs to the University for provision of interpreting services). A major barrier to this goal has been that our students do not have the minimum level of fluency needed to engage in academic discourse in a second language (ASL). Thus, again, increasing the units for ASL 1 & 2 serves to increase their instructional and linguistic contact time (as per the ACTFL standards) which will serve to improve their level of fluency in order to engage in their upper division coursework in and through ASL, which also serves to increase their language contact hours in itself, and contributes to student proficiency.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Students will learn basic vocabulary and grammar of American Sign Language. Upon completion of this course, students will be able to exchange basic information about themselves and their families such as their names, where they live, and their interests. Through out-of-class readings, in-class discussions and demonstrations, and experiences within the deaf community, students are exposed to elements of the deaf culture and community.

Are one or more field trips required with this course?

No

Fee Course?

No

Course Note: (Note must be a single sentence; do not include field trip or fee course notations.)

Taught in ASL without voice

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Discussion

Discussion Classification

CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)

Discussion Units

4

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

Students will be able to:

- 1) Fingerspell letters, names and words in the ASL fingerspelled alphabet.
- 2) Comprehend letters and words fingerspelled to them.
- 3) Recognize and produce ASL numbers up to 100.
- 4) Increase visual attention and tracking skills by recognizing and producing shapes and locations of items signed within a visual matrix.
- 5) Discuss and share personal information about self and others including names, family members, living situation, basic daily activities, and languages learned.
- 6) Give basic commands and directions involving objects and places.
- 7) Comprehend and retell simple stories and jokes in ASL.
- 8) Demonstrate basic cultural skills for attention-getting and negotiating visual/signing environments.
- 9) Describe and state basic Deaf cultural values and perspectives.

Attach a list of the required/recommended course readings and activities:

ASL1Syllabus-Spring.docx

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.

Students will be assessed through a variety of means and measures such as direct observation (ELOs 1, 2, 3, 4, 5, 6, 7, 8), written papers (ELOs 8, 9), written quizzes and exams (ELOs 2, 3, 4, 7, 8, 9), and signed presentations/examinations (ELOs 1, 5, 6, 7).

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Identify the program(s) in which this course is required:

Programs:

BA in Deaf Studies

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Knowledge of human cultures and the physical and natural world

Integrative learning

Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

No

Key: 1131