

DEAF 52: AMERICAN SIGN LANGUAGE 2

In Workflow

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Approval Path

1. Fri, 03 May 2019 21:17:41 GMT
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2. Thu, 09 May 2019 20:43:53 GMT
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3. Fri, 13 Sep 2019 20:01:42 GMT
Karen O'Hara (kdohara): Approved for ED Dean

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Changes proposed by: Sheri Hembree (101037114)

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Catalog Title:

American Sign Language 2

Class Schedule Title:

Amer Sign Language 2

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:

Spring 2020 (2019/2020 Catalog)

Subject Area: (prefix)

DEAF - Deaf Studies

Catalog Number: (course number)

52

Course ID: (For administrative use only.)

118926

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-xc4eEPF7p6WqqedshP091Dy/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 continue to expand vocabulary and concepts acquired in DEAF 51. Expansion of conversational range includes talking about other people and activities, giving directions, and making requests. Students develop discourse skills appropriate for establishing connections with deaf acquaintances and handling a variety of interruptions. Through in-class discussions/demonstrations, course readings, and out-of-class field experience, 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?

Yes

Prerequisite:

DEAF 51 or equivalent.

Prerequisites Enforced at Registration?

Yes

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) Produce comprehend fingerspelled words at a moderate speed and produce fingerspelled words with increased fluency and smoothness.
- 2) Utilize numbers and numeral incorporation in signs to quantify items and people and to discuss units of time, price, and years.
- 3) Discuss and describe others according to body position, appearance/attitude, and clothing
- 4) Make simple requests of others involving actions and negotiations.
- 5) Talk about places and provide directions to/from these places.

- 6) Share one's personal opinion about personal characteristics of others and selves.
- 7) Expand and apply understandings of culturally appropriate behaviors for negotiating visual/signing environments.
- 8) Expand and apply understandings of Deaf cultural values and norms.

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

CSUS ASL 2 Syllabus- Fall Semester.doc

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), written papers (ELO 8), written quizzes and exams (ELOs 1, 7, 8), and signed presentations/examinations (ELOs 1, 2, 3, 4, 5, 6).

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?

Yes

In which GE area(s) does this apply?

C2. Humanities

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

CSUS ASL 2 Syllabus- Fall Semester.doc

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

All sections will use the same ASL textbook, with similar readings for discussion, and have roughly the same number of exams and quizzes, all of which are geared towards achieving the uniform student learning outcomes. All Classes are taught in ASL without voicing English. English, when used, is written.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

The program area group use "signature assignments" which will be uniform across all sections. These would be submitted to a central location and a committee established within the area group will evaluate a selection of these yearly to ensure that common learning objectives are being met.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

The department will ensure that all instructors are using the approved curriculum. Trainings and discussions related to the curriculum and category criteria can be addressed during program area group retreats before the start of each term, particularly in the fall. The Program Coordinator and Chair will work together to ensure compliance by gathering and reviewing syllabi for consistency.

General Education Details - Area C2: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area C2. Relate the statements to the course syllabus and outline. Be as succinct as possible.**Is broad in scope or survey in nature.**

The course provides a broad overview of Deaf Culture by exploring key historical individuals whose work significantly shaped modern American Deaf Culture and by introducing students to experiences within the Deaf Community (see Community experience paper assignment and course outline/text).

Develops an understanding of and appreciation for the diversity of the human community.

While deafness is a low-incidence disability, the language and culture of deaf people in the US and globally is rich and vibrant. This course provides students with exposure to this linguistic and cultural diversity and helps them to gain appreciation for them.

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:**Demonstrate knowledge of the conventions and methods of the study of the humanities.**

This course involves discussions of similarities and differences between mainstream American culture and Deaf culture. Course content and assignments invite and assess students' understanding of conventions used in the discipline.

Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.

With its historical component, this course exposes students to differences between mainstream American culture and Deaf culture and provides opportunities for analysis of these differences (see reaction paper assignment and course outline)

Compare and analyze various conceptions of humankind.

There are various models through which to analyze and understand deafness including a medical model, espoused by the vast majority of the medical community, and a linguistic and cultural lens. Different frameworks for exploring deafness and signed languages leads to vastly different conceptions and interpretations of them (see Community event and reaction paper assignments).

Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

The historical component of the course guides students through significant events which helped to shape ASL and Deaf culture into what they are in the modern world.

In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

This course deals with deaf people and signed languages. Depending on one's theoretical lens, this may be seen as a study of the deaf ethnicity (deafnicity, as it is sometimes called) but also a disability lens. By incorporating discussions of intersectionality, students explore how deafness intersects with other marginalized identities.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

This is a lower-division course which involves use of online discussions, journals, and/or reading logs to further understanding and analysis of cultural aspects of the course for which students have not yet attained sufficient language proficiency to discuss in ASL.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

The course is already approved as a C2 course; the program is applying to increase units from 3 to 4 to align with other language courses and better meet learning outcomes.

Key: 1132