

New Course Request

Indiana University

Indianapolis Campus

Check Appropriate Boxes: Undergraduate credit Graduate credit Professional credit

1. School/Division Liberal Arts/English 2. Academic Subject Code ASL

3. Course Number A211 (must be cleared with University Enrollment Services) 4. Instructor Vera Masters

5. Course Title Second Year ASL I

Recommended Abbreviation (Optional) _____
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 2010

7. Credit Hours: Fixed at 5 or Variable from _____ to _____

8. Is this course to be graded S-F (only)? Yes _____ No

9. Is variable title approval being requested? Yes No

10. Course description (not to exceed 50 words) for Bulletin publication: A continuation of training in ASL conversational skills and American Deaf culture.

11. Lecture Contact Hours: Fixed at 5 or Variable from _____ to _____

12. Non-Lecture Contact Hours: Fixed at _____ or Variable from _____ to _____

13. Estimated enrollment: 20 of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: Every semester Will this course be required for majors? yes

15. Justification for new course: High demand for more advanced courses from students completing ASL 131 and ASL A132.

16. Are the necessary reading materials currently available in the appropriate library? yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature] Date 7/2/09
Department Chairman/Division Director

Approved by: [Signature] Date 10/20/09
Dean

Date _____
Dean of Graduate School (when required)

Date _____
Chancellor/Vice-President

Date _____
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

American Sign Language/English Interpreting Program
Indiana University Purdue University Indianapolis

ASL A211 Second Year American Sign Language I
(5 credits)

Instructor: Vera Masters
Office: CA 422
Office Hours: TBA
E-mail: vmasters@iupui.edu
Class Day/Time: TBA

TEXTBOOKS AND REQUIRED COURSE MATERIALS

Signing Naturally Level Two Student Workbook and DVD; Lenz, Mikos, Smith; Dawnsign Press; Bk & Video edition (June, 1992) ISBN: 0915035162

Green Book Series: Student Text Unit 1-9; Cokely, Dennis and Baker-Shenk, Charlotte; Gallaudet University Press, 1981. ISBN: 0930323866

ASL Literature Series: Bird of a Different Feather & For a Decent Living, Student Workbook and Videotext (Paperback); Bahan, Ben and Supalla, Sam; DawnSign Press; 1994-2006
ISBN:0915035227

Handouts and assigned readings from articles and books relevant to ASL, Deaf Culture and experience.

One Blank Videotape: length- 2 hour

COURSE DESCRIPTION

This course is designed for students who have completed ASL 132 or Sign Language Proficiency Interview Placement into ASL 231. During the course, students will expand on previously learned grammar, syntax, sentence structure, and vocabulary in more depth. Students will learn to tell stories, use the language in a variety of settings and study ASL grammatical rules with attention on non-manual features including non-manual grammatical signals, and prosodic features of intensity and characterization.

This course will encourage interactive activities and at least one lab session per week using exercises meaningfully related to the conversational topics. Students will learn about Deaf Culture by participating in Deaf Community events.

COURSE OBJECTIVES

The intent of the course is to provide students with more opportunities and experiences to advance their receptive and expressive sign language skills, and learn more about American Deaf culture in preparation for professional work with community members.

Students will:

1. manage more complex interactions using expanded ASL vocabulary and grammar
2. continue to apply language learning skills outside the language classroom
3. act with respect, knowledge and understanding of Deaf people and ASL with an appreciation for their linguistic and cultural diversity

4. understand more complex ASL grammatical rules, sign and sentence structure and sign and sentence meaning
5. attend Deaf Community events and workshops

This course contributes to the following Principles of Undergraduate Learning (PULs): development of communicative skills (1); critical thinking (2); integration and application of knowledge (3); intellectual depth and adaptability (4); and understanding of diverse cultures and societies (5).

In addition, the content and assignments for this course provide experience with a language other than English, and discussion of issues related to linguistics, bilingualism and cultures.

Signing Naturally Book:

We will introduce the following language and culture functions:

- Unit 13 – Locating things around the house
- Unit 14 – Complaining, making suggestions and requests
- Unit 15 – Exchanging personal information: Life events

Green Book: Student Text, Units 1-9.

- Unit 1 – Sentence Types
- Unit 2 – Time
- Unit 3 – Pronominalization
- Unit 4 – Subjects and Objects
- Unit 5 – Classifiers
- Unit 6 – Locatives
- Unit 7 – Pluralization
- Unit 8 – Temporal Aspect
- Unit 9 – Distributional Aspect

ASL Literature Series Assignments:

Students must complete **both** the comprehension check and literary questions for the story entitled "**Bird of a Different Feather.**" This will involve in-class discussions and out-of-class video viewing assignments. You must self-correct your work in your student book; it will be checked occasionally. (note, the workbook must be new).

POLICIES

Attendance:

Because ASL is a visual language it is essential that students attend and participate in class. Material cannot be adequately learned through reading or viewing of DVDs. Therefore, students may have two absences (unexcused or excused) – any absences beyond two will result in a deduction of 10 points each day. Absence points will be deducted from your final grade at the end of semester.

Voicing Policy:

A **no-voice** policy is observed upon entering the classroom.

Academic Dishonesty:

Students may be subject to disciplinary proceedings resulting in an academic penalty or disciplinary penalty for academic dishonesty. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism and collusion. For additional information refer to the "Code of Student Rights, Responsibilities, and Conduct" in the IUPUI Student Handbook.

METHODS OF INSTRUCTION

Classes will consist of lectures, class discussion, individual and group activities. The instructor will give students unit lecture notes so that students will be able to focus their attention on signing.

STUDENT ASSIGNMENTS

Signing Naturally Workbook:

The workbook exercises will allow students to review the vocabulary and practice the grammar and language functions introduced in the classroom.

ASL Grammar Readings:

Students will have nine reading assignments and corresponding activities from "The Green Book". These texts were designed to help students acquire conversational abilities in American Sign Language. Each unit targets a specific grammatical feature of ASL and presents a dialogue focusing on that grammatical feature.

Expressive Narrative Stories:

Students will record on videotape three narrative stories. For each narrative, students will prepare a draft, receive peer feedback, instructor feedback and prepare a final version. Your narratives will also be used as an evaluation for your grade.

Receptive Story Assignments:

Students are required to go to the ASL Lab in Cavanaugh Hall 421 to view tapes and complete worksheets once a week. This is to improve your receptive skills. Titles will be announced in a class. Worksheets can be picked up from the ASL Lab office. Please sign in when you bring tapes to the station room.

Class Presentations (2):

1. Student will demonstrate how to sign a children's story in a classroom setting.
2. Student will show the class "how to" make or do something.

Peer and instructor evaluation will be used to determine the grade.

ASL Conversation Hours:

Students will be expected to participate in *ASL Conversation Hour* at least 4 hours each month in the lab during the semester. The sign-up sheets will be posted. The participants in *ASL Conversation Hour* will include ASL 131, 132, 211 and 212 students.

Interview Deaf people via VRS:

Students will have the opportunity to experience using the Video Relay Service. VRS is a free service that allows anyone to conduct video relay calls through a certified ASL interpreter. Students will set up an appointment with a Deaf person to conduct an interview. The instructor will give you the list of possible Deaf individuals for this assignment.

Deaf Community Observation/Interaction:

Students will observe and interact with the Deaf Community and meet ASL users to naturally acquire the language. Emphasis will be placed on interaction. This will lead to permanent acquisition. Classroom experiences lay a foundation for the language, but they cannot replace true use and acquisition.

Students are required to participate in 5 different events within the Deaf community during the semester for a total of 10 hours. Students are strongly encouraged to attend in a group of 3 or more people. Visits should last a minimum of an hour and a half. Students will be expected to write a paper regarding their

observations and interactions at these events. The instructor will supply guidelines for writing these papers, and a list of Deaf Community events will be available via OnCourse.

QUIZZES/TESTS

- **Three Expressive Tests:** Student will make a tape of themselves signing for each unit.
- **Nine Grammar Quizzes:** Students will be given nine written quizzes pertaining to grammatical elements of ASL during the semester.
- **One Cumulative Grammar test:** The test will be based on Green Book Unit 1-9 at the end of semester.
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MISSING QUIZ, TEST OR PRESENTATION POLICY

If a student is absent on the day of a quiz or presentation, **a grade of zero will be given unless there is an exceptional circumstance that causes you to miss the class.** A formal document (i.e. doctor's note, police's report, etc) will be expected.

GRADING BASIS for ASL 211

ASL 231

9 Grammar Quizzes – 25 pts each	225
10 Receptive Story Assignments – 20 pts each	200
3 Unit Expressive Tests – 50 pts each	150
1 Cumulative Test	100
14 ASL Conversation Hours – 5 pts each	70
ASL Literature Series Workbook – 6 chapters – 10 pts each	60
2 Class Presentations – 25 pts each	50
5 Hours of Deaf Community Interaction – 5 pts each	25
Interview Deaf People via VRS	15
TOTAL	895

SPECIAL ADAPTATIONS OR ACCOMMODATIONS:

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. Adaptive Educational Services (AES) is located in Taylor Hall Room UC 137 for your assistance. Do not wait until mid-term or semester's end to tell me if you need course accommodations.

	ASL 211 In-Class Schedule for either MW or TR	Assignments
1	Course Syllabus, Break the Ice Activity and Review Signs	
2	SN Unit 13 – Locating things around the House	
3	SN Unit 13 – Locating things around the House	SN Unit 13 Narrative Story Draft
4	SN Unit 13 Expressive Narrative Story Test	
	Receptive Story Assignment 1 and 2	
5	GB Unit 1 – Sentence Types and Unit 2 - Time	BDF Chap 1 Worksheet
6	Bird of a Different Feather Chapter 1 Discussion	
	GB Unit 1 and 2 Quiz	
7	Receptive Story Assignment 3 and 4	BDF Chap 2 Worksheet
8	Bird of a Different Feather Chapter 2 Discussion	
9	GB Unit 3 - Prominalization and GB Unit 4 - Subjects and Objects	
10	Class Presentation #1	
	GB Unit 3 and 4 Quiz	
12	SN Unit 14 – Complaining, making suggestions and requests	
13	SN Unit 14 – Complaining, making suggestions and requests	SN Unit 13 Narrative Story Draft
14	SN Unit 14 Expressive Narrative Story Test	
	Receptive Story Assignment 5 and 6	
15	GB Unit 5 – Classifiers and Unit 6 Locatives	BDF Chap 3 Worksheet
16	Bird of a Different Feather Chapter 3 Discussion	
	GB Unit 5 and 6 Quiz	
17	Receptive Story Assignment 7 and 8	BDF Chap 4 Worksheet
18	Bird of a Different Feather Chapter 4 Discussion	
19	GB Unit 7- Pluralization	BDF Chap 5 Worksheet
20	Bird of a Different Feather Chapter 5 Discussion	
	GB Unit 7 Quiz	
21	SN Unit 15 – Exchanging personal: Life Events	
22	SN Unit 15 – Exchanging personal: Life Events	SN Unit 13 Narrative Story Draft
23	SN Unit 15 Expressive Narrative Story Test	
	Receptive Story Assignment 9 and 10	BDF Chap 6 Worksheet
24	Bird of a Different Feather Chapter 6 Discussion	
25	Class Presentation #2	BDF Chap 7 Worksheet
26	Bird of a Different Feather Chapter 7 Discussion	
27	GB Unit 8 Temporal Aspects and Unit 8 Distributional Aspect	BDF Chap 8 Worksheet
28	Bird of a Different Feather Chapter 8 Discussion	
	GB Unit 8 and 9 Quiz	BDF Chap 9 Worksheet
29	Bird of a Different Feather Chapter 9 Discussion	
30	Cumulative Grammar Test	