

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 A212 (must be cleared with University Enrollment Services) 4. Instructor Vera Masters

5. Course Title Second Year ASL II

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

6. First time this course is to be offered (Semester/Year): Fall 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 taking ASL A131 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

Date _____
Dean of Graduate School (when required)

Approved by:

[Signature] Date 10/28/09
Dean

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 A212 Second Year American Sign Language II
(5 credits)

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

TEXTBOOKS AND REQUIRED MATERIALS:

Signing Naturally Level Two Student Workbook and DVD; Lenz, Mikos, Smith;
DawnSign Press; 1992. ISBN: 0915035162

Green Book Series: Student Text Unit 10-18; Cokely, Dennis and Baker-Shenk,
Charlotte; Gallaudet University Press, 1981. ISBN: 0930323874

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 231 or Sign Language Proficiency Interview Placement into ASL 232. Emphasis is placed on narrative receptive and expressive skill development. Attention is given to the basic discourse structures used in dialogues and story-telling. The course will encourage vocabulary review, clearer articulation of the language, continued practice of grammatical structures, spontaneous dialogue, and exposure to a variety of signing styles.

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.

LANGUAGE AND CULTURAL INFORMATION INTRODUCED

Signing Naturally Book:

Unit 16 – Daily situational dialogues

Unit 17 – Talking about the Weekend

Unit 18 – Telling about an Unforgettable Moment

Green Book: Student Text Units 10-18.

Unit 10 – Sentence Types

Unit 11 – Time

Unit 12 – Pronominalization

Unit 13 – Subjects and Objects

Unit 14 – Classifiers

Unit 15 – Locatives

Unit 16 – Pluralization

Unit 17 – Temporal Aspect

Unit 18 – Distributional Aspect

ASL Literature Series Assignments:

Students must complete **both** the comprehension check and literary questions for the story entitled "**For a Decent Living**". This will involve 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:

There will be 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.

Three 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 receptive skills. Titles for viewing will be announced in class. Worksheets can be picked up from the ASL Lab office. Please sign in when you bring tapes to the station room.

Personal Story:

Students will make up a story and videotape it. Then, the student will present the story in class. The evaluation form can be found on the last page of this handbook. Total Points possible: 40 points.

Deaf Community Interaction:

Students will interact with the Deaf Community and meet with ASL users to naturally acquire the language. These interactions will assist students acquire ASL in more settings where the language is used in a more natural way. Your classroom experiences can only lay a foundation, but they cannot replace true acquisition experienced when using the language with fluent and native speakers of the language.

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.

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.

Interpreter Observation:

You will be expected to observe two different interpreted situations that occur during the semester. You will pick from different settings; educational (college level), community, performing arts and religious. You will write a 2 page (typed, double-spaced) paper about your observations. The instructor will supply an outline to guide your observation papers.

Deaf Community Member Panel:

Several Deaf and Hard of Hearing people will come to the class and share their experiences during encounters with hearing professionals. Reaction papers will be typed.

Quizzes/Tests

- **Three Expressive Tests:** Student will make a tape of themselves signing in each unit.
- **Nine Grammar Quizzes:** Students will be given nine written quizzes during the semester.

MISSING QUIZ OR PRESENTATION

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. A formal document (i.e. doctor's note, police's report, etc) will be expected. Get in touch with your instructor immediately.

GRADING BASIS for ASL A212

9 Grammar Quizzes – 25 pts each	225
10 Receptive Story Assignments – 20 pts each	200
3 Unit Expressive Tests – 50 pts each	150
ASL Literature Series Workbook - 9 chapters - 10 pts each chapter	90
14 ASL Conversation Hours - 5 pts each hour	70
1 Personal Story (expressive)	50
5 Hours of Deaf Community Interaction – 10 pts each	50
Two Interpreter Observations - 20 pts each	40
Interpreter Panel Reaction Paper - 10 pts	10
TOTAL	885

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 212 Schedule for either MW or TR	Assignments
1	Course Syllabus, Break the Ice Activity and Review Signs	
2	SN Unit 16 – Describing and Identifying Things	
3	SN Unit 16 – Describing and Identifying Things	SN Unit 16 Narrative Story Draft
4	SN Unit 16 Expressive Narrative Story Test	
5	Receptive Story Assignment 1 and 2	
6	GB Unit 10 – Sentence Types and Unit 11 - Time	FDL Chap 1 Worksheet
7	For a Decent Living Chapter 1	
	GB Unit 10 and 11 Quiz	
8	Receptive Story Assignment 3 and 4	FDL Chap 2 Worksheet
9	For a Decent Living Chapter 2	
10	GB Unit 12 - Prominalization and Unit 13 - Subjects and Objects	
12	SN Unit 17 – Talking about the Weekend	
	GB Unit 12 and 13 Quiz	
13	SN Unit 17 – Talking about the Weekend	SN Unit 17 Narrative Story Draft
14	SN Unit 17 Expressive Narrative Story Test	
15	Receptive Story Assignment 5 and 6	
16	GB Unit 14 -- Classifiers and Unit 15 Locatives	FDL Chap 3 Worksheet
17	For a Decent Living Chapter 3	
	GB Unit 14 and 15 Quiz	
18	Deaf Community Member Panel	
19	Receptive Story Assignment 7 and 8	FDL Chap 4 Worksheet
20	For a Decent Living Chapter 4	
21	GB Unit 16- Pluralization	FDL Chap 5 Worksheet
22	For a Decent Living Chapter 5	
	GB Unit 16 Quiz	
23	SN Unit 18- Telling about an Unforgettable Moment	SN Unit 18 Narrative Story Draft
24	SN Unit 18- Telling about an Unforgettable Moment	
25	SN Unit 178 Expressive Narrative Story Test	
26	Receptive Story Assignment 9 and 10	
27	GB Unit 17 Temporal Aspects and Unit 18 - Distributional Aspect	FDL Chap 6 Worksheet
28	For a Decent Living Chapter 6	
29	GB Unit 17 and 18 Quiz	
30	Personal Story	