Course Information

Date Submitted: 4/1/2013

Current Prefix and Number: CSD - American Sign Language, CSD 230 - AMERICAN SIGN LANGUAGE II

Other Course:

Proposed Prefix and Number: CSD 320

What type of change is being proposed?

Major Change

Should this course be a UK Core Course?   No

1. General Information

a. Submitted by the College of: College of Health Sciences

b. Department/Division: Communication Disorders

c. Is there a change in 'ownership' of the course?   No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Jodelle Deem

Email: jfdeem1@uky.edu

Phone: 218-0557

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: AMERICAN SIGN LANGUAGE II AND THE CULTURE OF THE DEAF COMMUNITY IN THE U.S.

Proposed Title: AMERICAN SIGN LANGUAGE II AND THE CULTURE OF THE DEAF COMMUNITY IN THE U.S.

c. Current Transcript Title: AMERICAN SIGN LANGUAGE II

Proposed Transcript Title:

d. Current Cross-listing: none

   Proposed – ADD Cross-listing :

   Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

   Proposed Meeting Patterns

      SEMINAR: 3

f. Current Grading System: ABC Letter Grade Scale

   Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3

   Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit?   No

   Proposed to be repeatable for additional credit?   No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester?   No

2i. Current Course Description for Bulletin: An intermediate level course in American Sign Language (ASL), the native language of the Deaf community in America, this course will use an immersion approach to develop skills in conversational ASL and fingerspelling, as well as an appreciation of the grammatical principles of ASL, the historical and cultural background of the language, linguistic and ethical principles related to use of ASL, appropriate use of interpreters, and the role of the Deaf culture in society.

   Proposed Course Description for Bulletin: Same

2j. Current Prerequisites, if any: Prereq: Successful completion of CD 220 (ASL I) or permission of instructor

   Proposed Prerequisites, if any: Same

2k. Current Supplementary Teaching Component:

   Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus?   No

   Proposed to be taught off campus?   No

   If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed?   No

   If YES, explain and offer brief rational: ** No... this is simply a change in the course series number to make it consistent with ASL I (220) and ASL III (420).

5a. Are there other depts. and/or pgms that could be affected by the proposed change?   No

   If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program?   No

   If YES, list the program(s) here:

6. Check box if changed to 400G or 500:   No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components?   NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|PNASH|Phyllis J Nash|College approval for ZCOURSE_CHANGE CD 230|20121024

SIGNATURE|JDLIND2|Jim D Lindsay|HCCC approval for ZCOURSE_CHANGE CD 230|20121212

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_CHANGE CD 230|20130117

SIGNATURE|JEL224|Janie S Ellis|Senate Council approval for ZCOURSE_CHANGE CD 230|20130328

SIGNATURE|WF-BATCH|Batch User|Subworkflow for college notifications|20130329

SIGNATURE|PNASH|Phyllis J Nash|Approval resent to approvers for ZCOURSE_CHANGE CD 230|20130329

e

Courses	Request Tracking

Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Attachments:

[Browse...]   Upload File

	ID	Attachment
Delete	1223	CSD 320 American Sign Language II REV.docx

First 1 Last

Select saved project to retrieve...   [ ]   Get   New

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

	Current Prefix and Number:	CSD - American Sign Language CSD 230 - AMERICAN SIGN LANGUAGE II	*Proposed Prefix & Number.*	CSD 320
*	What type of change is being proposed?	☑ Major Change ☐ Major – Add Distance Learning ☐ Minor - change in number within the same hundred series, ex 799 is the same "hundred series" ☐ Minor - editorial change in course title or description which do change in content or emphasis ☐ Minor - a change in prerequisite(s) which does not imply a cha content or emphasis, or which is made necessary by the eliminat significant alteration of the prerequisite(s) ☐ Minor - a cross listing of a course as described above		

Should this course be a UK Core Course? ○ Yes ⦿ No

If YES, check the areas that apply:

☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

☐ Inquiry - Humanities   ☐ Quantitative Foundations

☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

☐ Composition & Communications - I ☐ Global Dynamics

1.	General Information			
a.	Submitted by the College of: College of Health Sciences		Today's Date: 4/1/2013	
b.	Department/Division: Communication Disorders			
c.*	Is there a change in "ownership" of the course?			
	○ Yes ⦿ No If YES, what college/department will offer the course instead? Select...			
e.*	* Contact Person Name: Jodelle Deem Email: jfdeem1@uky.edu Phone: 218-0557 * Responsible Faculty ID (if different from Contact) Email: Phone:			
f.*	Requested Effective Date: ☑ Semester Following Approval OR Specific Term: 2			
2.	Designation and Description of Proposed Course.			
a.	Current Distance Learning(DL) Status:	⦿ N/A ○ Already approved for DL* ○ Please Add ○ Please Drop		
	*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed chan; DL delivery.			
b.	Full Title:	AMERICAN SIGN LANGUAGE II AND THE CULTURE OF THE DEAF COMMUNITY IN THE U.S.	*Proposed Title:* *	AMERICAN SIGN LANGUAGE : THE CULTURE OF THE DEAF COMMUNITY IN THE U.S.
c.	Current Transcript Title (if full title is more than 40 characters):		AMERICAN SIGN LANGUAGE II	
c.	*Proposed Transcript Title (if full title is more than 40 characters):*			

d.	Current Cross-listing:	☑ N/A		OR	Currently[3] Cross-listed with (Prefix & Number):	none
	Proposed – ADD[3] Cross-listing (Prefix & Number):					
	Proposed – REMOVE [3,4] Cross-listing (Prefix & Number):					

e. Courses must be described by **at least one** of the meeting patterns below. Include number of actual contact hours [5] for each meeting pattern

Current:	Lecture	Laboratory[5]	Recitation	Discussion	Indep. S
	Clinical	Colloquium	Practicum	Research	Residen
	Seminar	Studio	Other Please explain:		

Proposed: *	Lecture	Laboratory[5]	Recitation	Discussion	Indep. S
	Clinical	Colloquium	Practicum	Research	Residen
	Seminar 3	Studio	Other Please explain:		

f.	Current Grading System:	ABC Letter Grade Scale
	Proposed Grading System:*	◉ Letter (A, B, C, etc.) ○ Pass/Fail ○ Medicine Numeric Grade (Non-medical students will receive a letter grade)

g.	Current number of credit hours:	3	Proposed number of credit hours:*	3

h.*	Currently, is this course repeatable for additional credit?	○ Yes
*	Proposed to be repeatable for additional credit?	○ Yes
If YES:	Maximum number of credit hours:	
If YES:	Will this course allow multiple registrations during the same semester?	○ Yes

i. Current Course Description for Bulletin:

An intermediate level course in American Sign Language (ASL), the native language of the Deaf community in America, this course will use an immersion approach to develop skills in conversational ASL and fingerspelling, as well as an appreciation of the grammatical principles of ASL, the historical and cultural background of the language, linguisti and ethical principles related to use of ASL, appropriate use of interpreters, and the role of the Deaf culture in society.

* Proposed Course Description for Bulletin:

Same

j. Current Prerequisites, if any:

Prereq: Successful completion of CD 220 (ASL I) or permission of instructor

* Proposed Prerequisites, if any:

Same

k.	Current Supplementary Teaching Component, if any:	○ Community-Based Experience ○ Service Learning

				○ Both
	Proposed Supplementary Teaching Component:			○ Community-Based Experience ○ Service Learning ○ Both ○ No Change
3.	Currently, is this course taught off campus?			○ Yes
*	Proposed to be taught off campus?			○ Yes
	If YES, enter the off campus address:			
4.*	Are significant changes in content/student learning outcomes of the course being proposed?			○ Yes
	If YES, explain and offer brief rationale:			
	** No... this is simply a change in the course series number to make it consistent with ASL I (220) and ASL III (420			
5.	Course Relationship to Program(s).			
a.*	Are there other depts and/or pgms that could be affected by the proposed change?			○ Yes
	If YES, identify the depts. and/or pgms:			
b.*	Will modifying this course result in a new requirement[z] for ANY program?			○ Yes
	If YES[z], list the program(s) here:			
6.	Information to be Placed on Syllabus.			
a.	☐	Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation betweer and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing differen criteria in the course for graduate students. (See SR 3.1.4.)	

[1] See comment description regarding minor course change. Minor changes are sent directly from dean's office to Senate Council Chair. If Chair deems the change as "not minor," the form will appropriate academic Council for normal processing and contact person is informed.
[2] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[3] Signature of the chair of the cross-listing department is required on the Signature Routing Log.
[4] Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
[5] Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting gene least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)
[6] You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.
[7] In order to change a program, a program change form must also be submitted.

Submit as New Proposal   Save Current Changes   Delete Form Data and Attachments

<u>American Sign Language II</u>
<u>& The Culture of the Deaf Community in America</u>
CSD 320: 3 credits
Spring Semester 2013
Tuesdays & Thursdays 3:30 pm - 4:45 pm
Classroom: TBD

Dr. Karin Ann Lewis, Instructor
Karin.Lewis@uky.edu
859-257-1356 (office) 859-608-7299 (mobile)

Instructor Office Hours:
306c Complex Commons, in *The Study*
Tuesdays 5:00-6:00 pm
Or by appointment

The **prerequisite** for students to enroll in this course is successful completion of CSD220 or permission of the instructor. This course will introduce an intermediate level American Sign Language, the native language and culture of the Deaf community in America in comparison with signed languages in other regions of the world. The course will follow the national American Sign Language Teachers Association's endorsed *Signing Naturally 2* curriculum using an immersion approach for instruction. Spoken English will not be used for instructional delivery. Students will learn intermediate American Sign Language (ASL) and be able to use conversational ASL, finger spelling, understand ASL grammatical principles, appreciate the historical and cultural background of signed languages, and consider linguistic and ethical information related to deaf people across different cultures. Students will have the opportunity to interact with deaf people in the Lexington community to apply their developing ASL skills, view professional interpreting, practice using an interpreter appropriately, view video and read English text to explore how ASL and Deaf Culture is both separate from and a part of the dominant American society's culture and language, and how ASL and deaf people in other countries live and access education as compared to the US. Learning a visual-spatial language is challenging and requires extensive practice outside of class. Ultimately students who successfully complete this course will have culturally sensitive understandings of the perspectives of the Deaf, facets of communication in American Culture as compared to other cultures, and be able to converse using intermediate level American Sign Language. Students will demonstrate an appreciation of the forces that influence human diversity and issues impacting equality and oppression in this world.

Learning Outcomes: CSD 320

Upon successful completion of this course, students will:

1. Demonstrate general knowledge of the etiology of deafness, historical, legal and cultural decisions that generate ethical dilemmas for the Deaf Community in America and deaf communities in other regions of the world
2. Interact with Deaf people in a culturally appropriate ways and express an understanding of privilege, social and political trends that impact privilege and oppression, and how issues for local communities link with global trends
3. Apply conversational American Sign Language skills, and exhibit confidence in their ability to use basic ASL to converse effectively with Deaf people
4. Understand and express the structure and organization of ASL grammar in general and cultural influences on the Deaf Community and their language in terms of power and resistance to the dominant cultural norms
5. Express knowledge/understanding of current issues facing the Deaf Community in America and in a global society
6. Demonstrate the ability to reflect on and learn from classroom instruction and activities, reading materials, including texts and journal articles, fellow students, community members, and demonstrate a clear understanding of the skills, attitudes, and beliefs required to be a successful second language learner in a global society

Required Texts & Materials CSD 320

Signing Naturally: Student Workbook Level 2
Ella Mae Lentz, Ken Mikos, and Cheri Smith, (1992) DawnSignPress ISBN:0-915035-16-2

A Place of Their Own: Creating the Deaf Community in America
John Vickrey Van Cleve and Barry A. Crouch, (1990) Gallaudet University Press ISBN: 0-930323-49-1

- Various assigned supplemental readings.
- Handouts will also be available as assigned.
- Active UK email account and the ability to use it regularly
- Sharepoint access for obtaining pertinent course documents and information

Course Structure

- Class meets twice weekly for 75 minutes each time during which instruction will be conducted in ASL and visual language learning strategies will be demonstrated and applied.
- Students are also required to regularly participate in discussions using visual English (written/text form) via the class Sharepoint discussion board.
- Some assignments require attendance at out of class events; plan accordingly.
- Students are encouraged to meet in small groups to practice ASL and research outside of class time.
- Students are responsible for their own learning. *Learning requires repeated exposures over time. Therefore, students should plan to spend at least one hour every day practicing receptive and expressive ASL skills outside of class time. Complete sections of the assigned homework over the course of the week (daily) not just the night before class.*

- **Class attendance is required.**

Attendance

Attendance is essential to learning ASL. Regular attendance will be taken and more than 3 absences will result in a deduction from the final grade (see Student Rights and Responsibilities guidelines http://www.uky.edu/StudentAffairs/Code/). If you have more than 3 absences please consider withdrawing from the course to take it at a better time when you are able to commit to coming to class.

- Attendance in class *and in Sharepoint discussions on line* is expected. Course success is dependent upon your participation and completion of in-class activities, projects, and on line discussions. It will be difficult for any student to complete and/or succeed in accomplishing these responsibilities without regularly attending class meetings and participating in class on line discussions.

- If a student has a university accepted reason for an absence (see http://www.uky.edu/USC/agenda/20040209/5.2.4.2 Excused Absences.pdf), to be excused from class, the student must notify the course instructor *in advance*. Any absence not explained in writing before class is unexcused (except in case of a life-threatening emergency).

Class Polices & Expectations

1. Students are expected to arrive to class on time. Excessive tardiness will lead to the equivalent of an unexcused absence.
2. Students are expected to <u>turn off their voices</u> upon entering the classroom. The class is taught using ASL, and it is impossible to express two languages simultaneously. Therefore, no spoken English will be permitted in the classroom so that full access to learning ASL is possible.
3. Use of computers, cell phones, PDAs, or other electronic devices during class is not permitted. All cell phones should be turned off at the beginning of each class period. Ringing phones and text messaging are disruptive and rude. If your cell phone rings or you are text messaging during class, you will be asked to leave and counted absent.
4. As a responsible adult, you are expected to give your full, respectful attention to the instructor, guest-speakers, and/or classmates at all times during the class period. Any display of disrespectful and/or disruptive behavior and you will be warned once, and then asked to leave. If asked to leave, you will be considered absent for the day.
5. Assignments are due on the date indicated by the instructor in the syllabus. Any modifications to the syllabus will be provided in advance, and in writing. All assignments must be completed in order to receive a final grade in the course.
6. Plagiarism/cheating: Plagiarism is attempting to pass off others' work as your own, e.g. not citing information that is others' words, thoughts, or ideas – even if you paraphrase you need to note the source; not giving credit to sources in oral presentations; and/or handing in a paper you completed for another class for a grade in this course (self-plagiarizing). Plagiarism in any form will not be tolerated in this course. You are expected to do your own work. For a more thorough definition and/or additional information regarding plagiarism, see the following website: http://www.uky.edu/Ombud/Plagiarism.pdf

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Assignments

During the semester, students' performance will be graded on in-class participation, on line discussion participation, projects, assignments, progress towards acquisition of conversational ASL, and reflections on Deaf culture across the globe. Being present for all class activities is vital to student academic success. Students are expected to:
1.) Turn in all assignments on time
2.) Type all written assignments in the appropriate format as stated in assignment guidelines
3.) Cite sources, where appropriate, within written assignments and presentations

In general, extensions for assignments will **NOT** be given other than for *rare*, extenuating circumstances. However, for excused absences (as per UK policy), missed work may be made-up, as long as a student notifies the instructor in advance of the absence and provides documentation of an acceptable excuse for the day(s) in question. The extension will equal the duration of time the student was absent (ex: if absent one day, then the extension is one day).

Disabilities

Any student with a disability, who is taking this course and needs classroom or exam accommodations, should contact the Disability Resource Center, 257-2754, room 2 Alumni Gym, jkarnes@uky.edu. All students must provide proof of the disability and the need for accommodations before services are rendered. This will usually be in the form of a psychological report or medical statement and the documentation must be signed by a qualified licensed psychiatrist, neuropsychologist, or relevantly trained medical physician.

Sharepoint

For this course we will be utilizing Sharepoint. As part of this group you will be able to use the team discussion, as well as access all documents for the course. Throughout the semester the syllabus,

supplemental articles, assignment guidelines and the reading schedule will all be accessible to you at any time via the class Sharepoint site.

Required Assignments:

Sharepoint Discussion Postings:

While learning ASL, it is important to process the cultural and linguistic information through discussion. Yet, to learn ASL effectively, no spoken English will be permitted in class. Your ASL expressive skills may not allow sufficient discussion in class, therefore Sharepoint discussion postings, in the visual form of English (writing), are the venue we will use to discuss what you are learning in class and from HW assignments and reading assignments.

Sharepoint Discussion postings are *required*.
Parameters for discussion responses are as follows:
- Post your responses on time (due by 3:00 pm, start of class time, each Thursday)
- Express your thoughts in complete sentences using standard English grammar and punctuation
- Reference your comments in the text (cite pages from reading assignments that you refer to)
- Respond to others respectfully (you must _converse_ to discuss-so chat with each other, not just to instructors)
- Provide genuine reflective comments and insights, thoughtful responses to readings, and contribute meaningful questions, impressions, or observations.

Film Review Assignment:

- Select one of the films on the list made available by the instructor (see Sharepoint Course Documents)
- View the film (may do this with others from the class-WT Young Library has viewing rooms)
- Write a reflective review of the film (individual assignment-not group)
    - Focus on cultural/linguistic issues observed & identify cross cultural barriers and attitudes. Use GLOSS to indicate any particular signs you discuss
    - Specific connections to class reading assignments and class experiences will improve your grade on the assignment
    - Minimum 3 and maximum 5 pages, typed, 12 point font, double spaced (must submit with cover page-not included in the 5 page limit)
    - Appropriate form and use of Standard English expected (complete sentences, accurate punctuation and grammar, etc.).
    - Submit as a PDF document posted to Sharepoint by 3:00pm on date due

Individual Cross-Cultural Immersion: Written Reflection Due before class

You are required to complete _both_ of these experiences for full credit (may be done on the same day):

- 24 hours with earplugs and no voice (must go off campus for part of time: restaurant, shopping. If you attend any classes during this experience you must discuss with your instructor in advance and arrange for a classmate or friend to attend class with you and take notes for you while you watch)
- Attend *at least* two Deaf Social events (a list will be provided)

Reflective writing assignment:

*10 pages maximum, typed, 12-point font, double spaced, appropriate form and use of Standard English grammar, punctuation, etc.

Describe what you did and when (including the context off campus); note observations of cultural differences and any unanticipated issues; describe others' reactions to you; describe how you felt. Explain who you met and the questions and responses you asked and/or received at Deaf Social events. Relate your experiences with what you have learned in the class.

- Submit as a PDF document via Sharepoint by 3:00pm on date due.

Class Global Issue Presentation Assignment: *Due on your pre-selected due date during the last few classes before the final exam

Present _both_ of the following for full credit:

- Using ASL, present on a topic you have researched that addresses societal or cultural change over time, cross-national comparisons, or power and resistance issues as they relate to the Deaf
- Post type-written outline and Power Point or multi-media presentation to Sharepoint p*rior* to performance

Your Class Presentation must be well-planned and rehearsed, adhere to the time limit (10 minutes) and will be assessed according to a rubric with feedback from all class members. Class evaluations of the presentations will be factored into the instructor's grading process. ***Presentations will be video recorded.***

Research Paper and Class Poster Presentation: Due any time before Spring Break.

Research a topic of your choice related to deafness and/or American Sign Language and *your particular major field of study*. Using the appropriate citation style for your field, conduct a brief literature review and write your analysis of the issue as a research article aligned with the expectations of a peer reviewed journal in your field. Create a research poster presentation on your topic, like one for a professional conference, and using ASL present your poster to guest Deaf community members and the class on the designated day prior to spring break.

Grading Scale:

15%	30 class meetings-attendance required, *participation during class required and dependent upon completion of HW exercises *prior* to class meetings.
15%	15 active and insightful discussion responses on Sharepoint
20%	Individual Cross-Cultural Immersion assignment (experience + written reflection)
10%	Film Review written assignment
20%	Class Global Issue Presentation assignment
20%	Research Paper and class poster presentation

A	90-100%
B	80-89%
C	70-79%
D	60-69%
E	$\leq$59%

Mid-term Grade & Final Grades

Both mid-term grades and final grades will be given and will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/Registrar/AcademicCalendar.htm)

CSD 320 Spring 2013		Tuesdays & Thursdays 3:30-4:45p
American Sign Language II		
& The Culture of the Deaf Community in America		Class assignments
Date	**Class Topic**	• Assignments: complete *before* the date listed • Reading assignment discussion due each Tuesday by 3:00pm (15 total)
Th. 1-12-12	Course Introduction, expectations, requirements, review of Syllabi Course Instructions, classroom expectations, introductions Sign-in attendance sheet w/ email & text msg # *Bring Student Workbook to class* Paperless course, electronic systems, Sharepoint, email, text, etc.	*Make sure you have the required books including the workbook DVDs!*
T. 1-17-12	Explaining Locations/visual-spatial mental model Review numbers Key phases	Reading discussion due (*Signing Naturally (SN) 2* workbook p. vii-p.3 and *A Place of Their Own (APOTO)* p.vii-p.10 *Prophets & Physicians*) SN workbook activities p.4-12 with DVD

Th. 1-19-12	Vocabulary review Classifier review	SN workbook activities p.13-15 w/ DVD
T. 1-24-12	Inflection for temporal aspect Spatial agreement	Reading discussion due APOTO p.10-20 *To Educate a Deaf Person* SN workbook activities p.16 & 17, review key phrases p.
Th. 1-26-12	Origins of ASL Folklore Time Number incorporation Eye gaze	SN workbook review key phrases p. 18-32.
T. 1-31-12	Vocabulary review Genres and traditional elements of storytelling in ASL	Reading discussion due APOTO p.21-28 *Braidwood and the Bollings*
Th. 2-2-12	Grammar review Narrating life events Life for the Deaf in Russia	SN workbook activities p. 36-40
T. 2-7-12	ASL poetry Vocabulary review	Reading discussion due APOTO p.29-46 *A Permanent School* SN workbook activities p.41-44
Th. 2-9-12	Describing and features of storytelling in ASL	SN workbook activities review key phrases and vocabulary p.45-58
T. 2-14-12	Money Key phrases Formatting question types Family issues	Reading discussion due APOTO p.47-59 *The Residential School Experience* SN workbook activities p. 59-61

Th. 2-16-12	Vocabulary review Narrating one's own experiences (weekend events, etc) Life for the Deaf in Sweden	SN workbook activities p. 62-64
T. 2-21-12	Narrating other's experiences Indexing Pronoun use and non-manual markers	Reading discussion due APOTO p.60-70 *A Deaf State* SN workbook activities p.65-68
Th. 2-23-12	ASL legends Discuss linguistic origins of ASL	SN workbook activities p.69-73
T. 2-28-12	Three digit numbers Borrowed signs Humor Other sign languages around the world (compare linguistic features)	Reading discussion due APOTO p.71-86 *A College* SN workbook activities-review p.73-86
Th. 3-1-12	Getting, maintaining, directing attention Conversing in ASL while driving	SN workbook activities p.87-92
T. 3-6-12	Controlling the pace of conversation between 2 people	Reading discussion due APOTO p.87-97 *Organizing*
Th. 3-8-12	Controlling the pace of conversation in group settings	**Film Review due** SN workbook activities p.93-99
T. 3-13-12	No class-Spring Break	
Th. 3-15-12	No Class-Spring Break	

T. 3-20-12	Interrupting and resuming conversations in ASL Requesting clarification Culturally acceptable and unacceptable behavior	Reading discussion due APOTO p.98-105 *Cultural Connections* SN workbook activities p.101-102 & review p.103-116
Th. 3-22-12	Getting help with finger spelling, confirmation of comprehension Generational differences	SN workbook activities p.117-124
T. 3-27-12	Using an interpreter effectively Kinds of interpreters, qualifications, ethics	Reading discussion due APOTO p.106-127 *The Assault on Sign Language* Excerpt from, *The Mask of Benevolence,* by Harlan Lane SN workbook activities p.125-130
Th. 3-29-12	Review vocabulary in conversation	SN workbook review p.131-146
T. 4-3-12	Review key phrases Controversy surrounding Cochlear Implants	Reading discussion due APOTO p.128-141 *The Struggle to Save Signs* Excerpt from, *The Mask of Benevolence,* by Harlan Lane
Th. 4-5-12	"Deaf time" phenomenon CODA's	SN workbook activities p.147-152
T. 4-10-12	Drama NTD	**Individual Cross-Cultural Immersion Assignments:** **Written Reflection Due 4-12-12** Reading discussion due APOTO p.142-154 *Marriage* Excerpt from, *Everyone Here Spoke Sign Language,* by Nora Ellen Groce

Th. 4-12-12	Video Relay-impact on the Deaf Community and ASL ADA	SN workbook review p.153
T. 4-17-12	Class Global Issue Presentations	Reading discussion due APOTO p.155-168 *Employing the Deaf Community* Excerpt from, *Everyone Here Spoke Sign Language,* by Nora Ellen Groce
Th. 4-19-12	Class Global Issue Presentations	Complete poster for final class
T. 4-24-12	Class Global Issue Presentations	Course evaluations Reading discussion due APOTO p.169-174 *Epilogue*
Th. 4-26-12	Final Class: **Research Poster Session** w/ Deaf Community	Final discussion of class on SP