

1. General Information

1a. Submitted by the College of: HEALTH SCIENCES

Date Submitted: 5/2/2013

1b. Department/Division: Communication Disorders

1c. Contact Person

Name: Jodelle Deem

Email: jfdeem1@uky.edu

Phone: 218-0557

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: CSD 420

2c. Full Title: American Sign Language III

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course is designed to build receptive and expressive language abilities in American Sign Language (ASL). You will learn to translate and produce narrative language. Instruction includes an advanced level vocabulary, the structure of the language, as well as an expanded exposure to the history and culture of Deaf people. ASL III is taught solely in ASL by an instructor who only uses ASL to communicate. You will not be allowed to use your voice in this class at all. The American Sign Language Teaching Association (ASLTA) recommended curriculum will be followed.

2k. Prerequisites, if any: The prerequisite for students to enroll in this course is successful completion of CSD320 or permission of the instructor.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 25

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: **Yes**

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_NEW CSD 420|20121024

SIGNATURE|JDLIND2|Jim D Lindsay|HCCC approval for ZCOURSE_NEW CSD 420|20121212

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_NEW CSD 420|20130117

SIGNATURE|WF-BATCH|Batch User|Reminder for minor course work item|20130425

American Sign Language III

CSD 420: 3 credits

Fall Semester 2013

Tuesdays & Thursdays 3:30 pm - 4:45 pm

Classroom: TBD

Instructor:

Anthony Isaacs, M.S. Deaf Ed., Certified by ASLTA - Qualified Level

Anthony.isaacs@uky.edu

TBD (office)

Instructor Office Hours:

Charles T. Wethington Building Room ____ (TBD)

Tuesday, Thursday noon – 5:00 pm

Course Description

The **prerequisite** for students to enroll in this course is successful completion of CSD 320 or permission of the instructor. This course is designed to build your receptive and expressive language ability in American Sign Language (ASL). You will learn to translate and produce narrative language. Instruction includes an advanced level vocabulary, the structure of the language, as well as an expanded exposure to the history and culture of Deaf people. ASL III is taught solely in ASL by an instructor who only uses ASL to communicate. You will not be allowed to use your voice in this class at all. The American Sign Language Teaching Association (ASLTA) recommended curriculum will be followed.

Student Learning Outcomes

Through activities and objectives in this course, students will become prepared, competent, successful and enthusiastic sign language communicators. Expand conversational skills using ASL and mastery of both production and comprehension. Specifically they will

1. Demonstrate receptive and expressive advanced proficiency in American Sign Language adequate teaching deaf students and communicating freely with the deaf.
2. Demonstrate advanced knowledge of Deaf culture and Deaf community through media and book reviews.
3. Show understanding and knowledge of the Interpreters Code of Ethics.
4. Understand English grammar basing sign choices on ASL usage while maintaining the meaning and the intent of the original message.
5. Employ local variations of ASL signs in both expressive and receptive sign language use.
6. Demonstrate knowledge of specific colloquial signs and ASL idioms/idiomatic expressions
7. Communicate and present in ASL the cultural aspects of the Deaf community as evidenced by written texts.
8. Demonstrate the ability to use classifier handshapes to convey information about specific categories (i.e. size, shape or use)
9. Demonstrate receptive ASL abilities by visually seeing information and incorporating the information into ASL, finger-spelled loan signs, and non-manual behaviors.
10. Use accurate signing concepts rather than relying on English coding

Required Texts & Materials CSD 420

Smith, C., Lentz, E., & Mikos, K. (1993) *SIGNING NATURALLY, Level 3 (Expanded Version)*. Student workbook 3 and corresponding Video. Dawn Signature Press: San Diego, CA.

“Signing Naturally” is a widely-used standardized ASL curriculum and is based on the “functional/notational” approach. This approach places major emphasis on the communicative purpose of speech act –or “functions”–

of a language: introducing people to one another, requesting information, extending an invitation, directing someone to do or not do something, or even describing a book.

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

Course Structure

- Class attendance is required.
- 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.
- 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.*

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 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](http://www.uky.edu/USC/agenda/20040209/5.2.4.2%20Excused%20Absences.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).

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).

Class Polices & Expectations

1. Student participation in classroom activities is imperative to successful acquisition. ASL is not passive and requires active participation. You will engage in many different role-plays, simulated conversations and games.
2. Students are expected to arrive to class on time. Excessive tardiness will lead to the equivalent of an unexcused absence.
3. Students are expected to turn off their voices 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.
4. 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.

5. 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.
6. 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.
7. 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.

Disabilities

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Blackboard

For this course we will be utilizing Blackboard. 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 Blackboard site.

Required Assignments

Film Review Assignment:

We will watch a film in class about Deaf Culture and have a group discussion. You will write a short (minimum 3 pages, maximum 5 pages) paper reflecting on the film. You will be asked to comment about the cultural and linguistic issues observed, discuss any cross cultural barriers and attitudes, as well as any connections that you perceive from discussions that have occurred in class.

Cultural Book Presentation:

Select one of the books on the list provided related to Deaf Culture. After reading, you will create a 15 minute presentation (in ASL) about the book to share with the class. For full credit you need to include; the plot, the characters, the time frame, the cultural and linguistic issues encountered. Describe any barriers, attitudes, biases that you identified and overall impressions of the book.

Home Work Assignments:

Four HW assignments will be assigned based on the lessons in the Naturally Signing workbook/videotext.

Quizzes:

Four in-class quizzes will be given on various topics throughout the course. Expressive and receptive quizzes will be employed along with traditional multiple-choice, true/false, short-answer.

Midterm and Final:

These will be comprehensive tests. Each will be composed of three parts: Receptive skills, Theory (grammar and culture) and Expressive skills. The receptive skills tests will draw from your workbook/videotext and classroom learning.

Grading Scale:

Class meetings-attendance and participation required (30 points)

4 HW assignments (10 points each)

4 Quizzes (25 points each)

Film Review written assignment (30 points)

Cultural Book Presentation (30 points)

Midterm (100 points)

Final (100 points)

A 90-100% of 430 points

B 80-89%

C 70-79%

D 60-69%

E ≤59%

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 420 Fall 2013		Tuesdays & Thursdays 3:30-4:45p
American Sign Language III		Class assignments
Class Meeting Number	Class Topic	
1	<i>Introduction, Review of Syllabus and Assignments</i>	<i>Posted on BB</i>
2	Review	Unit13
3	Locatives, use of non-dominant handshapes	Unit 13
4	Question Types	Unit 13/HW 1
5	Question Types	Unit 13
6	Vocabulary by handshape	<i>Unit 13/ Receptive Quiz 1</i>
7	Temporal signs and conditionals	Unit 14
8	Temporal signs and conditionals	Unit 14/ HW 2
9	Ordinal and continuous time setting	Unit 14
10	Ordinal and continuous time setting	Unit 14

11	Related numbers	Unit 14 Expressive Quiz 2
12	View Film on Deaf Culture	None
13	Discussion about Film	None
14	Review/Catch-up for Midterm	Short Film Review Assignment due
15	Midterm Exam (receptive, expressive and theory -written)	
16	Hand Classifiers	Additional readings posted on BB
17	Hand Classifiers	Additional readings posted on BB
18	ASL conjunctions	Additional readings posted on BB/HW3
19	Non-manual grammar	Additional readings posted on BB Written Quiz 3
20	Non-manual grammar	Additional readings posted on BB
21	Possessives	Unit 15
22	Possessives	Unit 15
23	Organized series of events	Unit 15
24	Organized series of events	Unit 15 HW 4
25	ASL conjunctions	Additional readings posted on BB
26	ASL conjunctions	Additional readings posted on BB Written and Receptive Quiz 4
27	Cultural Book Presentation	Students to provide
28	Cultural Book Presentation	Students to provide
29	Cultural Book Presentation	Students to provide
30	Final Exam (3 parts: theory - written, expressive and receptive)	