

AUTUMN 2016

Course Credits: 4

Class meetings: 4 days a week (Tuesday – Friday) for 55 minutes/day

Office & Mailbox: 455 Hagerty Hall

This course is offered through the ASL Program, Center for Languages, Literatures, and Cultures, College of Arts & Sciences. For more course or program information, contact Tia Jones, Interim Director of the ASL Program, at (614) 292-5392 or jones.2246@osu.edu.

PREREQUISITES: ASL 101/ 1101, or EM credit. Not open to students with credit for ASL 102, EDU T&L 102 or English 102.

COURSE DESCRIPTION

This is the second course in the American Sign Language series that fulfills the GE skills category for foreign language credit. Students will continue to develop ASL communication skills - receptive (listening) and expressive (speaking) - with vocabulary and grammar. American Deaf culture and history will be expanded upon with an emphasis on family dynamics and making comparisons and connections to one's own culture. Course instruction and activities are primarily in ASL. Courses in ASL may necessitate physical contact between students and/or instructor. This contact may include demonstrating culturally appropriate behaviors and/or remediating students' sign production.

GE Foreign Language Goals:

Students demonstrate skills in communication across ethnic, cultural, ideological, and national boundaries, and appreciate other cultures and patterns of thought.

Expected Learning Outcomes:

1. Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.
2. Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.
3. Students compare and contrast the cultures and communities of the language that they are studying with their own.

COURSE OBJECTIVES/LEARNING OUTCOMES: After successful completion of this course, students will be able to...

- identify, recognize, comprehend, and produce non-manual grammatical signals at an increased level
- identify, recognize, comprehend, and produce sentence structures at an increased level.
- identify, recognize, comprehend, and produce features of spatialization at an increased level.
- identify, recognize, comprehend, and produce features of syntax at an increased level.
- comprehend and produce narratives and dialogues at an increased level.
- produce, recognize, and comprehend vocabulary related to talking about others.
- produce, recognize and comprehend fingerspelling at an increased level.
- identify, recognize, comprehend, and produce numbering systems at an increased level.
- identify the function of pronominal and descriptive classifiers.
- produce, recognize and comprehend pronominal and descriptive classifiers.

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- Identify, recognize, comprehend, and produce the Rule of 9.
- Recognize, comprehend, and produce Lexicalized signs.
- identify experiences of the d/Deaf community and other minority groups as they pertain to oppression.
- identify various perspectives of deafness.
- identify various signing systems as compared to ASL.
- identify alerting aids for d/Deaf individuals.
- identify the dynamics of families with hearing and d/Deaf members.
- Identify the basic elements of spatial awareness and orientation stemmed from intersections between the deaf experiences and the built environment.

REQUIRED TEXT(S) AND COURSE MATERIALS:

- ASL series course packet. Available for purchase at Foreign Language Publications, 198 Hagerty Hall, (<http://flpubs.osu.edu/contact.cfm>).
- Daily access to the OSU Carmen course website for content including assignments and assessments, eReserve readings, streamed videos, grades, and class communication.
- Daily access to OSU email.
- Films and video clips shown during class and available on Carmen and Media Services.
- Access to You Tube for assigned self-study videos.
- Video recording device (video camera, cell phone, etc.)

APPROACHES TO THE MATERIAL:

- Use of target language (ASL) for instruction and student participation
- Demonstration/modeling for instruction and student participation
- Guided/directed activities for instruction and student participation
- Lectures and active discussion (expressed in ASL and English)
- Student presentations-individually, partners, small groups (expressed in ASL and English)
- Film clips viewed in class and independently
- Assigned independent readings available on Carmen through eReserve
- Written reflective responses to texts, film, discussions, and experiences
- Video/web exercises for in-class instruction and independent practice

STUDENT ASSESSMENT AND GRADING

This class is worth a total of 500 points. Your grade in this class will be based on the general breakdown of assignments below. Read further for more detailed explanations of each category. All grades will be posted on Carmen.

GRADING SCALE

A	465-500 points	C+	385-399 points	E	0-299 points
A-	450-464 points	C	365-384 points		
B+	435-449 points	C-	350-364 points		
B	415-434 points	D+	335-349 points		
B-	400-414 points	D	300-334 points		

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ASSIGNMENT	Point value
Unit Tests – receptive (5 tests x 20 points each)	100
Expressive Tests (2 x 50 points each)	100
Comprehensive Receptive Final Exam	100
Culture, Community, & History (CCH) Tests (4 tests- points may vary per test)	50
Linguistic Analysis: “Making Your World Visual” Classifier Project: written portion	25
Linguistic Analysis: “Making Your World Visual” Classifier Project: signed portion	25
Student Activities and Assignments	100
Total Class Points	500

UNIT (RECEPTIVE) TESTS

The receptive tests assess your understanding of signed communication and grammatical concepts. These tests will be given during regular class time as scheduled on the syllabus. Details will be explained in class and posted on Carmen.

The five (5) unit test dates are specified in the weekly schedule section of the syllabus. Should you not be in attendance for a test, make-up tests will be permitted for what is defined by the university as an excused absence. An excused absence requires documentation and only when the instructor is presented with acceptable documentation **prior to or on the day you return to class** will a make-up test be scheduled and given. The test must be scheduled within the next week. If you do not have the documentation provided by the day you return, no make-up will be scheduled or given.

The following is the definition of an excused absence as determined by the university:

- 1) Participation in a sanctioned University function. Students who participate in University sanctioned events must submit a copy of the events and their dates/times, signed by their coach/supervisor/Instructor on OSU letterhead. This is due to the instructor by the second week of the semester.
- 2) A death in the family or of a close friend. Students attending a funeral should bring some evidence of the event.
- 3) Observation of a religious holiday. Students observing a religious holiday must inform the instructor within the first two weeks of class of the upcoming holiday(s) and the dates/times to be missed.
- 4) Unexpected illness with doctor’s excuse. Students absent due to illness must have a doctor’s excuse written on the doctor’s letterhead or with his/her seal, and have the date(s) of illness, the doctor’s signature, and the physician’s phone number and address.

Other legitimate excused absences are: subpoenas, jury duty, military service, and serious verifiable family emergencies. These all require documentation as well.

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Unexcused absences: If the reason for your absences does not fit into the definition above then it is considered an unexcused absence. Missed tests during unexcused absences **cannot** be made up; the grade will be a zero.

EXPRESSIVE TESTS

The expressive tests assess your ASL expressive skills using vocabulary and grammar structures. These tests may be completed individually or interactively. During interactive expressive tests, your receptive skills and your use of culturally appropriate behaviors will also be assessed. These tests will be filmed for grading and student review purposes. These tests will be held during regular class time as scheduled on the syllabus. Details will be explained in class and posted on Carmen. Expressive tests **CANNOT** be made up – unless given **PRIOR APPROVAL**.

COMPREHENSIVE RECEPTIVE FINAL EXAM

Much like the unit receptive tests, the comprehensive receptive final exam will assess your understanding of signed communication and grammatical concepts. This exam will pull the units (and semester) together, instead of focusing on smaller pieces as seen in the unit tests. The exam will be given according to the University Final Exam schedule. The weekly schedule has the exact date and time of the final exam listed. Please pay attention to the date and time as it may be different than your typical meeting days and times. Details will be explained in class and posted on Carmen.

CULTURE, COMMUNITY, AND HISTORY (CCH) TESTS

The CCH test is a test that will assess your knowledge and understanding of cultural, community, and history topics addressed in class and in the course resources for each unit. The tests will be taken at the conclusion of each unit and will cover only that unit’s information. The tests will be taken in class on the same day as the Unit Receptive tests.

LINGUISTIC ANALYSIS: “Making Your World Visual” Classifier Project

This project has two components: written and signed. As you continue to learn about the linguistics of American Sign Language, you will further explore the topic of *classifiers* through an independent project. This project will help develop your understanding of ASL as a true language, unique from English, and will require you to demonstrate your understanding of the function and features of classifiers in ASL. Details will be discussed in class and posted on Carmen.

STUDENT ACTIVITIES AND ASSIGNMENTS

The components of this assessment category will be incorporated into the classroom throughout the semester. The activities and assignments may or may not be listed in the weekly schedule of the syllabus. The nature and type of each activity and/or assignment is at the instructors’ discretion and will be explained in class and/or posted (if applicable). Minimally once during the semester, Instructors will update students on their progress. Students are welcome to inquire at any time (in writing) about the status of their grade. Activities and assignments will be used to provide additional support to the learning objectives as well as classroom rules and expectations. Examples of what the activities and assignments could be are (but not limited to):

- Participation in class

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- Individual activities
- Group activities
- Presentation activities (signing in front of the class)
- Culture discussions
- Homework (Instructors will post on Carmen what is due, when it is due, and how many points it will be).
- Self-Evaluation(s)
- Bringing items to class as needed
- Support of the Code of Conduct/behavior (use of phones, talking...)

GRADE REVIEW POLICY

Students are to review all assignments (quizzes, tests, papers, etc.) upon receipt of grade. If there are questions or concerns, discussions of assignment grades with your instructor are to take place no later than one week after having received the grade.

LATE WORK POLICY

Writing assignments (self-evaluation and linguistic analysis) must be turned in by the due date and time to be eligible to earn full credit. Extensions will only be granted to students who have received **PRIOR APPROVAL** from their instructor.

If there are extenuating circumstances that do *not* allow for prior approval and you turn in an assignment late, this work will be accepted with a 10% deduction per day beyond the due date. Once the number of days late causes a point deduction equal to a zero grade, the work will not be accepted.

Note: The late work policy does not apply to tests. See the specific test description for the policy on make-ups.

ELECTRONIC SUBMISSION ISSUES/PROBLEMS

Problems with computer equipment and/or Internet access (computer crashes, internet was “out”, etc.) may **NOT** be used as an excuse for late, missing, or incomplete coursework in order to receive full credit. Access to a reliable Internet connection is required for this course. If you experience problems while working on assignments for this course, it is your responsibility to find alternative equipment, alternative method of submitting the assignment, or Internet access point, such as a public library or Wi-Fi® hotspot.

It is the **STUDENT’S responsibility** to double check that the paper, on-line quiz & exams, or any other assignment has been submitted successfully and on-time according to the weekly schedule or any Carmen updates. YOU need to do this immediately and/or before the deadline of the assignment. If there is a problem with the submission the instructor must be made aware of the problem (preferably through email) **PRIOR** to the deadline of the assignment. It is recommended that you keep documentation of proof of submission or attempted submission. If the student has not been in contact with the instructor prior to the deadline, the assignment will be considered late and the late work policy will take effect. See the late work policy above for specifics.

NETIQUETTE

The term "Netiquette" refers to the etiquette guidelines for electronic communications, such as e-mail and discussion board postings. Netiquette covers not only rules to maintain civility in discussions, but also special guidelines unique to the electronic nature of forum messages. In this course we expect students to follow certain guidelines:

1. Understand and respect intellectual property and copyrights.
2. Understand implications with sexual, racial and other forms of harassment, and by preserving the privacy of personal data to which you may have access.
3. You are prohibited from using "misplaced document or file" and/or "downloading/uploading glitches" as **excuses** for not submitting your assignment by the deadline and/or taking online quizzes/exams (see above for the more thorough policy).
4. Respect the privacy of others by not tampering with their tapes, files, attachments, passwords, or accounts or representing others when messaging or conferencing.
5. Use only computer IDs or accounts and communication facilities, which you are duly authorized to use, and use them for the purposes for which they were intended.
6. Restrict anyone else from using your ID or accounts to access classes or other resources available to registered students of university.
7. Respect the integrity of computing systems and data; for example, by not intentionally developing programs or making use of already existing programs that harass other users, or infiltrate a computer or computing system, and/or damage or alter the software components of a computer or computing system, or gain unauthorized access to other facilities accessible via the network.
8. Respect others by positioning yourself in quiet environment while using technology or during sessions (taking exams, video conferencing, etc.), for example: other students, family, friends, and/or pets are not to be present as they are/can be a distraction.
9. Using email for electronic chain letters, pyramid schemes, mass mailing of unsolicited email, "spamming", or other activities.

CELL PHONE USE IN THE CLASSROOM:

There is a zero tolerance policy for texting or any other cell phone use in class. Cell phones should be set on vibrate or turned off and put away. If you expect an important phone call, please inform me before class and quietly excuse yourself when you receive it. Using cell phones in class can negatively impact your grade. See Student Activities and Assignments. Cell phones are also listed as a part of the ASL Student Code of Conduct. Please read the Student Code of Conduct carefully.

CLASS CANCELLATION POLICY:

In the unlikely event of class cancellation due to emergency, I will contact you via email and post an announcement on the home page of our Carmen course site, under "News". I will contact you as soon as possible following the cancellation to let you know how the syllabus and work deadlines will be affected.

ACADEMIC MISCONDUCT:

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have

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read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Such instances include, but are not limited to: plagiarism (representing as one's own work anything done by another), cheating on assignments or examinations, collusion (unauthorized collaboration), falsification of excuses, submitting work from a previous semester without explicit permission of the current instructor, receiving or passing exam information to other students before, during or after the exam (cheating in this case applies both to the receiver of the exam information and the person who gives the information), and violation of course rules contained in the syllabus or provided in class. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct. This document is available at: http://studentaffairs.osu.edu/resource_csc.asp.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

DISABILITY STATEMENT:

Any student who feels s/he may need an accommodation based on the impact of a disability you must contact your instructor privately to discuss your specific needs. Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated. To ensure that accommodations can be prepared for, you must provide appropriate documentation from the Office for Disability Services at the beginning of the semester. Accommodations will not be made retroactively. The Office for Disability Services can be reached at 614-292-3307 in room 150 Pomerene Hall (<http://www.ods.ohio-state.edu>).

PREPARATION FOR & PARTICIPATION IN CLASS

Preparation for class, active participation in class, and being punctual are important for your skill development and your success in this course. You will benefit from daily review and practice with ASL. Homework for this purpose and/or for cultural knowledge may be assigned

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during the semester and may require using the video clips, readings, and your independent creation or collection of materials. You are expected to complete the preparation before class starts, bring any materials to class, and participate in class activities and discussions.