This paper examines the arguments for American Sign Language (ASL) as a foreign language and the development of a complete ASL curriculum to fulfill a foreign language requirement at Miami University. The development of a curriculum grounded in evidence of second language learning pedagogy is essential for the fulfillment of Miami University foreign language requirements. This paper used primary sources from peer-reviewed literature, books, and current organizational websites to examine the importance of ASL instruction at institutions of higher learning and establish a complete curriculum based on language learning pedagogy and foreign language proficiency standards.
Table Of Content

Chapter 1: Introduction.................................................................1
Chapter 2: Methods.................................................................2
Chapter 3: American Sign Language Introduction..............................3
Chapter 4: ASL at an Institution of Higher Learning.............................7
Chapter 5: Best Practices for Instruction of ASL.................................12
Chapter 6: Development of an Intermediate Curriculum.......................16
Chapter 7: Proposed Structure of 200-Level ASL Courses.....................20
Chapter 8: Community Engagement..............................................22
Chapter 9: Conclusion...............................................................26
References..................................................................................27
Appendixes.................................................................................31
List of Tables

Table 1: Presentational Communication Common Core Strands........................................17
Table 2: Proposed Nomenclature of Miami University ASL Courses...............................20
List of Figures

Figure 1: ASL Perspectives and Syntax ................................................................. 4
Figure 2: The American Sign Language Phrase Book excerpt .............................. 8
Figure 3: American Sign Language: A Teacher's Resource Text on Grammar and Culture excerpt .......................................................... 9
Figure 4: Vista American Sign Language Series: Signing Naturally excerpt ........ 11
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Chapter 1: Introduction

American Sign Language, typically referred to as ASL, is a visual language characterized by the formation of manual signs. ASL utilizes a unique form of syntax to communicate thoughts, feelings, and ideas. Due to discrepancies in census data, the number of American citizens living within Deaf culture and communicating with ASL is widely disputed. However, many sources claim that ASL is the third most widely used language in the United States, following English and Spanish (Mitchell et al., 2006). Due to the growing popularity of ASL as a foreign language option in institutions of higher learning, the need for an established 200-level ASL curriculum at Miami University is great. The purpose of this paper is to provide information about the structure of ASL, how it can be evaluated using the ACTFL foreign language standards, and what role community engagement can play in the implementation of ASL as a foreign language option at Miami University. The following information is supported through the use of primary sources from peer-reviewed literature, books, and current organizational websites.
Chapter 2: Methods

Research was conducted through the use of primary sources from peer-reviewed literature in relation to the subject and instruction of American Sign Language (ASL). The following search engines were used to obtain pertinent information: Academic Search Complete, EBSCO Host E Books, and OhioLINK. In pursuit of data, the following key words were used in the above search engines: “ASL college instruction”, “American Sign Language”, “service learning”, “ASL national standards”, and “foreign language proficiency standards”. Articles with applicable data were reviewed and included in the paper, whereas some articles were excluded due to lack of relevancy. The current research is supported by the use of 39 texts consisting of articles located via the search engines listed above, as well as additional books, organizational websites, published guidelines, and interviews.
Chapter 3: American Sign Language Introduction

History

The history of American Sign Language (ASL) shapes the ideals and fundamentals of Deaf culture. For means of association, “Deaf” spelled with a capital D refers to an individual connected with the cultural experience; whereas the state of having low hearing acuity is denoted by a lowercase d. ASL exists as the primary form of communication for many individuals in the United States and Canada (Wilcox & Peyton, 1999). Padden (1987) provided an early estimate of 100,000 to 500,000 Americans utilizing ASL as a means of communication. The estimated value includes Deaf native signers, hearing children of Deaf parents, and adult Deaf signers who have learned ASL from other Deaf individuals (Mitchell, Young, Bachleda & Karchmer, 2006).

The beginnings of ASL date back to the early 19th century in Hartford, Connecticut as a method of manual communication arising from French Sign Language, or “Langue des Signes Française.” The development of ASL as well as the American School for the Deaf laid the foundation for the beginnings of Deaf culture in the United States. Deaf culture can be regarded as an ethnocentric culture focused on sign language and interpersonal relationships with other Deaf individuals.

Phonological System

Commonly misconceived as a form of pantomime, ASL is comprised of spatial markings, verbal agreement, and its own phonological, syntactic, and morphological rules. ASL is considered indigenous to the United States and certain parts of Canada, as it is not considered a universal language (Wilcox & Peyton, 1999). The phonological system of ASL consists of distinctive components that can alter or change the meaning of various signs. The handshape, movement, location, palm orientation and additional non-manual cues act as analogues to phonemes in spoken languages (Stokoe, 2001). For example, intonation in spoken language is dependent upon pitch variation to provide information. However, as this option is not available in a manual language, ASL has compensated for the discrepancy, resulting in a form of prosody that is dependent upon non-manual cues (Wilbur, 1999). Nonmanual cues include facial expression, whereas manual cues include the handshape, palm orientation, movement, and location of the sign itself.

Furthermore, alternative methods of manual communication exist other than ASL, which include Signed Exact English (SEE) and forms of Pidgin Sign English (PSE) used to directly
translate English into a manual, or visual structure. As a result, SEE and PSE are considered to be supplements of the English language and are typically not considered to be a foreign language due to borrowed syntactic systems and literal translations.

Syntax

For ASL syntax, the signing space plays an important role in meaning. The signing space extends from the top of the signer’s head to just below the waist vertically. Horizontally, the signing space expands from the speaker’s extreme right to his or her extreme left, forming a bubble in front of a speaker with an arc of 180 degrees (Kegl, 1994). Within the ASL signing space, assigned locations reference a particular portion of space to utilize as pronouns. According to general rules, the signing space is divided evenly to unambiguously provide first, second, and third person referents. Figure 1 illustrates the placement of referents during a signing conversation.

Figure 1. ASL Perspectives and Syntax

![Diagram of ASL Perspectives and Syntax](Kegl, 1994)

However, placement of the subject, verb, object, and modifiers in a sentence is a highly debated-upon topic. Generally, the basic word order for ASL is either subject-verb-object (SVO) or object-subject-verb (OSV). For example, the sentence “The boy plays a game” would be signed boy-play-game in SVO word order and game-boy-play in OSV word order (Kegl, 1994).

Narratives

Despite arguments of syntax and ASL word order, narratives play an important role for the sharing of information in Deaf culture. Narratives include the conjoining of several utterances to build up layers of information about characters and events (Rathmann, Mann & Morgan, 2007).
In addition, narratives utilize the signing space to establish referents to further build the story. With ASL, signers switch between different characters’ perspectives to enhance narratives, thereby making them more interesting and rich (Rathmann, Mann & Morgan, 2007).

Furthermore, narratives convey information about valuable Deaf history and cultural experiences. For example, a well-known Deaf joke involves a narrative detailing the ordeal of a Deaf man forgetting his motel room number. In an effort to locate the proper room, and therefore his wife, the Deaf man blares his car horn. Lights flicker and illuminate from every hotel room, except one. He has located his motel room. Visual languages, such as ASL, employ facial expressions, body movements, and gestures to provide rich and colorful story details; similar to oral storytellers using their voice to mesmerize an audience.

**Written Form**

Despite having complex phonology, morphology, and semantics in visual or manual form, ASL lacks a formal writing system. A few writing systems exist, such as Stokoe notation or SignWriting, to describe the handshapes made during signing. However, Stokoe and SignWriting are rarely used outside of linguistic subjects and academia (Kato, 2008).

Furthermore, signers utilize Standard American English (SAE) to communicate through written form. Therefore, students are not required to learn a completely new form of expressive written communication. Glossing, or writing one language in another, is often utilized during the instruction of ASL. The written equivalent of ASL sentences, glosses can serve as a bridge between English and ASL (Buisson, 2007). Glossing has been used in ASL classes to facilitate the acquisition of ASL syntax. In the past, glossing has been used to instruct Deaf students, whose primary language is ASL, in learning English as a second language. Reciprocally, glossing can be used to provide students whose first language is not ASL with explicit instruction in ASL grammar (Buisson, 2007). In this way, glossing in the ASL classroom can serve as a “two way street.” Because of this, Miami University students requiring accommodations for dyslexia can enroll in ASL courses to meet foreign language requirements, as students are not required to learn an additional written code.

**Multimedia Instruction**

Multimedia and online lessons in ASL glossing instruction can increase the student’s accuracy of ASL and English grammar knowledge, and allow students to focus on other linguistic features of ASL during class time. Additional linguistic features, such as building
vocabulary, can serve as the focus of direct in-class instruction, thereby creating an efficient use of hybrid online instruction with traditional brick-and-mortar instruction. In addition, providing students with opportunities outside of class would provide an avenue to receive additional instruction without imposing on valuable classroom experiences (Buisson, 2007).
Chapter 4: ASL at an Institution of Higher Learning

Introduction

For the purposes of discussion, the term “foreign language” refers to any language other than a speaker’s native language. Wilcox and Wilcox (1991) suggested that in order to determine whether or not ASL is regarded as a foreign language, the term “foreign” must be explained. In general, foreign refers to something unknown or unfamiliar. Additionally, a foreign language expresses syntax, phonology, and morphology through a communication channel that is distinct from channels used by other languages. Based on this definition, ASL qualifies as a foreign language.

Recently, there has been exponential growth in the amount of institutions of higher learning (IHL) offering American Sign Language for foreign language credit at post-secondary institutions (Rosen, 2010). However, a variety of criteria must be met for the university climate to recognize ASL as foreign language instruction comparable to the instruction of more traditional foreign languages. For example, ASL is essential for positive attitudes regarding Deaf culture to need to be developed as well as the establishment of equal support for Deaf individuals during the student’s acculturation process (Cooper, 1997). To create a successful ASL program, the university culture must adapt to accommodate for alternative lifestyles regarding disability and the Deaf identity. The purpose of this chapter is to provide theoretical guidance for the establishment, implementation, and administration of ASL to meet foreign language requirements.

Importance of Second Language Learning

Currently, eleven out of thirteen public institutions in the state of Ohio offer ASL foreign language credit. Central State University and Miami University are currently two universities yet to have met student demands to implement ASL foreign language courses. Many IHLs offer foreign language instruction to create greater opportunities for future career expansion, provide a critical reflection about the intersections of language and culture, and to improve knowledge about the student’s native language.

Pedagogy of Second Language Learning

For instructional purposes of second language learning, Rosen (2010) suggests using spoken language theories as a foundation for the ASL curriculum. In addition, it is necessary to implement a curriculum that emphasizes cultural information, including linguistic and pragmatic
rules as well as economic, political, and historical characteristics of the Deaf community (Rosen, 2010). For ASL instruction, four pedagogical approaches exist: behaviorism, linguisticism, communication, and conversationalism.

**Behaviorism**

The learning philosophy of behaviorism proposes that individuals learn through conditioning as a response to outside stimuli (Rosen, 2010; Watson, 1930). Behavioral instruction subscribes to the idea that students learn best when positive reinforcement is applied, rather than punishment. If obstacles to learning such as fear of failure, ambiguous directions, inadequate positive reinforcement, or overly complex tasks exist in a lesson plan, students reject the opportunity for learning and growth (Abu El-Haj & Rubin, 2009). Behaviorists suggest that learning occurs through modeling, drills, and memorization. In addition, sequences of word classes form the framework of phrases that can be mapped and transformed for learners with the insertion of basic vocabulary terms (Abu El-Haj & Rubin, 2009). However, cultural implications are not included in course instruction and students are forced to use their first language to apply meaning to the second language (Rosen, 2010). Currently, the textbook *A Basic Course in American Sign Language (ABC)* and the *American Sign Language Phrase Book* subscribe to the behaviorist method of instruction, in that students complete memorization and substitution exercises during question-response drills (Rosen, 2010). Figure two details an example of a sequence of vocabulary in a phrase that can be transformed with the addition or subtraction of novel vocabulary terms from *American Sign Language Phrase Book*.

**Figure 2. The American Sign Language Phrase Book**

(Fant & Miller, 1994).
Linguisticism

The linguisticism method, shaped by Chomsky and Radford, utilizes the theory of the Language Acquisition Device (LAD) to provide a capacity for language acquisition and development. Linguisticism poses that languages are learned through analyzing linguistic rules and structural grammar concepts (Rosen, 2010). ASL textbooks such as the *Green Books* or *Learning American Sign Language* follow linguists’ ideals by instruction of students through an analysis of given linguistic rules of ASL, rather than rote memorization. However, students in 100-level ASL courses may not have sufficient grammar knowledge for effective learning with this method (Rosen, 2010). An example of the sign and analyzation of the linguistic rules from the *Green Book* series, *American Sign Language: A Teacher's Resource Text on Grammar and Culture* is provided in Figure 3.

Figure 3: *American Sign Language: A Teacher's Resource Text on Grammar and Culture*
Communication

The communication method, based on sociolinguistic and universal grammar theories, assumes that students ideally learn through socialization. The universal grammar theory states that all languages share similar linguistic rules, but differ in expression and that all language learners share the same stages of acquisition (Krashen & Terrell, 1983). With this method of instruction, students are given the vocabulary to create their own sentences in various communication settings and topics instead of producing pre-made scripts or analyzing grammar concepts (Rosen, 2010). To facilitate learning, group communication is encouraged in environments that take advantage of numerous social situations to teach cultural information (Hymes, 1971). However, explicit instruction for grammar rules is not emphasized outside of social communication. The theory supports the view that productions in several social situations allow students to generalize course concepts to create their own messages.

ASL textbooks that support communication pedagogy include the Bravo ASL! series as well as the Vista American Sign Language Series: Signing Naturally (Rosen, 2010). Currently, Miami University uses the Signing Naturally Levels 1 and 2 textbooks in the SPA/DST 101 Beginning ASL I and SPA/DST 102 Beginning ASL II sections. According to Signing Naturally, the series emphasizes two goals for students: (1) to be able to communicate in a variety of situations in the Deaf community and (2) build and uphold social relationships with proper behaviors showing awareness of and respect for Deaf culture (Lentz, Mikos, & Smith, 1988). Figure four provides a brief example of the format and structure of the vocabulary-based instruction in Vista American Sign Language Series: Signing Naturally.
Conversationalism

The fourth method of foreign language instruction, conversationalism, is structured on content-based instruction (CBI) and task-based language teaching (TBLT). Content-based instruction views language as a means of acquiring information and is organized around topics and content (Rosen, 2010). Typical CBI instruction involves instruction of vocabulary, brainstorming concepts under a particular topic, and frequent monologues or dialogues. Furthermore, CBI is based on the idea that students learn language best when it is purposeful, draws on previous knowledge, and addresses their needs (Rosen, 2010). Task-based language teaching imparts significance from various world-related goals, such as the formulation of diagrams, to utilize new language to complete meaningful tasks.

To utilize CBI and TBLT methods for foreign language instruction, the instructor begins by allowing the students to brainstorm concepts for a given topic, utilizing new vocabulary and grammar, and concludes with students analyzing their results (Rosen, 2010). However, currently, there is not a standard ASL curriculum that is modeled after conversationalism and CBI/TBLT (Rosen, 2010).
Chapter 5: Best Practices for Instruction of ASL

**Introduction**

It is beneficial to understand the “best practices” for ASL instruction before the implementation of a foreign language curriculum. Best practice refers to any procedure that has been proven as being the most effective method of instruction to facilitate student learning. While many methods of foreign language instruction exist, standardization of proficiency measurement is essential for the maintenance of quality instruction.

**Standards of Foreign Language Learning**

The five standards of foreign language learning produced by the American Council on the Teaching of Foreign Languages (ACTFL) can reconstruct how instructors view language learning in the classroom. The standards are intended to manage the stages in a learning sequence among pragmatic limits within the IHL classroom (Arens, 2008). The Five Standards of Foreign Language Learning, otherwise known as the “five Cs”, include communication, cultures, connections, comparisons, and communities. Each of the five Cs defines a discrete facet of language use within a cultural context (Arens, 2008). In addition, these standards suggest that students should be able to interact and exchange information, interpret both written and spoken language, and present information using the foreign language (Mills, 2009).

**Communication**

The communication standard attempts to map the student’s progress from basic self-expression, comprehension, and production (Arens, 2008). It is understood that students must be able to understand and navigate culture-based communication patterns to have effective communication and to foster relationships with the target culture. This standard focuses on the student’s development of receptive and expressive language as well as interpersonal skills to utilize effective communication with the Deaf community (Ashton et al., 2011). The student must be able to communicate through the use of proper gestures, as well as utilize an appropriate register for the listener and the situation (Arens, 2008).

**Cultures**

Apart from language production and expression, cultural literacy describes the ability for a speaker to navigate within a culture and its members. According to the American Council on the Teaching of Foreign Languages (ACTFL, 1999) cultural information should be included in the classroom curriculum for foreign language instruction. In addition, best practice dictates that
cultural lessons are embedded within the language lessons and should parallel with the curriculum (Rosen, 2010). Cultural instruction should focus on pertinent history, beliefs, opinions, and literature from the target culture.

**Connections**

The third domain of language learning moves beyond cultural proficiency and specific forms of communication and emphasizes specific areas of focused knowledge (Arens, 2008). Within this framework, genres, or strategic competencies, constitute sources of information in which broaden the student’s comprehension of the language and its cultural viewpoints (Ashton et al., 2011). Connections can be created through the use of textbooks that foster understanding between the ideals of both the student’s personal culture and the target culture.

**Comparisons**

Comparisons comprise the ability to shift between cultures, known as intercultural knowledge, rather than viewing the cultures as dichotomous entities (Arens, 2008). This standard allows students to make associations between the two cultures in terms of formal language performance. Students develop an understanding of how languages interact by making comparisons to make the acquisition of ASL stimulating and gratifying (Ashton et al., 2011).

**Communities**

Community roles are specified within the target culture to delineate how interests are mediated as well as initiated involvement with the active community. Following this standard, students move from “in-class instruction” to the intended outside community to explore the use and management of cultural interests (Arens, 2008). Students explore the possibilities of using ASL to respond to real-world needs. In addition, students are expected to seek situations beyond the university to apply their cultural and linguistic skills (Ashton et al., 2011).

**American Sign Language Pedagogy**

The vast methods of instruction for ASL discussed in the previous chapter meet various components of the Five Standards of Foreign Language Learning. However, the communication model of foreign language instruction best fits the previously outlined standards due to its sociolinguistic and universal grammar theories.

**Audience.**

The intended audience for the SPA/DST 201 Intermediate ASL I and SPA/DST 202 Intermediate ASL II level courses consist of students interested in developing a second language
for purposes of career enhancement and foreign language credit. In addition, the establishment of an ASL curriculum allows opportunities for students with disabilities who would have otherwise been granted exemption from foreign language classes and obtaining foreign language credit (Rosen, 2008). Moreover, an active Deaf community must have a central location near the university so that students are provided opportunities to interact and foster relationships with the culture (Rosen, 2008).

**Materials.**

Materials used for the instruction of ASL should attempt to foster the Five Standards of Foreign Language Learning within the curriculum. In addition, students should obtain contact hours through interaction with a person active within the Deaf community to provide a strong foundation for optimal learning that is not limited to classroom instruction. To meet this objective, materials relating to the community and connections standards should be provided for students (Kurz & Taylor, 2008).

**Instructor Qualifications.**

The American Sign Language Teachers Association (ASLTA) published specific criteria regarding instructor qualifications, suggesting that teachers must possess a degree in ASL or Deaf studies (Rosen, 2008). Furthermore, an ASL instructor must possess more than one teacher certification. Possible certifications can include a certification in Deaf education, an ASL teaching qualification, an interpreter’s license with an educational certification, or ASLTA credentials (Rosen, 2008). Teachers should possess knowledge in the following areas to sufficiently meet the communication, culture, connections, comparisons, and community’s standards: general knowledge of ASL, ASL vs. English linguistics, instruction and assessment, second language acquisition, as well as the history, anthropology, and literature of the Deaf community (Rosen, 2008). Furthermore, instructors are expected to be able to adapt the curriculum to student’s needs and design projects to promote successful ASL learning through integration with field experiences (Jacobowitz, 2007).

**Measurement of Proficiency**

The measurement of language proficiency can occur through the comparison of predetermined outcomes set forth by the American Council on the Teaching of Foreign Languages. Traditionally, individual faculty members autonomously determine the proper skills and knowledge that students should obtain after the completion of specific levels of instruction.
(Kurz & Taylor, 2008). However, the five Cs should serve as course objectives for the measurement of student performance for each individual expectation. Appendix C details appropriate learning outcomes for university level courses, based on the ACTFL standards and asserted by Kurz and Taylor (2008).
Chapter 6: Development of an Intermediate Curriculum

Introduction

For the development of an intermediate curriculum, national as well as state proficiency standards should be adapted for use in classrooms at institutions for higher learning (IHL). Though an exploration of the state of Ohio’s Common Core standards, IHL can adapt proposed high school language learning standards to the college curriculum. Ohio’s Common Core Standards focus on core conceptual understandings and procedures specific to teaching particular academic subjects that support student mastery. Currently, the Common Core dictates academic instruction standards for the K-12 grades. However, the concepts of foreign language proficiency at the high school levels are applicable to any second language acquisition process, even one at an IHL.

Communication

The primary standard for second language learning with Ohio’s Common Core is “communication”. Such a standard dictates that the student must be able correspond in languages other than spoken English, both in person and via technology. Furthermore, this standard is divided into three strands, or subtopics: interpretive communication, interpersonal communication, and presentational communication ("Ohio department of education," 2013).

Interpretive Communication.

The interpretive communication strand is best described as the student’s comprehension of written and verbally expressed information ("Ohio department of education," 2013). For purposes of ASL discussion, “verbally expressed information” refers to a speaker’s manual signs. To meet the interpretive communication strand, students must have the ability to comprehend relevant material and locate the main idea in spoken, written, and recorded messages. Students should be able to understand and interpret authentic texts ranging from children’s stories to classical literature and derive meaning through the use of reading and viewing strategies ("Ohio department of education," 2013).

Interpersonal Communication.

The interpersonal communication strand is detailed as the learner’s ability to initiate and maintain signed communication through the expression of feelings, by exchanging opinions, and by obtaining information ("Ohio department of education," 2013). In order to meet this standard,
students must negotiate meaning across cultures and languages to ensure that their messages are acknowledged.

**Presentational Communication.**

To exhibit proficiency in the target language, students must present information, ideas, and viewpoints on a variety of topics with an array of audiences. To measure proficiency, learners can demonstrate cultural competence through artistic expression and cultural presentations ("Ohio department of education," 2013). Expansion of communicative concepts for the three standard strands is detailed in Table 1.
| Interpretive Communication | 1. Derive meanings from messages and texts using listening, reading, and viewing strategies |
| | 2. Identify how authentic sources convey viewpoints and use authentic sources critically. |
| | 3. Comprehend and interpret information in authentic messages and informational texts. |
| | 4. Comprehend and interpret information about the main idea and relevant details in authentic literary texts. |
| Interpersonal Communication | 1. Negotiate meaning using requests, clarifications and conversation strategies. |
| | 2. Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics. |
| | 3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics. |
| Presentational Communication | 1. Convey meaning using writing processes and presentation strategies. |
| | 2. Present information, concepts, and viewpoints on familiar and some unfamiliar topics from across disciplines. |
| | 3. Present a range of literary, creative, and artistic endeavors to |
Cultures

Through the target language, students must explore cultures and perspectives by making relationships and developing perceptions. Exploration of cultural concepts develops the student’s cultural competence and enables the realization that language and culture are inextricably connected ("Ohio department of education," 2013). Within the curriculum, students describe cultural issues and examine patterns of media portrayal, as well as collaborate with members of varied communities to solve a range of problems ("Ohio department of education," 2013).
Chapter 7: Proposed Structure of 200-Level ASL Courses

Introduction

Currently, the enrollment in the Fall 2013 semester in SPA/DST 101 Beginning ASL I course shows 129 Miami University students taking ASL courses in both the Oxford and VOA-West Chester campuses. The popularity of ASL at Miami is evident with the current ASL courses averaging an enrollment rate of 27 students per class each semester for the past 5 years, with a maximum capacity of 30 students in each class (K. H. Marron, personal communication, September 27, 2013). Therefore, a consistent and continuous course curriculum is warranted. In order to implement an appropriate intermediate curriculum, evidence in second language learning dictates specifications on appropriate instructors, course objectives, textbooks, and additional resources.

Decided Course Titles

Since the implementation of the SPA/DST 101: Beginning ASL I and the SPA 102: Beginning ASL II courses, it is important that Miami University utilize similar nomenclature for all ensuing ASL courses. In addition, the amount of credit hours for beginning and intermediate languages should be consistent with associating foreign language departments. Therefore, SPA/DST 201 will consist of three credit hours of instruction under the title “Intermediate ASL I.” The SPA/DST 202 course will also contain three credit hours of instruction under the title “Intermediate ASL II.” The proposed course nomenclature is organized in Table 2.

Table 2: Proposed Nomenclature of Miami University ASL Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Corresponding Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA/DST 101</td>
<td>Beginning ASL I</td>
<td>4</td>
</tr>
<tr>
<td>SPA/DST 102</td>
<td>Beginning ASL II</td>
<td>4</td>
</tr>
<tr>
<td>SPA/DST 201</td>
<td>Intermediate ASL I</td>
<td>3</td>
</tr>
<tr>
<td>SPA/DST 202</td>
<td>Intermediate ASL II</td>
<td>3</td>
</tr>
</tbody>
</table>

Instructor

According to Jacobowitz (2007), teachers of ASL are expected to have working knowledge and high proficiency in the areas of Deaf culture, ASL linguistic structure, and the ASL arts. In addition, instructors must possess knowledge of second language acquisition and be able to adapt material and collaborate with students to create a dynamic learning environment.
In the 100-level ASL courses, Beginning ASL I and Beginning ASL II, graduate student instructors highly knowledgeable in the areas of ASL teach undergraduate students. These instructors have been selected by Miami University’s Department of Speech Pathology and Audiology. In addition, each graduate student has typically completed four to five semesters of coursework studying ASL. However, given the complexity of instruction in higher-level languages, it is recommended that instructors of ASL for the 200-level courses obtain instructor certification.

The National Board for Professional Teaching Standards dictates that teachers of world languages other than English possess successful classrooms when instructors incorporate their personal knowledge of varied learning approaches in the classroom environment (Jacobowitz, 2007). It is recommended that instructors of ASL be certified by the American Sign Language Teachers Association (ASLTA) by obtaining either a provisional level certification, qualified level certification, or professional level certification (Wilcox & Peyton, 1999). Certification can be obtained through the evaluation of a portfolio and signing video submitted through the ASLTA website at www.aslta.org.

**Textbook and Classroom Resources**

The current beginner-level ASL classes utilize the *Vista American Sign Language Series: Signing Naturally* curriculum. It is proposed that the ASL courses will continue using this text series through the SPA/DST 201 level. The *Signing Naturally: Level 3* textbook will expand upon the student’s ability to expand student discourse, improve role-shifting, experiment with formal storytelling, and text analysis (Lentz, Mikos & Smith, 2001). In addition, the text *A Journey Into the Deaf-World*, will provide students with a comprehensive instruction of Deaf culture from the perspective of three distinguished researchers, one Deaf, one hearing and one a Child of a Deaf Adult (CODA). Students are assessed on their signing competency through expressive and receptive language examinations. The SPA/DST 202 Intermediate ASL II level consists primarily of a community engagement component, in addition to in-depth Deaf literature, ASL artistic expression, and exposure to international Deaf cultures; which is discussed in the following chapter.
Chapter 8: Community Engagement

Introduction

Service Learning is a method of instruction that combines community engagement with classroom instruction. The primary goal for service learning is for the student to emerge from the experience with mastery of ASL and to become assimilated with Deaf culture values. If a service-learning component is not implemented into the proposed curriculum, the student is at risk for completion of the program with minimal understanding of the Deaf experience as well as superficial understanding of ASL. For purposes of fostering reciprocal relationships with the Deaf community, the term “service learning” is adapted to “community engagement”. It is important to emphasize that “service” typically presents a power differential between two cultures, in which students become consumers of the culture rather than contributors whereas “community engagement” involves mutual benefit.

Conceptual Framework

Community engagement and learning can be defined as a distinct teaching and learning strategy that can be skillfully integrated into the academic experience, as the experience mutually benefits the students, the language program, and the Deaf community (Shaw, 2013). For effective experiences with community engagement, four elements must be implemented: (a) commitment to community partnership, (b) learning and academic rigor, (c) intentional reflective thinking, (d) practice of civic responsibility (Duncan & Kopperud, 2008). For the purpose of implementation, the four components will be discussed in terms of a micro-level, which will be attainable for the Miami University community.

For the Miami University student, community partnership involves interaction with Deaf leaders or active community members to enhance the learning experience. Academic rigor constitutes the in-class instruction and exploration into Deaf culture, beginning with the SPA/DST 100-level courses. The “reflective thinking” component is when the student begins to articulate his or her experiences within the Deaf community and the role he or she plays in the community. Potential roles may include empowering the Deaf community through collaboration, identifying unconscious continuation of subjugation and intolerance toward the Deaf community, and implementing sensitivity in regards to Deaf values as the student begins his or her professional career (Shaw, 2013). Lastly, practice of civic responsibility involves the realization that, as hearing students, their relationship with the Deaf community is one that will
not constitute a privilege differential. Students must consider the idea of unearned privilege that is brought to the community engagement experience, to avoid making the mistake of perpetuating the oppression of a culture, thereby creating lasting partnerships (Shaw, 2013).

The basic structure of a community engagement course deviates from typical courses that are familiar to students in that the schedule is ideally flexible to accommodate personal and group progress. Initially, structure is important to allow the student to adapt to a novel style of learning. However, the course should begin to allow for activities and content discussion to shift focus when necessary.

**Course Development**

The aim of a community engagement course is to bring students and community together to meet a designated need or priority of the community (Shaw, 2013). From the concept, to implementation, to practice, careful construction of the course using the four elements of service is essential for effective instruction. Students should expect to build knowledge of service through class discussions, collaborative research, reflective journaling, and interactions with citizens of the Deaf community. In terms of logistics, various models serve as options for implementation. Because the proximity of the Deaf community can affect the formation of partnerships, an available option is one in which Deaf community individuals visit the university and join the class on a regular basis. An alternative model allows students to develop partnerships independently from weekly class instruction (Shaw, 2013).

Regarding implementation, Heffernan (2001) summons instructors to link four principles for developing a community engagement course into the curriculum: engagement, reflection, reciprocity, and public dissemination. Engagement, reflection, and reciprocity emerge from the student’s experiences within the Deaf community. However, public dissemination of learned information offers a platform for evaluation of student performance.

Shaw (2013) suggests *Service-learning Companion* as a required textbook to utilize for the framework of course concepts. Information regarding this text is provided in Appendix D. Furthermore, supplemental course materials on Deaf culture and literature will be provided to enhance classroom discussion.

The implementation of a community engagement course at Miami University involves the fusion of course content with community influence. According to Jessi Weasner, Office of Community Engagement and Service (OCES) coordinator, Miami University community
engagement courses must be mutually beneficial for both the student and the community, with an emphasis on reciprocity (J. Weasner, personal communication, December 2, 2013). Faculty members wishing to offer a community engagement course must complete a Service-Learning Course Self-Evaluation Form and current course syllabus and submit the documents to OCES. Once a proposal is submitted, the service learning designation committee offers feedback in the development of the course, particularly regarding components of the syllabus including language use and opportunity for reflection (J. Weasner, personal communication, December 2, 2013). OCES states that most community engagement courses are not coordinated by OCES and therefore, do not have an associated fee. However, if instructors opt to have their course coordinated by OCES, an additional fee of $50 is charged to each student enrolled in the course ("Office of community," 2013). The applied fee enables the coordination of services including transportation, attendance tracking, coordination of student placements, management practices associated with background checks and contract agreements, and the formation of partnerships with the target community ("Office of community," 2013).

**Forming Partnerships**

The formation of partnerships involves proper consideration of Deaf culture to ensure appropriate interactions, adaptation to cultural characteristics, and adequate expectations for the student and Deaf community member. When developing a relationship with a Deaf community member, the student should be explicitly coached so that he or she avoids forming an exploitative or solely transactional relationship (Clayton et al., 2010). A component of course instruction should include discussion of topics such as meritocracy and dysconscious audism, or a notion of superiority based on one’s ability to hear (Shaw, 2013).

**Evaluation of Performance**

Success within the community engagement experience should be measured by the student’s whole knowledge via written reflections as well as critical thinking and collaboration (Shaw, 2013). Because community engagement concepts are rapidly becoming popular within foreign language instruction, a variety of articles are available for student consumption. Students should be graded on their ability to collaborate with peers and their Deaf counterparts through the avenues of written reflections, synthesis of journal articles, and group presentations. Community engagement courses at Miami University are often evaluated upon the students’ ability to contribute to a culture, rather than consume. In addition, progress can be measured
through a student’s weekly interaction with the target culture or from a cumulative final project designed from cultural concepts (J. Weasner, personal communication, December 2, 2013).
Chapter 9: Conclusion

American Sign Language is reported to be the third most widely used language in the United States and is taught at institutions of higher learning for several years. A variety of textbooks, such as the *Bravo!* and the *Vista American Sign Language Series: Signing Naturally* textbooks, exist to provide comprehensive ASL instruction. In response to the high demand for intermediate to advanced levels of curriculums at Miami University, the curriculum in this paper has been constructed and proposed to meet the College of Arts and Sciences foreign language requirements. The growing interest of ASL and the popularity of ASL as a foreign language provides a rationale for the development and inclusion of future ASL courses in the university curricula. The proposed curriculum should be implemented for the Intermediate ASL I and Intermediate ASL II courses, following ACTFL foreign language standards. In addition, standardization of proficiency measurement is essential for the maintenance of quality instruction. Student progress is measured through weekly interaction with the target culture, a cumulative final project designed from cultural concepts, and communicative signing ability. The aim of the proposed American Sign Language curriculum is to bring students and community together to meet a designated need or priority within both the Miami University and Deaf communities.
References


Marron, K. H. (2013, 09 27). Interview by B. A. Bonner


Appendix A

SPA/DST 201

Intermediate ASL I

Instructor: Fall Semester 2014
Email: Class Time:
Office: BAC 55
Office Hours: By appointment

I. Course Description:

Intermediate ASL I is the third course in the American Sign Language curriculum that fulfills the College of Arts and Sciences foreign language requirement. Students will continue to develop ASL communication skills receptively and expressively through intermediate vocabulary and grammar instruction. Deaf culture concepts will be expanded upon with course instruction presented primarily in ASL.

II. Course Objective:

1. Within the parameters of this course, learning is not a spectator sport. Students are expected to participate during class time, which includes learning the signs through practice and not observation.

2. Students will be able to utilize conversationally relevant signs to describe stories, situations, and perspectives with complex sentence structure.

3. Students will be able to recognize intermediate to advanced level American Sign Language vocabulary for conversational use.

4. Students will be able to describe in-depth information regarding Deaf culture and the origin of American Sign Language with increased ability.

III. Text:

Required Text:


IV. Attendance:

Please come to all classes prepared. If you must miss a class, make your best effort to let the instructor know in advance. Three unexcused absences will result in a drop in letter grade. Excusable absences are listed as follows: documented medical reasons, documented family emergencies/deaths, etc.; documented athletic event participation.

NOTE: If we do an in-class quiz you CAN NOT make this item up, unless you have a documented excused absence.

V. Quizzes:

Ten-point quizzes will be given on a regular basis. There will not be an opportunity to make-up quizzes; however, your lowest quiz grade will be dropped.

VI. Deaf Culture Activity:

The optimal method of learning a second language is to become immersed in the target culture. The greater Cincinnati and Dayton Deaf community holds open social events throughout the year. You must attend one of these events and interact with the Deaf community. It is important that you are not an observer or consumer of the culture, but that you interact and contribute to the culture. A two-page reflection paper describing your experiences must be turned by the end of the semester.

1. Dayton Silent Dinners: The second Friday of every month at the food court from 6-8:30pm at a designated Dayton mall.
2. There are a lot of opportunities in the Cincinnati and Dayton areas for Deaf culture events. A great website for events and news updates is http://www.deafwired.com/cincinnati/ (Cincinnati) and http://www.dcrcohio.com/index.html (Dayton), feel free to use these suggestions or to find your own events.
3. Cincinnati “Deaf Chat Coffee”
   a. Starbucks Coffee
      2692 Madison Rd Suite K2, Cincinnati, OH
      Telephone: (513) 631-3329
4. St. Rita’s School for the Deaf: You can attend a sporting event, a Sunday church service, the Spring play, or other school sponsored event. St. Rita’s number is 513-771-7600 and website is www.srsdeaf.org

VII. Dialogue Presentations

Two twenty-point video recorded presentations are to be submitted via Niihka on designated dates. You will work with a partner to create a 5-7 minute dialogue presentation using the vocabulary covered from the book and in class. A written copy of the dialogue is to be turned in on the date the dialogues are due.
VIII. Midterm and Final:

In addition to the expressive and receptive portions of the midterm and final, there will be a written section covering culture and grammar concepts discussed in class.

IX. Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes: 10 points each</td>
<td>100 points</td>
</tr>
<tr>
<td>Culture activity</td>
<td>50 points</td>
</tr>
<tr>
<td>Dialogue Presentations (20 points each)</td>
<td>40 points</td>
</tr>
<tr>
<td>Midterm</td>
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</tr>
<tr>
<td>Final</td>
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</table>

**Total** 350 points

**GRADING SCALE in Percent**

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<th>Range</th>
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<tr>
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<tr>
<td>A</td>
<td>96-93</td>
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<td>92-90</td>
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<tr>
<td>B+</td>
<td>89-87</td>
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<tr>
<td>B</td>
<td>86-83</td>
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<tr>
<td>B-</td>
<td>82-80</td>
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<tr>
<td>C+</td>
<td>79-77</td>
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<tr>
<td>C</td>
<td>76-73</td>
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<tr>
<td>C-</td>
<td>72-70</td>
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<tr>
<td>D+</td>
<td>69-67</td>
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<tr>
<td>D</td>
<td>66-63</td>
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<tr>
<td>D-</td>
<td>62-60</td>
</tr>
<tr>
<td>F</td>
<td>59 or less</td>
</tr>
</tbody>
</table>

X. Plagiarism:

This class will be governed by the university’s general policy on intellectual property, academic misconduct, and plagiarism. See the following Office of Academic Affairs, Committee on Academic Misconduct sites for the MU policy on academic misconduct (including procedures for allegations):


See the following link for guidelines and questions about plagiarism in particular:

http://www.units.muohio.edu/writingcenter/studentresources/quickhelp.html

XI. Accessibility, Accommodations, Abilities:

We all have varying abilities; we all carry various strengths and weaknesses. Some of these might even be “documented” with a place like the MU Office for Disability Services (ODS). If so, please just let me know. With or without documentation, it is my intent to make our learning
experience as accessible as possible. With documentation, I am especially interested in providing any student accommodations that have probably been best determined by the student and an ODS counselor in advance. Please let me know NOW what we can do to maximize your learning potential, participation, and general access in this course. I am available to meet with you in person or to discuss such things on email.

The Office for Disability Services is located at 19 Campus Ave building, phone 529-1541 (V/TDD) See: http://www.units.muohio.edu/oeeo/odr/

XII. Late Work

Your work must be handed in on time. Graded assignments will be lowered by one +/- letter grade for each day past the due date. (What originally would be an A- becomes a B+ if a day late; 2 days late is becomes a B; 3 days it becomes a B-…. Etc.)

XIII. Final Exam and Exam Policy

The university and department require the final exam be held at the officially scheduled time. The provost has indicated the instructor and the chair of the department will approve requests for the advancement of the final examinations. Approval is contingent on compelling circumstances. Personal convenience is not a compelling reason. Therefore, you should make your travel plans, interviews or other such activities as if you were going to have an examination at the latest possible slot on the Friday of examination week. Please convey this information to your parents or any others that might be involved in these plans.

The policy of early examinations also applies to other tests in this course students make plans to leave early at their own risk.

XIV. Electronic Access in the Classroom

Most class discussions and presentations do not involve PowerPoint slides. Because of the visual and interactive nature of the course, computers are not permitted during sign language instruction. Talking on phones in class is not permitted. Incessant texting in class is not permitted. If I find you accessing non-related class websites or talking or texting about non-related class material you will drop a letter grade on your next quiz.

SPA/DST 201 Class Outline

Week 1: Syllabus Presentation; Practice of SPA 101 and 102 course material
Week 2: Unit 18 instruction and practice; Quiz over 101/102 Review Material
Week 3: Unit 19 instruction and practice; Quiz over Unit 18
Week 4: Unit 20 instruction and practice; Quiz over Unit 19
Week 5: Unit 21 instruction and practice; Quiz over Unit 20; Dialogue Presentation #1 due
Week 6: Unit 22 instruction and practice; Quiz over Unit 21; Midterm Exam Review
**Week 7**: Unit 23 instruction and practice; Quiz over Unit 22; Midterm Exam

**Week 8**: Unit 24 instruction and practice; Quiz over Unit 23

**Week 9**: Unit 25 instruction and practice; Quiz over Unit 24

**Week 10**: Signing Stories instruction and practice; Quiz over Unit 25; Dialogue Presentation #2 due

**Week 11**: Breakaways instruction and practice; Quiz over Signing Stories and Breakaways lesson

**Week 12**: Supplemental Instruction

**Week 13**: Final Exam Practice

**Week 14**: Expressive Exam and Deaf Culture Papers due.

**Receptive Final Exam**: TBA
Appendix B

SPA/DST 202

Intermediate ASL II

Instructor: Spring Semester 2014
Email: Class Time:
Office: BAC 55
Office Hours: By appointment

I. Course Description:

Intermediate ASL II is the fourth course in the American Sign Language curriculum that fulfills the College of Arts and Sciences foreign language requirement. Students will continue to develop ASL communication skills receptively and expressively through continued vocabulary and grammar instruction. Deaf culture concepts will be expanded upon with course instruction presented primarily in ASL. In addition, students will partake in service learning opportunities so the student can partake in mastery of ASL and to become assimilated with Deaf culture values.

II. Course Objective:

1. Within the parameters of this course, learning is not a spectator sport. Students are expected to participate during class time, which includes learning the signs through practice and not observation.

2. Students will be able to utilize conversationally relevant signs to describe stories, situations, and perspectives with complex sentence structure.

3. Students will be able to recognize advanced level American Sign Language vocabulary for conversational use.

4. Students will be able to participate in meaningful interactions with members of the Deaf community.

III. Text:

Required Text:


IV. Attendance:

Please come to all classes prepared. If you must miss a class, make your best effort to let the instructor know in advance. Three unexcused absences will result in a drop in letter grade. Excusable absences are listed as follows: documented medical reasons, documented family emergencies/deaths, etc.; documented athletic event participation.

NOTE: If we do an in-class quiz you CAN NOT make this item up, unless you have a documented excused absence.

V. Quizzes:

Ten-point quizzes will be given on a regular basis. There will not be an opportunity to make-up quizzes; however, your lowest quiz grade will be dropped.

VI. Community Engagement:

Students are to participate in ten community engagement events throughout the semester. These events may include in-class discussions with members of the Deaf community. In addition, volunteering within the Deaf and attending Deaf events can be counted towards this opportunity. More information regarding approval of particular events will be at the discretion of the instructor.

VII. Midterm and Final:

In addition to the expressive and receptive portions of the midterm and final, there will be a written section covering culture and grammar concepts discussed in class.

VIII. Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
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<tr>
<td>Quizzes</td>
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<tr>
<td>Community Engagement</td>
<td>200</td>
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<tr>
<td>Midterm</td>
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</tr>
<tr>
<td>Final</td>
<td>100</td>
</tr>
</tbody>
</table>
Total 460 points

GRADING SCALE in Percent

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<tr>
<th>Grade</th>
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<tr>
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XIII. Electronic Access in the Classroom

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SPA/DST 202 Class Outline

Week 1: Course Introduction, Begin Mask of Benevolence Part One instruction

Week 2: Expectations of Community Engagement practices, Mask of Benevolence Part 2

Week 3: Mask of Benevolence Part 3, Community engagement event #1

Week 4: Mask of Benevolence Part 4

Week 5: Mask of Benevolence Part 5, Community engagement event #2

Week 6: Mask of Benevolence Part 6, Community engagement event #3

Week 7: Mask of Benevolence Part 7, Midterm Examination

Week 8: The Sociohistorical Foundation of Black ASL (from: The Hidden Treasure of Black ASL), Community engagement event #4

Week 9: Signer’s Perceptions of Black ASL (from: The Hidden Treasure of Black ASL), Community engagement event #5

Week 10: Technical vocabulary/dialects discussion #1, Community engagement event #6

Week 11: Technical vocabulary/dialects discussion #2, Community engagement event #7

Week 12: Technical vocabulary/dialects discussion #3, Community engagement event #8

Week 13: Technical vocabulary/dialects discussion #4, Community engagement event #9
**Week 14:** Technical vocabulary/dialects discussion #5, Community engagement event #10

**Receptive and Expressive Final Exam:** TBA
Appendix C

Objectives for American Council for the Teaching of Foreign Language’s 5 Cs of Foreign Language Instruction

**Goal One: Communication**

<table>
<thead>
<tr>
<th>SPA/DST 101</th>
<th>SPA/DST 102</th>
<th>SPA/DST 201</th>
<th>SPA/DST 202</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in one-to-one conversation and share basic information related to specific instructor-led common topics.</td>
<td>Converse in small groups with the teacher and classmates on common topics</td>
<td>Engage in group conversation and exchange information and opinions on a variety of topics.</td>
<td>Debate and exchange information and opinions on topics of students’ choosing in one-to-one and group settings both inside and outside of the classroom.</td>
</tr>
</tbody>
</table>

(Kurz & Taylor, 2008).

**Goal Two: Culture**

<table>
<thead>
<tr>
<th>SPA/DST 101</th>
<th>SPA/DST 102</th>
<th>SPA/DST 201</th>
<th>SPA/DST 202</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the beliefs, values, and attitudes within Deaf culture.</td>
<td>Compare and analyze beliefs, values, and attitudes within Deaf culture.</td>
<td>Engage in appropriate social interactions that are acceptable within Deaf culture.</td>
<td>Debate and exchange information and opinions on topics of Deaf culture in one-to-one and group settings both inside and outside of the classroom.</td>
</tr>
</tbody>
</table>

Become familiar with basic products related to Deaf culture and used by Deaf people. | Compare and analyze beliefs, values and attitudes reflected in products found in Deaf culture and other cultures. | Engage in appropriate social interactions using appropriate products that are acceptable in Deaf culture. | Debate and exchange information and opinions on topics of Deaf culture-related products and compare it to other cultures in one-to-one and group settings both inside and outside of the classroom. |

(Kurz & Taylor, 2008).
**Goal Three: Connections**

<table>
<thead>
<tr>
<th>Course</th>
<th>SPA/DST 101</th>
<th>SPA/DST 102</th>
<th>SPA/DST 201</th>
<th>SPA/DST 202</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement</td>
<td>Engage in one-to-one conversation to discuss other disciplines.</td>
<td>Converse in small groups with the teacher and classmates about other disciplines.</td>
<td>Engage in group conversation and exchange information and opinions about other disciplines.</td>
<td>Debate and exchange information and opinions on topics of other disciplines in one-to-one and group settings both inside and outside of the classroom.</td>
</tr>
<tr>
<td></td>
<td>Engage in one-to-one conversation to discuss viewpoints of Deaf people.</td>
<td>Converse in small groups with the teacher and classmates about viewpoints of Deaf people.</td>
<td>Engage in group conversation and exchange information and opinions about viewpoints of Deaf people.</td>
<td>Debate and exchange information and opinions on topics of distinctive viewpoints of Deaf people in one-to-one and group settings both inside and outside of the classroom.</td>
</tr>
</tbody>
</table>

(Kurz & Taylor, 2008).

**Goal Four: Comparisons**

<table>
<thead>
<tr>
<th>Course</th>
<th>SPA/DST 101</th>
<th>SPA/DST 102</th>
<th>SPA/DST 201</th>
<th>SPA/DST 202</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement</td>
<td>Engage in one-to-one conversation comparing and contrasting ASL with English or another language.</td>
<td>Converse in small groups with the teacher and classmates comparing and contrasting ASL with English or another language.</td>
<td>Engage in group conversation and compare and contrast ASL with English and another language.</td>
<td>Debate and exchange information about comparing and contrasting ASL with English or another language in one-to-one and group settings both inside and outside of the classroom.</td>
</tr>
<tr>
<td></td>
<td>Engage in one-to-one conversation comparing Deaf culture with one’s own and other cultures.</td>
<td>Converse in small groups with the teacher and classmates comparing Deaf culture with one’s own and other cultures.</td>
<td>Engage in group conversation and compare Deaf culture with one’s own and other cultures.</td>
<td>Debate and exchange information and opinions comparing Deaf culture with one’s own and other cultures in one-to-one and group settings, both inside and outside of the classroom.</td>
</tr>
</tbody>
</table>
Goal Five: Communities

<table>
<thead>
<tr>
<th>SPA/DST 101</th>
<th>SPA/DST 102</th>
<th>SPA/DST 201</th>
<th>SPA/DST 202</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in one-to-one, non-classroom conversational experiences with the Deaf community.</td>
<td>Converse in non-classroom small groups with the Deaf community.</td>
<td>Engage in non-classroom group conversational experience with the Deaf community.</td>
<td>Debate and exchange information and opinions in non-classroom conversational experience with the Deaf community.</td>
</tr>
<tr>
<td>Engage in one-to-one conversations using ASL to access information about Deaf culture that will lead to lifelong learning experiences.</td>
<td>Converse in small groups using ASL to access information about Deaf culture that will lead to lifelong learning experiences.</td>
<td>Engage in a large group using ASL to access information about Deaf culture that will lead to lifelong learning experiences.</td>
<td>Debate and exchange information and opinions using ASL to access information about Deaf culture that will lead to lifelong learning experiences.</td>
</tr>
</tbody>
</table>

(Kurz & Taylor, 2008).
Appendix D

**SPA/DST 201 Intermediate ASL I text:**


This text is a continuation of the *The Vista Curriculum’s Signing Naturally* series. Levels 1 and 2 textbooks have been implemented into the SPA/DST 101 Beginning ASL I and SPA/DST 102 Beginning ASL II curriculums.


*A Journey Into the Deaf-World* provides a comprehensive history of Deaf culture, written from a Deaf individual, a hearing individual, and a CODA, or child of a Deaf adult. This text examines core concepts relating to Deaf culture, including the education of Deaf students and the benefits of ASL.

**SPA/DST 202 Intermediate ASL II text:**


This text examines the dichotomy that commonly exists between the Deaf and hearing worlds. Concepts regarding the science and ethics behind the cochlear implant are presented. *The Mask of Benevolence: Disabling the Deaf Community* promotes understanding and awareness between the Deaf and hearing cultures.


This text combines two ASL narratives and couples the concepts with in-depth ASL analysis to be utilized within the classroom. Expressive and receptive ASL skills are enhanced through explicit ASL instruction.

**Additional Text (will be provided by instructor):**


This text provides guidance to students and instructors regarding community engagement, specific to Deaf culture.

*What’s Your Sign for Pizza?* includes variations in the way ASL is used across the nation. Authors present an explanation regarding numerous ASL dialectical differences.


*The Hidden Treasure of Black ASL*, co-authored by a Miami University Deaf Alumni, details the history and development of the Black ASL dialect. This text presents the first empirical study of a recognized ASL dialect.