**BYU Hawaii Curriculum Proposal Number [12-23]**

**Section 1 - Approvals**

[See the separate document entitled “BYU Hawaii Curriculum Proposal Instructions” for instructions. Reminder: delete or replace all text in square brackets. Retain all other text.]

**Approvals**

Name of Proposal: ASL 202
Submitted by: Lynda Park
Date: September 14, 2012

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Recommendation/Signature</th>
<th>Date</th>
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<tr>
<td>Faculty Vote: N/A (Online only)</td>
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<td>1. Approved by Department [separate block for each dept]</td>
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<td>Chair: Yifen Beus</td>
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<td>2. Approved by College [separate block for each college]</td>
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<td>Dean: Phillip McArthur</td>
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<td>3. Approved by University Curriculum Committee</td>
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<td>UCC: Jennifer Lane</td>
<td>10/24/12</td>
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<td>4. Approved by Deans’ Council</td>
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<td>AVP: Max Checketts</td>
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<td>5. Approved by the President’s Council (for new programs)</td>
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<td>Pres: Steven Wheelwright</td>
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Section 2 – Overview (Support)

Summary:
This proposal requests an additional level of American Sign Language (ASL 202), delivered online only, to support those majors that require language study beyond the GE requirements and as an offering for students whose majors could benefit from a knowledge of advanced ASL skills.

ASL is the preferred language for Deaf people in North America. Estimates range from 500,000 to two million users in the U.S. alone; there are also many users in Canada. Compared to data from the Census Bureau, which counts other language minorities, ASL is the leading minority language in the U.S. after the "big four": Spanish, Italian, German, and French. (Source: Lane, H., Hoffmeister, R., & Bahan, B. (1996). A journey into the deaf-world. (p. 42). San Diego, CA: DawnSignPress.


Online ASL courses began at BYUH in Winter 2012 and have been very popular among students. This suggests an avid interest in learning about the language and culture. ASL classes could be incorporated into such majors as ICS, Social Work, Psychology, Elementary Education, Secondary Education, Business Management, Hospitality and Tourism Management, etc. (essentially, any major where contact with other people is involved) to enrich those programs and enlighten students on the culture and language of the majority of Deaf consumers. The short term expectation is that students will begin applying their knowledge and skills on campus with Deaf students or professors, in church, at the PCC, in a shopping mall, at a restaurant, etc. because Deaf people frequent such establishments. The long term expectation is that students who gain an understanding of the Deaf community from social, educational, and historical perspectives and who also have a functional knowledge of ASL learned at a fourth level are more likely to use ASL for everyday interactions in their communities as well as in their future professions.

Additional reasons to offer ASL 202 are to:

- Prepare a pool of tutors to help with tutoring newer ASL students in both the online ASL programs and in the "face-to-face" ASL classes.
- Provide an opportunity for the students to continue their learning "to understand language as a structured system"
- Give the students further entry into another culture, and thus to continue to broaden their perspectives
- Provide the students with additional exposure to a different mode of aesthetic expression

Changes in Graduation Requirements:
There would be no changes in graduation requirements as the students taking this course would either be a) fulfilling an interest in ASL, or b) taking an additional level of language instruction for the majors that require advanced study.
Changes in Expected Teaching Load:

There would be no change in expected teaching load for any FTE as this course would be taught only as an online class by qualified special instructors in partnership with qualified members of the Deaf community. Currently, the Online Department has qualified instructors who could offer this course online each semester.
Section 3 - Program Proposal

Effective Date: Winter 2013
College: Language, Culture, and Arts
Abbreviation: ASL 202

Not a major requirement, so no program sheet attached.
Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Winter 2013

College: Language, Culture, and Arts

Course Prefix: ASL

Course Number: 202

NEW COURSE

Full Title:

ASL 202 - INTERMEDIATE AMERICAN SIGN LANGUAGE CONVERSATION II

Short Title (for Transcript, 30-char max): Intermediate Sign Lang. II

Catalog Entry (50-word recommended maximum):

ASL 202 - INTERMEDIATE AMERICAN SIGN LANGUAGE CONVERSATION II. Fourth in a related series of courses that focus on the use and study of ASL. Provides students with opportunities to expand expressive and receptive use of ASL, including a variety of special topics. Special emphasis will be placed on increasing spatial use, ASL fluency and non-manual behaviors. Culturally significant topics relating to the Deaf Community are examined. Language laboratory required.

Prerequisites: ASL 201 or permission of instructor

Credit Hours: Four (4)

Grading Method: A-B-C

Course Fees: None

Learning Objectives:

Each student who passes this course should be able to do the following:

• Demonstrate receptive and expressive advanced-intermediate proficiency in American Sign Language adequate to communicating freely with deaf individuals.

• Demonstrate a functional knowledge of Deaf culture and Deaf community.

• Demonstrate knowledge of English grammar basing sign choices on ASL usage while maintaining the meaning and the intent of the original message.

• Demonstrate the ability to express and receive local variations of ASL signs.

• Demonstrate knowledge of specific colloquial signs and ASL idioms/idiomatic expressions

• Demonstrate the ability to use topicalization as a linguistic tool in ASL.

• Identify and use the linguistic properties of time indicators, classifiers, locatives, and pluralization in ASL.

• Demonstrate competency in understanding the importance of: hand-shape, orientation, movement, location and facial expression (non-manual signals).
• Demonstrate receptive ASL abilities by visually seeing information and incorporating the information into ASL, fingerspelled loan signs, and non-manual behaviors.
• Demonstrate ability to sign using ASL, by incorporating ASL principles into online discussions, stories, explanations, etc.
• Demonstrate the ability to use accurate signing concepts rather than relying on English coding.

Assessment Methods:
INTERMEDIATE AMERICAN SIGN LANGUAGE CONVERSATION II would be assessed by students’ understanding of (a) meaning-based sign language vocabulary selection consistent with standardized signs in current use by skilled language users, and (b) a variety of grammatical features that are consistent with effective use of gestural/visual language for communication. These grammatical features include: (a) space, indexing, eye gaze, sign movement directionality, and body shifts to separate ideas and to identify and discuss persons, places, and objects present and not present; (b) classifiers for describing and representing persons, places, and objects and their movements (for example, use of the index finger to represent "a person"); (c) sign-word order which facilitates effective communication in gestural-visual language; and (d) facial expressions and other body movements (non-manual signals) to support and add to information communicated (for example, affirmative and negative head movements). In addition to vocabulary and grammatical features, clarity of sign production, fluency, and comprehension are important to effective communication when using a gestural-visual language, and therefore are considered in assessment methods.

Immediately following this page, attach a sample syllabus if needed.

Upon approval of the proposal, the syllabus for this course would be developed to meet the full requirements for GE classes. The following sample syllabus would be adjusted to meet standards as required before offering the course in Winter 2013.

ASL 202 INTERMEDIATE AMERICAN SIGN LANGUAGE CONVERSATION II
Course Syllabus, Winter 2013
Instructor: Lynda Park
Location: Online
Office: McKay Faculty Bldg. Rm. 216
Office phone: (808)675-4855
Email: lynda.park@byuh.edu
Credits: Four (4)
Prerequisites: ASL 201 or permission of instructor

I. Course Description:
A continuation of ASL 201. Added focus on vocabulary expansion, idioms, manual and non-manual aspects of ASL, ASL linguistics, cross-cultural communication and cultural knowledge at an advanced-intermediate level. At the conclusion of this course, students should be able to communicate comfortably with native ASL signers. Material covered in class will provide linguistic principles of American Sign Language at the advanced-Intermediate level and grammatical structures for complex sentences. ASL expressive and receptive interactions are done in online video discussions with other students, instructors, and teaching assistants. An increased focus is on the improvement of a student’s ability to express him/herself using ASL.
II. Intended Learning Outcomes/Goals/Objectives:
Through the activities and objectives in ASL 202 you will become prepared, competent, successful and enthusiastic sign language communicators. You will develop cultural respect, a sense of deaf community and a willingness to support deaf through the use of sign language. Through regular class participation, a variety of expressive sign language work samples, exams, cultural involvement and observation you will gain academic excellence in the subject area with an emphasis that signing proficiency is a quest for shared knowledge. Additionally, ethics, professionalism and service within the interpreting profession/deaf educators and certification requirements will be introduced.

Students will:

- Demonstrate receptive and expressive advanced-intermediate proficiency in American Sign Language adequate to communicating freely with deaf individuals.
- Demonstrate a functional knowledge of Deaf culture and Deaf community.
- Demonstrate knowledge of English grammar basing sign choices on ASL usage while maintaining the meaning and the intent of the original message.
- Demonstrate the ability to express and receive local variations of ASL signs.
- Demonstrate knowledge of specific colloquial signs and ASL idioms/idiomatic expressions
- Demonstrate the ability to use topicalization as a linguistic tool in ASL.
- Identify and use the linguistic properties of time indicators, classifiers, locatives, and pluralization in ASL.
- Demonstrate competency in understanding the importance of: hand-shape, orientation, movement, location and facial expression (non-manual signals).
- Demonstrate receptive ASL abilities by visually seeing information and incorporating the information into ASL, fingerspelled loan signs, and non-manual behaviors.
- Demonstrate ability to sign using ASL, by incorporating ASL principles into online discussions, stories, explanations, etc.
- Demonstrate the ability to use accurate signing concepts rather than relying on English coding.

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:
You will be asked to participate in online activities with peers, meet with language tutors, and practice individually using ASL communication techniques while following the rules of Deaf culture. The units are designed so that students learn ASL in context, and retain the language by activities that are meaningful and therefore necessary for skill development.

All students are expected to use ASL (without using their voices) for all communication purposes in the online classroom, at school sponsored Deaf events, and when meeting with tutors.

You will be expected to work with ASL 101 students to mentor for a total of at least 3 hours during the semester. You are responsible to be available and show up at your mutually arranged time to meet your partner(s). You are expected to work to the best of your ability. If you need help contact your instructor. The mentee(s) will fill out a form on your help, attitude, accessibility and time invested working with them.
Expectations for Peer Replies

In each unit you are typically required to make replies (using ASL) to at least two (2) of your peers’ postings. Your peer replies are not to be viewed simply as something to "get done." Instead, view them as your responsibility to further your ASL skills and to build camaraderie with your peers. **Use peer replies effectively!**

Please take the leadership approach and if you see someone’s posting with no peer replies or only one, go ahead and do more than the minimum required. Online learning can be kind of lonely at times unless frequent and quality interactions occur. Nothing is more disheartening than posting and getting no replies.

**Your reply to each peer should include ALL OF THE FOLLOWING:**

1. In all communication with your peers, **fingerspell the name of the person you are addressing**, include a salutation, a full response using your best ASL, and a closing.

2. Include at least **one specific positive comment** indicating what your peer did well with his/her posting. The comment should include the specifics of what was done well (i.e., clear fingerspelling, good facial expression, a particular sign was well done, etc.) so it will positively reinforce the type of signing we want to see next time.

3. Include at least **two (2)** thought-provoking questions designed to further the learning experience for both you and your peer. Try to get your peers to think deeper, broader, or just differently about their subject. Ask questions you want to know the answer to and follow up with your peer to find the answers he/she provided. Again, let’s reinforce positive behaviors.

**In your peer reply:**

1. Do NOT criticize

2. Don’t be a second instructor—be a peer!

**Ineffective and negative peer replies will adversely affect your grade for that unit even if a grade was already posted. The instructor may still go back and adjust your grades for each assignment as needed based on peer replies.**

**Required: Replies to Your Instructor and/or TA**

1. When you instructor or TA asks you questions and/or prompts you to improve your posting, it is your responsibility to reply back to the instructor in order to earn the full grade for the assignment.

2. Include a salutation, a full response using your best ASL, and a closing.

3. Failure to provide an adequate reply will result in the loss of points for the assignment.

**Always work to impress your instructor and peers.**

IV. Tutoring and Deaf Events (75 points):

You will be expected to attend **6 hours of lab tutoring OR report on 3 Deaf Culture contact experiences** (or a combination of both) during this course. For many students, this is the most enjoyable and beneficial part of the course.

**Tutoring:** BYU-Hawaii offers face-to-face tutoring in the Language Center (McKay, room 156) and through Skype via the Internet for all students taking ASL classes. The tutors are Deaf, hard of hearing, and native ASL signers. **It is expected you will take advantage of ASL tutoring. It is so important in helping you acquire better ASL skills that a large part of your grade depends on you scheduling time for tutoring.** Conversing with Deaf, hard of hearing, and native signers is the best way to improve your ASL skills and will help you make corrections early, before incorrect habits develop.
**Deaf Culture contact experience:** You may fulfill your lab hours by attending Deaf community events in your area and typing a reflection (approximately 250 words—that's about 2 paragraphs) detailing your experience and interactions with the Deaf people in attendance at each event. **Reflections must be submitted within one week of attending the event.** Passively watching but not interacting does not allow you to use ASL. Therefore, you should step outside your comfort zone and seek out interactions with Deaf people at the event.

You are expected to provide proof of documentation (i.e. brochure, business card, flyers, etc.) to verify you have attended the event. **Documentation can be submitted by sending a brief video showing the documents from the event or by scanning and submitting them online. Don't forget to submit your typed reflection however, or credit will not be given. See Unit 14 for where to submit this assignment.**

**Documentation is not required if you attend Deaf events hosted by BYUH and check in with your instructor while you are there. A brief reflection is still required however.**

Where can you meet people who are Deaf?

- Check your local Deaf news by doing an Internet search.
- If you know a Deaf person, ask him or her when and where the Deaf events are happening.
- Ask an interpreter. Most interpreters are aware of at least a few Deaf events in their area.
- Contact your state's department of Deaf Services and ask about programs for the deaf.

What are some possible Deaf events / Deaf Culture contact experiences?

- Attending a Deaf ward or branch in your area
- Deaf Mall events
- Deaf Expos
- Deaf Chat Night
- Deaf Pizza Night
- Deaf Theater
- Open-Captioned Movies
- Deaf Awareness Day at Disneyland, Six Flags, Universal Studios, Knott's Berry Farm, etc.

If you choose to do a combination of both tutoring and Deaf events, you may count each Deaf Culture contact experience as equal to 2 hours of lab time.

**Tutors' Contact Information**

Please contact the tutors directly to schedule tutoring appointments. Give your name and explain that you are an Online ASL student. Give the tutor a couple of time options and the length of time you prefer (30 minutes or 1 hour) and wait patiently so the tutor can check schedules and get back to you. Keep in mind that you are scheduling tutoring time based on Hawaii Time (HST). You can easily find the time difference between Hawaii and your area by checking the Internet. Tutoring can be 30 minutes or 1 hour, but no more than 1 hour in a day.

**Joseph Featherstone:** 801-815-1920 (text) Skype tutoring. The Skype ID for Brother Featherstone is **BYUH ASL 1.**

**Robert Kahawaii:** 808-741-5450 (text) On campus, face-to-face tutoring in the Language Center. No Skype tutoring. Robert is a student tutor who is FANTASTIC! Please try to schedule at least an hour of tutoring with him if you are an on-campus student.

For Skype tutoring, the tutor will verify your lab hours and report your time to the instructor.
If you attend tutoring on campus in the Language Lab, you should print out the tutoring form (on the Home Page) and have it signed by the tutor. The tutor usually carries extra forms—you can ask for one, but it's not guaranteed one will be available for you. You can also pick up blank tutoring forms outside of the ASL office in the McKay Faculty Building (MFB), room 216 upstairs. **You must submit a copy of your signed tutoring form (for tutoring hours completed in the Language Lab) to the instructor (see Unit 14) before the end of the semester in order to receive credit.**

**V. Final Presentation: (50 points)**

Students are expected to create a Deaf Culture Presentation. For this project you will create and present to the class a well prepared "stand-alone" presentation on a Deaf culture or history topic. Stand-alone means someone should be able to view it and acquire the information whether or not you are presenting it. There is no specific limit on the length of your presentation. As a rule of thumb, consider your presentation to be vital in educating your audience. So, it should be thorough enough to get the job done well. If you are making a PowerPoint or Prezi presentation, anything less than 10 slides (not including the title page or the references page) may be a little on the thin side. Generally, 10-20 slides should get the job done. Anything over 20 slides may be a bit too much.

Not only do you want to educate your audience, you also want to keep their attention by making the visual appearance as well as the content of your presentation very interesting. As you create your project you need to think about Deaf people and how they learn. Visuals are important to include in your presentation. Sounds are not. Familiarize yourself with your chosen Deaf topic because it will be your job to teach the rest of the class all you have learned about it.

To complete the project: Create a project about Deaf culture or history using PowerPoint, Prezi, Windows Movie Maker, visual aids, a website created by you for this project, videos, pictures, etc. (be creative!) You may use a topic which was studied during the course or you can choose something new and interesting which explores issues unique to the Deaf community.

You can view samples of Deaf culture projects by clicking on "Samples of Deaf Culture Project" (found on the Home Page).

Instructions:

- Be sure your project is an ASL or Deaf Culture Project. **Please do not make a project which focuses on "fixing" Deaf people.** Your project can be about ANY aspect of your choosing as long as it relates to American Sign Language or the Deaf Community. Some ideas to get you started thinking are:
  - History of ASL
  - Classifiers
  - Videophones and the Deaf
  - Name signs
  - Miss Deaf America Pageant
  - Martha's Vineyard
  - Interpreting
  - Deaf Artists
  - National Captioning Institute
  - Gender and ASL
  - ASL grammar, structures, syntax, semantics, etc.
- National Theater of the Deaf
- Books and articles written by Deaf authors
- and on, and on, and on......

- Email the instructor **before [month, day], 2013** to have your topic approved. Please do not proceed with your research before it is approved (in case some adjustments are necessary). A few lines or one short paragraph briefly explaining your chosen topic will be enough. Failure to obtain approval may result in a substantial loss of points for this assignment.

- Begin your project with the name of the presentation, your name, and the date.

- **In the body of your presentation and at the end of your presentation**, document where you got your information by citing at least 3 credible sources. Use books, websites, journal articles, etc. (either online or hard copy) with authors and publication dates that others can look up to find more information if they are interested. Wikipedia is not acceptable. Blogs don't count either. References can be in MLA or APA format and must include the authors' last name and first initial, the publication date, the name of the articles, books, or journals, the publishers, and the places of publication. Websites such as [http://citationmachine.net](http://citationmachine.net) can help you format your references.

- Check that your presentation flows smoothly and the information is effectively presented.

- Submit your project early or on time (**Wednesday, May --, 2013**) so that other students have a chance to view it (and so you can receive a grade for it).

**IMPORTANT:** To earn an "A" for your Deaf Culture assignment, you must:

- Submit the work when due
- Follow all instructions for the assignment
- Effectively use standard English---no use of non-scholarly abbreviations such as IM messaging should be used
- Use excellent writing mechanics including clear, concise language, effective syntax, and appropriately-sized, coherent and focused paragraphs
- Have no more than five spelling errors and/or typos (points are deducted for each one)
- Demonstrate a consistent use of logical reasoning
- Demonstrate a clear use of critical thinking skills
- Examine all sides of the issue
- Be respectful and professional in your wording
- Demonstrate organized thinking with a clear introduction, body, and conclusion to the work
- Include explanations and examples from your personal knowledge and experiences as applicable
- Include paraphrases and/or quotes from the text(s) and/or other expert sources that accurately represent the author's intentions
- Have at least 3 citations that are in the correct MLA or APA format and are correctly referenced **in the body of the work AND at the end of the work**

**You are responsible to make sure your presentation is viewable to others on or before the due date.** Please give yourself enough time to be sure everything is in place for others to enjoy when the project is due.
Provide feedback to 2 of your peers' presentations by posting a video comment in ASL to each by Friday, May --, 2013.

**Grading Scale for the Course**

*This scale is used to translate letter grades into point values, and vice versa, when calculating your final grade:*

- A 94.00% to 100%
- A- 90.00% to 93.99%
- B+ 86.00% to 89.99%
- B 82.00% to 85.99%
- B- 79.00% to 81.99%
- C+ 76.00% to 78.99%
- C 72.00% to 75.99%
- C- 69.00% to 71.99%
- D+ 66.00% to 68.99%
- D 62.00% to 65.99%
- D- 59.00% to 61.99%
- F 58.99 or less

**Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made. [This is to help student workers and other staff so they do not overlook the locations that you are aware of.]**
Appendix to Proposal 12-23

**Effective Date:** Immediately upon approval  
**College:** Language, Culture, and Arts  
**Course Prefix:** ASL  
**Course Number:** 101

[x] Change Short Title (for Transcript, 30-char max): Elem American Sign Lang I

**Effective Date:** Immediately upon approval  
**College:** Language, Culture, and Arts  
**Course Prefix:** ASL  
**Course Number:** 102

[x] Change Short Title (for Transcript, 30-char max): Elem American Sign Lang II

**Effective Date:** Immediately upon approval  
**College:** Language, Culture, and Arts  
**Course Prefix:** ASL  
**Course Number:** 201

[x] Change Short Title (for Transcript, 30-char max): Interim American Sign Lang I

**Effective Date:** Immediately upon approval  
**College:** Language, Culture, and Arts  
**Course Prefix:** ASL  
**Course Number:** 202

[x] Change Short Title (for Transcript, 30-char max): Interim American Sign Lang II
MEMORANDUM

TO:        REGISTRAR'S OFFICE
FROM:      JENNIFER LANE
SUBJECT:   ASL 202 CREDITS
DATE:      12/3/2012
CC:        [CLICK HERE AND TYPE NAME]

This memo is an appendix to proposal 12-23 in which the ASL 202 class was approved. The dean and department chair notified me after the fact that it should have been listed as a 3 credit class and not a 4 credit class. This memo is to document the change of ASL 202 to a 3 credit class accordingly.