I. ASCRC General Education Form (revised 3/19/14)

Use to propose new general education courses (except writing courses), to change or renew existing gen ed courses and to remove designations for existing gen ed courses. Note: One-time-only general education designation may be requested for experimental courses (X91-previously X95), granted only for the semester taught. A NEW request must be submitted for the course to receive subsequent general education status.

<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>II. Mathematics</th>
<th>VII: Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>x III. Language</td>
<td>VIII: Ethics &amp; Human Values</td>
<td></td>
</tr>
<tr>
<td>III Exception: Symbolic Systems *</td>
<td>IX: American &amp; European</td>
<td></td>
</tr>
<tr>
<td>IV: Expressive Arts</td>
<td>X: Indigenous &amp; Global</td>
<td></td>
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<tr>
<td>V: Literary &amp; Artistic Studies</td>
<td>XI: Natural Sciences</td>
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<tr>
<td>VI: Historical &amp; Cultural Studies</td>
<td>w/ lab □ w/out lab □</td>
<td></td>
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</tbody>
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* Require a Symbolic Systems Request Form.

<table>
<thead>
<tr>
<th>Dept/Program</th>
<th>Communicative Sciences and Disorders</th>
<th>Course #</th>
<th>CSD 131, CSD 132</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>American Sign Language I; American Sign Language II</th>
</tr>
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<tbody>
<tr>
<td>Prerequisite</td>
<td>None for 131; CSD 131 for CSD 132</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>3, 3</th>
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II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

Please type / print name | Signature | Date
-------------------|-----------|--------
Instructor | Mary Morrison | Approved via email |
Phone / Email | 243-4145; mary.morrison@mso.umt.edu | |
Program Chair | Amy Glaspey | |
Dean | Roberta Evans | |

III. Type of request

<table>
<thead>
<tr>
<th>New</th>
<th>x</th>
<th>One-time Only</th>
<th>Renew</th>
<th>Change</th>
<th>Remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Gen Ed inclusion, change or deletion</td>
<td>Add ASL as approved language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of change</td>
<td>ASL as Language Gen Ed</td>
<td></td>
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</tbody>
</table>

IV. Description and purpose of the general education course: General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble.

CSD 131 and 132 American Sign Language should be recognized as a Level III. Language General Education Requirement. It is an introductory course. American Sign Language offers students the opportunity to learn about the characteristics of expressive and receptive language production including: syntax, morphology, semantics, and pragmatics. This course connects to students’ future lives by increasing their knowledge about language and Deaf culture.

V. Criteria: Briefly explain how this course meets the criteria for the group.

| Achieve basic competency in the language | Students achieve basic competency in American Sign Language after completion of two semesters of this course. |
| Rigorous and pedagogically sound methodology and practice | Expressive and receptive language skills are assessed over the two term sequence. |
| Approved by the MCLL Department | We are seeking approval. |

**VI. Student Learning Goals:** Briefly explain how this course will meet the applicable learning goals.

1. **competency in syntax**
   - The student will use 13 different sentence types.

2. **competency in discourse**
   - The student should identify and use appropriate registers in ASL.

3. **competency in lexicon**
   - Colloquial Signs and Idiomatic Expressions
   - The student should use appropriate ASL translation for selected English idioms.

4. **competency in execution**
   - The student should demonstrate the ability to correctly execute each sign while maintaining consistency in fluency and pacing.

5. **competency in assimilation**
   - The student should demonstrate the ability to construct both prepared and spontaneous narratives on unfamiliar topics.

6. **competency in group discussions and debates**
   - The student should demonstrate knowledge of cultural aspects and descriptors of the community during online group discussions.

**VII. Assessment:** How are the learning goals above measured? Please list at least one assignment, activity or test question for each goal.

Skills are assessed with the following work:

- **35% = Expressive Component**
  - 4 Expressive quizzes assigned throughout the semester worth 5 points graded live. (20%)
  - Expressive Mid-term on Children’s literature piece of your choice. (10%)
  - Supported Study Sessions 5%

- **30% = Receptive Component**
  - The average of the highest grade of two quizzes. (25%)
  - Access the Fundamentals at pepnet.org [http://www.pepnet.org/](http://www.pepnet.org/) (5%)

- **15% = Weekly online discussion (Moodle)**
  - Lead one weekly discussion and participate in weekly discussions (10 points).
  - Final Synthesis Paper, posted and used as basis for final expressive project. (5 points)

- **10% = Cumulative Receptive Final**

- **10% = Expressive Project “Describes ASL Learning Experience- Linguistic and Cultural Impact”**
VIII. Justification: Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered above the 200 level), provide rationale for exception(s).

CSD 131 has no prerequisites.

IX. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe learning outcomes related to the above criteria and learning goals.

See attached.

Please note: Approved general education changes will take effect next fall.

General education instructors will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.
University of Montana  
Course Syllabus  
American Sign Language I  
Communicative Science and Disorders 131  
Autumn 2014

Oliver Sacks writes:

"the study of the deaf shows us that much of what is distinctively human in us.... our capacities for language, for thought, for communication and culture.... do not develop automatically in us, are not just biological functions, but are, equally, social and historical in origin: that they are a gift, the most wonderful gifts, from one generation to another."

This gift is passed on through language.....A language is a system of relatively arbitrary symbols and grammatical signals that change across time and that members of a community share and use for several purposes: to interact with each other, to communicate their ideas, emotions, and intentions, and to transmit their culture from generation to generation.

Instructors:  Ms. Mary Morrison M.A., CSC/RID  
Email: mary.morrison@mso.umt.edu

TA's:  
Courtney Wells  
cortney.wells04@gmail.com

      Nick O'Neal  
      Nicholas.oneal@mso.umt.edu

      Sarah Fink  
      Sarah.fink@umconnect.umt.edu

Office:  Corbin Hall Room 32  
Phone:  243-4145  
Office Hours: Email to coordinate an appointment.

Course Textbooks and Supplemental Materials:

  - ISBN 0-375-707000 (Suggested Only)
- Handouts will be provided throughout the semester posted on Moodle page for ASL.

Some Online Resources:

http://wally.rit.edu/internet/subject/deafness/html

http://where.com/scott.net

http://www.aslpro.com
Course Description and Prerequisites:

This course is designed as an introduction to American Sign Language and the cultural features that shape the language. ASL I will focus on both receptive and expressive aspects of the language. The direct experience method, presenting course material in ASL is used to further enhance the learning process. Vital aspects of language, deaf culture and community will be incorporated into the class. Students must successfully complete this course prior to being accepted into ASL II. Course evaluation includes: receptive and expressive components of ASL and assigned readings. Due to the visual nature of this class, attendance is required.

Course Objectives:

Students will develop:
- An ability to carry on short dialogues in American Sign Language,
- An ability to demonstrate an expressive and receptive understanding of the American Manual Alphabet,
- An understanding of the issues that differentiate, shape and impact the Deaf and Hard of Hearing Communities,
- An understanding of the three forms of Manually Signed English currently used in the United States and their impact on ASL,
- A familiarity with the language continuum and the function, form and registers used for discourse in ASL and English,
- An understanding of the impact of language acquisition vs. language learning,
- An understanding of the relationship between language and cognition.

Student’s will become familiar with the following components of ASL:
- The non-manual and manual components of ASL,
- Language registers,
- Grammatical components - Pronominalization, Topic/Comment, Verb Tense, Yes/No Question, WH-Questions, Rhetorical Question and Negation

Course requirements and Grading

5% - An overview: Access The Fundamentals at [www.pepnet.org](http://www.pepnet.org)
10% - 15 min overview presentations on Themes from Access
5% - TA small group work
15% - Three Expressive quizzes
30% - Three Receptive quizzes
25% - Final Comprehensive (receptive/cultural/grammar/supplemental reading/handouts)
10% - Final Expressive Project
University of Montana  
Course Syllabus  
American Sign Language II  
Communicative Science and Disorders 132  
Spring 2014

Instructors:  Ms. Mary Morrison M.A., CSC/RID  
Email- mary.morrison@mso.umt.edu
Office: Corbin Hall Room 32  
Phone: 243-4145

TA's:  Pam Seitz  pamela.seitz@mso.umt.edu  
Nick O'Neal  nicholas.oneal@mso.umt.edu

Additional contact  Carrie Kovachevich  
Email  carrie.kovachevich@mso.umt.edu  
Corbin Hall 34/ PH: 243-6177

Office Hours:  Email to coordinate an appointment.

Course Textbooks and Supplemental Materials:

  (Suggested Only)

Some Online Resources:

www.cyberasl.com/faq  $20.00 to join electronic classroom. Not required but is an excellent source.
http://www.aslpro.com
http://www.wou.edu/education/sped/nwoc/
http://www.aslpro.com/cgi-bin/aslpro/fingerspell.cgi
http://www.signingsavvy.com/

Goals of the Course: This course is designed to allow the student to increase competency in American Sign  
Language in various forms: formal and informal narratives, dialogues and group discussion.  
Expected Outcomes:

1) Syntax:  Sentence types:  Topic/comment structure  
Declarative statements
Yes/No question
Wh-questions
Rhetorical questions
Conditionals
Time sequenced ordering
Comparatives
Directional verbs
Conjunctions
Modals
Time indicators
Inflections

2) Discourse: The student should identify and use appropriate registers in ASL.

3) Lexicon: Colloquial Signs and Idiomatic Expressions
The student should use appropriate ASL translation for selected English idioms.

4) Execution: The student should demonstrate the ability to correctly execute each sign while maintaining consistency in fluency and pacing.

5) Assimilation: The student should demonstrate the ability to construct both prepared and spontaneous narratives on unfamiliar topics.

6) Group Discussions and Debates:
The student should demonstrate knowledge of cultural aspects and descriptors of the community during online group discussions.

Course requirements and Grading

Final course grade will be based on the following:

- 35% = Expressive Component
  o 4 Expressive quizzes assigned throughout the semester worth 5 points graded live. (20%)
  o Expressive Mid-term on Children’s literature piece of your choice. (10%)
  o Supported Study Sessions 5%
- 30% = Receptive Component
  o The average of the highest grade of two quizzes. (25%)
  o Access the Fundamentals at pepnet.org http://www.pepnet.org/ (5%)
- 15% = Weekly online discussion (Moodle)
  o Lead one weekly discussion and participate in weekly discussions (10 points).
  o Final Synthesis Paper, posted and used as basis for final expressive project. (5 points)
- 10% = Cumulative Receptive Final
- 10% = Expressive Project “Describes ASL Learning Experience- Linguistic and Cultural Impact”

100% = Total grade
Attendance: Due to the nature of ASL and the time frame available in which to complete the course in an effective manner, attendance is strongly encouraged.

Grading Scale:

A       94-100%
A-      91-93%
B+      88-90%
B       84-87%
B-      81-83%
C+      78-80%
C       74-77%
C-      71-73%
D+      68-70%
D       64-67%
D-      61-63%
F       Below 60%

Grading option cannot be changed to either pass/no pass or audit after the drop deadline, except under extenuating circumstances (i.e., the same circumstances, such as medical emergency, under which a late drop is allowed).

Anyone needing an accommodation based on the impact of a disability should arrange an appointment with me as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office of Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so at 243-2243.

This syllabus may be modified to reflect learning opportunities. It is the student’s responsibility to be aware and be up to date with any announced developments or changes within the course.