

# General Education Review Committee Agenda

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**12:30-1:30**  
March 18, 2011  
**ADM 204**

I. Call to Order

Roll

( ) Suzanne Forster	UAB/CAS	Humanities
( ) Sue Fallon	UAB/CHSW	Social Sciences, Chair
( ) Utpal Dutta	UAB/SOE	
( ) Kevin Keating	UAB/Library	
( ) Deborah Fox	UAB/Mat-Su	Written Communication
( ) Len Smiley	CAS	Quantitative Skills
( ) Shawnalee Whitney	CAS	Oral Communication
( ) Walter Olivares	CAS	Fine Arts
( ) Beverly Barker	CAS	Natural and Physical Sciences
( ) Robert Capuozzo	COE	
( ) Sandra Pence	CTC	
( ) Kyle Hampton	CBPP	Social Sciences
( ) Hilary Davies	UAB	Ex officio/UAB Chair
( ) Bart Quimby	UAB	Ex officio/OAA
( ) Vacant	Student	

II. Approval of Agenda (pg. 1)

III. Approval of Summary (pg. 2-3)

IV. Report from Associate Vice Provost Bart Quimby

V. Chair's Report

VI. Course Action Requests

Chg	ASL A101	Elementary American Sign Language I (4 cr) (4+0) (pg. 4-8)
Chg	ASL A102	Elementary American Sign Language II (4 cr) (4+0) (pg. 9-13)
Chg	ASL A201	Intermediate American Sign Language I (4 cr) (4+0) (pg. 14-18)
Chg	ASL A202	Intermediate American Sign Language II (4 cr) (4+0) (pg. 19-22)

VII. Old Business

- A. GER Outcomes Mapping
- B. GER Survey

VIII. New Business

- A. GER Purge List (pg. 23)

- B. Fisher Report

- Full Report

- <http://www.alaska.edu/files/pres/FisherReportMemo.pdf>

- <http://www.alaska.edu/files/pres/FinalFisherReport.pdf/>

- C. Faculty Senate Diversity Committee Report

- Full Report

- <http://www.uaa.alaska.edu/governance/facultysenate/upload/FINAL-FS-Agenda-02-04-11.pdf>

IX. Informational Items and Adjournment

# General Education Review Committee Summary

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**12:30-1:30**

February 18, 2011

**ADM 204**

I. Call to Order

Roll

(e) Suzanne Forster	UAB/CAS	Humanities
(x) Sue Fallon	UAB/CHSW	Social Sciences, Chair
(x) Utpal Dutta	UAB/SOE	
(x) Kevin Keating	UAB/Library	
(x) Deborah Fox	UAB/Mat-Su	Written Communication
(x) Len Smiley	CAS	Quantitative Skills
(x) Shawnalee Whitney	CAS	Oral Communication
(e) Walter Olivares	CAS	Fine Arts
(e) Beverly Barker	CAS	Natural and Physical Sciences
(x) Robert Capuozzo	COE	
(x) Sandra Pence	CTC	
(x) Kyle Hampton	CBPP	Social Sciences
( ) Hilary Davies	UAB	Ex officio/UAB Chair
(x) Bart Quimby	UAB	Ex officio/OAA
( ) Vacant	Student	

II. Approval of Agenda (pg. 1)

**Approved**

III. Approval of Summary (pg. 2-3)

**Approved**

IV. Report from Associate Vice Provost Bart Quimby

Submitted memo AAC&U to send team down to General Education Assessment  
Still need to work on team of 10 people

V. Chair's Report

Issue with PHYS labs has been postponed to the April meeting

VI. Course Action Requests

Chg	ENVI A211	Environmental Science: Systems and Processes (1 cr) (0+3) (pg. 133-136)
Chg	ENVI A211L	Environmental Science: Systems and Processes Laboratory (1 cr) (3+0) (pg. 137-141)
Add	GEOG A111	Earth Systems: Elements of Physical Geography (3 cr) (3+0) (pg. 142-146)
Del	GEOG A211	Earth Systems: The Science and Geography of the Natural Environment (3 cr) (3+0) (pg. 147)
Del	GEOG A211L	Earth Systems: The Science and Geography of the Natural Environment Laboratory (1 cr) (0+3) (pg. 148)

**Approved**

**Tabled-No revisions received:**

Chg	ASL A101	Elementary American Sign Language I (4 cr) (4+0)
Chg	ASL A102	Elementary American Sign Language II (4 cr) (4+0)
Chg	ASL A201	Intermediate American Sign Language I (4 cr) (4+0)
Chg	ASL A202	Intermediate American Sign Language II (4 cr) (4+0)

VII. Old Business

- A. GER Outcomes Mapping
- B. GER Survey

VIII. New Business

- A. GER Purge List (pg. )

B. Fisher Report (pg. 20-23)

Full Report

<http://www.alaska.edu/files/pres/FisherReportMemo.pdf>

<http://www.alaska.edu/files/pres/FinalFisherReport.pdf/>

C. Faculty Senate Diversity Committee Report (Pages 39-41)

Full Report

<http://www.uaa.alaska.edu/governance/facultysenate/upload/FINAL-FS-Agenda-02-04-11.pdf>

IX. Informational Items and Adjournment



**Course Action Request**  
**University of Alaska Anchorage**  
**Proposal to Initiate, Add, Change, or Delete a Course**

1a. School or College AS CAS		1b. Division AHUM Division of Humanities			1c. Department Languages			
2. Course Prefix ASL	3. Course Number A101	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 4	5b. Contact Hours (Lecture + Lab) (4+0)				
6. Complete Course Title Elementary American Sign Language I Elementary ASL I <small>Abbreviated Title for Transcript (30 character)</small>								
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development								
8. Type of Action: <input type="checkbox"/> Add   or <input checked="" type="checkbox"/> Change   or <input type="checkbox"/> Delete			9. Repeat Status No   # of Repeats   N/A   Max Credits   N/A					
<i>If a change, mark appropriate boxes:</i> <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Credits <input checked="" type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG					
			11. Implementation Date   semester/year From: Fall/2011                      To: 9999/9999					
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature					
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> .								
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>	<i>Chair/Coordinator Contacted</i>				
1. B.A. Languages, Option II: Dual Languages		p.111	November 9, 2010	Judith Moore, Chair of Department of Languages				
2. Elementary American Sign Language II		p.323	November 9, 2010	Dave Robertson, Coordinator, ASL				
3. Gen Ed Classification List: Tier 2		p.81	November 9, 2010	Sue Fallon, Chair, GERC				
Initiator Name (typed): <u>Patricia Fagan</u> Initiator Signed Initials: _____                      Date: _____								
13b. Coordination Email                      Date: <u>November 9, 2010</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison                      Date: <u>November 9, 2010</u>					
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone								
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Introductory course for students with no previous knowledge of ASL. Develops receptive and expressive signing skills in ASL for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives. Course conducted in American Sign Language.								
16a. Course Prerequisite(s) ( <i>list prefix and number</i> ) N/A		16b. Test Score(s) N/A		16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A				
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) ( <i>non-codable</i> ) N/A						
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course					
19. Justification for Action An increase of 3 to 4 credit hours in order to create curricular and academic uniformity among all languages courses required for the B.A. in Languages, Option II (Dual Languages).								
<table border="0" style="width:100%;"> <tr> <td style="width:50%; vertical-align: top;"> Initiator (faculty only) _____ Date _____  <u>Patricia Fagan</u>  Initiator (TYPE NAME)  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved   Department Chairperson _____ Date _____  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved   Curriculum Committee Chairperson _____ Date _____ </td> <td style="width:50%; vertical-align: top;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved   Dean/Director of School/College _____ Date _____  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved   Undergraduate/Graduate Academic Board Chairperson _____ Date _____  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved   Provost or Designee _____ Date _____ </td> </tr> </table>							Initiator (faculty only) _____ Date _____ <u>Patricia Fagan</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved   Department Chairperson _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved   Curriculum Committee Chairperson _____ Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved   Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved   Undergraduate/Graduate Academic Board Chairperson _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved   Provost or Designee _____ Date _____
Initiator (faculty only) _____ Date _____ <u>Patricia Fagan</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved   Department Chairperson _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved   Curriculum Committee Chairperson _____ Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved   Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved   Undergraduate/Graduate Academic Board Chairperson _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved   Provost or Designee _____ Date _____							

**Course Being Changed: ASL A101**

<b>Impacted Program or Course</b>	<b>Type of Impact (course or program)</b>		<b>Catalog Page</b>	<b>Type/Date of Notification</b>	<b>Chair/Coordinator Contacted (not listerve)</b>
	<b>Course Impacts</b> <i>examples:</i> prerequisite, corequisite, recommended	<b>Program Impacts</b> <i>examples:</i> requirement, selective, program credit total			
Associate of Applied Science, Human Services	Additional Credit (3 to 4 credits)	Major Requirement: Disabilities Emphasis (program credit total)	151	e-mail/2/27/11	Genie Babb, Ph.D.

UNIVERSITY OF ALASKA ANCHORAGE  
DEPARTMENT OF LANGUAGES  
COURSE CONTENT GUIDE  
ASL A101  
Elementary American Sign Language I

I. Initiation Date: Fall 2011

II. Course Information:

A. College: College of Arts & Sciences  
B. Course Title: Elementary American Sign Language I  
C. Course Subject/Number: ASL A101  
D. Credit Hours: 4.0  
E. Contact Time: 4 + 0 hours per week  
F. Grading Information: A-F  
G. Course Description: Introductory course for students with no previous knowledge of ASL. Develops receptive and expressive signing skills in ASL for effective communication at the elementary level. Students gain understanding of basic cross-cultural perspectives. Course conducted in American Sign Language.

H. Status of course relative to degree or certificate programs:  
ASL A101 and ASL A102 are prerequisites for ASL A201, which is required for the B.A. degree in Languages with a secondary emphasis in American Sign Language.

I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Bachelor of Arts Languages/Humanities two-semester sequence.

J. Lab Fees: Yes  
K. Coordination: UAA Faculty List Serve  
L. Course Prerequisite: None  
M. Registration Restriction: None

III. Instructional Goals and Student Defined Outcomes

**Instructional Goals:** The instructor will:

- 1) Develop student receptive and expressive proficiency in ASL.
- 2) Develop student awareness of diverse cultural practices.

<b>Defined Student Outcomes</b> Students will be able to:	<b>Assessment Procedures</b>
Demonstrate elementary proficiency in sign reception in ASL: Comprehend words, phrases, and sentences pertaining to the most common features of daily life.	Tests
Demonstrate elementary proficiency in sign production in ASL: Communicate using memorized words, phrases, and expressions in order to function in basic and immediate contexts.	Interviews, presentations, and dialogues
Demonstrate cultural knowledge of topics addressed.	Tests

#### IV. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

#### V. Methods of Assessment:

A student's grade will be based upon individual performance in class-session preparedness and participation in ASL; sign reception and sign production assignments; presentations or evaluations; written quizzes and exams.

#### VI. Course-level Justification:

This class is appropriate at the 100-level because it (a) has no prerequisites, and (b) requires no previous knowledge of ASL.

#### VII. Course Outline:

##### A. Sign reception in ASL at the elementary level:

Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.

##### B. Sign production in ASL at the elementary level:

Communication using memorized words, phrases, and expressions in order to function in basic and immediate contexts.

##### C. Cultural knowledge of Deaf Communities:

Basic understanding and appreciation of cross-cultural perspectives as they relate to Deaf Communities.

#### VIII. Recommended Texts:

Humphries, T.L. *Learning American Sign Language*. New Jersey: Pearson, 2004.

-----. *Learning American Sign Language*. New Jersey: Pearson, 2004.  
(Companion DVD)

Padden, C. and T.L. Humphries. *Deaf in America: Voices From a Culture*. Boston: Harvard University Press, 1990.

## IX. Bibliography and Resources:

- Bean, John C. *Engaging Ideas. The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. San Francisco: Jossey-Bass, 2001.
- Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall, 1994.
- Chastain, Kenneth. *Developing Second-Language Skills. Theory and Practice*. San Diego: Harcourt, Brace, Jovanovich, 1988.
- Cook, Vivian, J. *Second Language Learning and Language Teaching*. London: Arnold, 2001.
- Gass, Susan and Larry Selinker. *Second Language Acquisition: An Introductory Course*. New Jersey: L. Erlbaum Associates, 2001.
- Johnson, Karen E. *Understanding Communication in Second Language Classrooms*. New York: Cambridge University Press, 1995.
- Kirk, Delaney J. *Taking Back the Classroom: Tips for the College Professor on Becoming a More Effective Teacher*. Iowa: Tiberius Publications, 2005.
- Krashen, Stephen. *Explorations in Language Acquisition and Use*. New Hampshire: Heinemann, 2003.
- *Principles and Practice in Second Language Acquisition*. New York: Pergamon, 1982.
- Lee, James and Bill VanPatten. *Making Communicative Language Teaching Happen*. New York: McGraw Hill, 2003.
- Lightbown, Patsy M. and Nina Spada. *How Languages are Learned*. Oxford: Oxford University Press, 2003.
- Lomicka, Lara and Jessamine Cooke-Plagwitz, eds. *The Heinle Professional Series in Language Instruction. Teaching with Technology*. Boston: Heinle, 2004.
- McKeachie, Wilbert J. *Teaching Tips. Strategies, Research, and Theory for College and University Teachers*. New York: Houghton Mifflin Company, 1999.
- Omaggio-Hadley, Alice. *Teaching Language in Context*. Boston: Heinle and Heinle Publishers, 1987.
- Prabhu, N. S. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press, 1987.
- Richards, Jack C. and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Oxford University Press, 2002.
- Saville-Troike, Muriel. *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press, 2006.
- VanPatten, Bill. *From Input to Output: A Teacher's Guide to Second Language Acquisition*. New York: McGraw Hill, 2003.





## Course Action Request

### University of Alaska Anchorage

#### Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College AS CAS		1b. Division AHUM Division of Humanities			1c. Department Languages	
2. Course Prefix ASL	3. Course Number A102	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 4	5b. Contact Hours (Lecture + Lab) (4+0)		
6. Complete Course Title Elementary American Sign Language II Elementary ASL II <small>Abbreviated Title for Transcript (30 character)</small>						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete				9. Repeat Status No    # of Repeats    N/A    Max Credits    N/A		
<i>If a change, mark appropriate boxes:</i> <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Credits <input checked="" type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
				11. Implementation Date <small>semester/year</small> From: Fall/2011                      To: 9999/9999		
				12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <span style="float: right;">Cross-Listed Coordination Signature</span>		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</small>						
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. B.A. Languages, Option II: Dual Languages		p.111	November 9, 2010		Judith Moore, Chair of Department of Languages	
2. Intermediate American Sign Language I		p.323	November 9, 2010		Dave Robertson, Coordinator, ASL	
3. Gen Ed Classification List: Tier 2		p.81	November 9, 2010		Sue Fallon, Chair, GERC	
Initiator Name (typed): <u>Patricia Fagan</u> Initiator Signed Initials: _____      Date: _____						
13b. Coordination Email      Date: <u>November 9, 2010</u> <small>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</small>			13c. Coordination with Library Liaison      Date: <u>November 9, 2010</u>			
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Continuation of introductory course. Further develops elementary receptive and expressive signing skills in ASL for effective communication. Enhances appreciation of cross-cultural perspectives. Course conducted in American Sign Language.						
16a. Course Prerequisite(s) ( <i>list prefix and number</i> ) ASL A101		16b. Test Score(s) N/A		16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) ( <i>non-codable</i> ) N/A				
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course			
19. Justification for Action An increase of 3 to 4 credit hours in order to create curricular and academic uniformity among all languages courses required for the B.A. in Languages, Option II (Dual Languages).						
Initiator (faculty only) _____ Date _____ <u>Patricia Fagan</u>				<input type="checkbox"/> Approved		
Initiator (TYPE NAME)				<input type="checkbox"/> Disapproved _____ Dean/Director of School/College _____ Date _____		
<input type="checkbox"/> Approved				<input type="checkbox"/> Approved _____ Undergraduate/Graduate Academic _____ Date _____		
<input type="checkbox"/> Disapproved _____ Department Chairperson _____ Date _____				<input type="checkbox"/> Disapproved _____ Board Chairperson _____		
<input type="checkbox"/> Approved				<input type="checkbox"/> Approved _____		
<input type="checkbox"/> Disapproved _____ Curriculum Committee Chairperson _____ Date _____				<input type="checkbox"/> Disapproved _____ Provost or Designee _____ Date _____		

**Course Being Changed: ASL A102**

<i><b>Impacted Program or Course</b></i>	<i><b>Type of Impact (course or program)</b></i>		<i><b>Catalog Page</b></i>	<i><b>Type/Date of Notification</b></i>	<i><b>Chair/Coordinator Contacted (not listerve)</b></i>
	<i><b>Course Impacts</b></i> <i>examples:</i> prerequisite, corequisite, recommended	<i><b>Program Impacts</b></i> <i>examples:</i> requirement, selective, program credit total			
Associate of Applied Science, Human Services	Additional Credit (3 to 4 credits)	Major Requirement: Disabilities Emphasis (program credit total)	151	e-mail/2/27/11	Genie Babb, Ph.D.

UNIVERSITY OF ALASKA ANCHORAGE  
DEPARTMENT OF LANGUAGES  
COURSE CONTENT GUIDE  
ASL A102  
Elementary American Sign Language II

I. Initiation Date: Fall 2011

II. Course Information:

A. College: College of Arts & Sciences  
B. Course Title: Elementary American Sign Language II  
C. Course Subject/Number: ASL A102  
D. Credit Hours: 4.0  
E. Contact Time: 4 + 0 hours per week  
F. Grading Information: A-F  
G. Course Description: Continuation of introductory course. Further develops elementary receptive and expressive signing skills in ASL for effective communication. Enhances appreciation of cross-cultural perspectives. Course conducted in American Sign Language.

H. Status of course relative to degree or certificate programs:  
ASL A101 and ASL A102 are prerequisites for ASL A201, which is required for the B.A. degree in Languages with a secondary emphasis in American Sign Language.

I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Bachelor of Arts Languages/Humanities two-semester sequence.

J. Lab Fees: Yes  
K. Coordination: UAA Faculty List Serve  
L. Course Prerequisite: ASL A101  
M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes

**Instructional Goals:** The instructor will:

- 1) Continue to develop student receptive and expressive signing skills in ASL.
- 2) Broaden student awareness of diverse cultural practices.

<b>Defined Student Outcomes</b> Students will be able to:	<b>Assessment Procedures</b>
Demonstrate elementary proficiency in sign reception in ASL: Comprehend words, phrases, and complete sentences built upon the vocabulary, grammar, and communicative functions acquired in ASL A101.	Tests
Demonstrate elementary proficiency in sign production in ASL: Communicate using memorized words, phrases, and expressions built upon the vocabulary, grammar, and communicative functions acquired in ASL A101.	Interviews, presentations, and dialogues
Demonstrate cultural knowledge of new topics addressed.	Tests

IV. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:

A student's grade will be based upon individual performance in class-session preparedness and participation in ASL; receptive and expressive assignments; presentations or evaluations; written quizzes and exams.

VI. Course-level Justification:

This class is appropriate at the 100-level because it requires one semester of previous study in ASL.

VII. Course Outline:

A. Sign reception in ASL at the elementary level:

Comprehension of words, phrases, and complete sentences building upon the vocabulary, grammar, and communicative functions of ASL A101.

B. Sign production in ASL at the elementary level:

Communication building upon the vocabulary, grammar, and communicative functions of ASL A101.

C. Cultural knowledge of Deaf Communities:

Enhanced appreciation of cross-cultural perspectives building upon topics addressed in ASL A101.

VIII. Recommended Texts:

Cartwright, B.E. *Fingerspelling in American Sign Language*. Virginia: RID, 2007.

Drolsbaugh, M. *Anything But Silent*. Pennsylvania: Handwave, 2004.

Humphries, T.L. *Learning American Sign Language*. New Jersey: Pearson, 2004.

----- *Learning American Sign Language*. New Jersey: Pearson, 2004.  
(Companion DVD)

IX. Bibliography and Resources:

- Bean, John C. *Engaging Ideas. The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. San Francisco: Jossey-Bass, 2001.
- Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall, 1994.
- Chastain, Kenneth. *Developing Second-Language Skills. Theory and Practice*. San Diego: Harcourt, Brace, Jovanovich, 1988.
- Cook, Vivian, J. *Second Language Learning and Language Teaching*. London: Arnold, 2001.
- Gass, Susan and Larry Selinker. *Second Language Acquisition: An Introductory Course*. New Jersey: L. Erlbaum Associates, 2001.
- Johnson, Karen E. *Understanding Communication in Second Language Classrooms*. New York: Cambridge University Press, 1995.
- Kirk, Delaney J. *Taking Back the Classroom: Tips for the College Professor on Becoming a More Effective Teacher*. Iowa: Tiberius Publications, 2005.
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- Lightbown, Patsy M. and Nina Spada. *How Languages are Learned*. Oxford: Oxford University Press, 2003.
- Lomicka, Lara and Jessamine Cooke-Plagwitz, eds. *The Heinle Professional Series in Language Instruction. Teaching with Technology*. Boston: Heinle, 2004.
- McKeachie, Wilbert J. *Teaching Tips. Strategies, Research, and Theory for College and University Teachers*. New York: Houghton Mifflin Company, 1999.
- Omaggio-Hadley, Alice. *Teaching Language in Context*. Boston: Heinle and Heinle Publishers, 1987.
- Prabhu, N. S. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press, 1987.
- Richards, Jack C. and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Oxford University Press, 2002.
- Saville-Troike, Muriel. *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press, 2006.
- VanPatten, Bill. *From Input to Output: A Teacher's Guide to Second Language Acquisition*. New York: McGraw Hill, 2003.



**Course Action Request**  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College AS CAS		1b. Division AHUM Division of Humanities		1c. Department Languages
2. Course Prefix ASL	3. Course Number A201	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 4	5b. Contact Hours (Lecture + Lab) (4+0)

6. Complete Course Title  
**Intermediate American Sign Language I**  
Intermediate ASL I  
Abbreviated Title for Transcript (30 character)

7. Type of Course       Academic     Preparatory/Development     Non-credit     CEU     Professional Development

8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <table style="width: 100%;"><tr><td><input type="checkbox"/> Prefix</td><td><input type="checkbox"/> Course Number</td></tr><tr><td><input checked="" type="checkbox"/> Credits</td><td><input checked="" type="checkbox"/> Contact Hours</td></tr><tr><td><input type="checkbox"/> Title</td><td><input type="checkbox"/> Repeat Status</td></tr><tr><td><input type="checkbox"/> Grading Basis</td><td><input type="checkbox"/> Cross-Listed/Stacked</td></tr><tr><td><input type="checkbox"/> Course Description</td><td><input type="checkbox"/> Course Prerequisites</td></tr><tr><td><input type="checkbox"/> Test Score Prerequisites</td><td><input type="checkbox"/> Co-requisites</td></tr><tr><td><input type="checkbox"/> Other Restrictions <input type="checkbox"/> Class    <input type="checkbox"/> Level <input type="checkbox"/> College    <input type="checkbox"/> Major</td><td><input type="checkbox"/> Registration Restrictions</td></tr></table> <input checked="" type="checkbox"/> Other CCG (please specify)	<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input checked="" type="checkbox"/> Credits	<input checked="" type="checkbox"/> Contact Hours	<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked	<input type="checkbox"/> Course Description	<input type="checkbox"/> Course Prerequisites	<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites	<input type="checkbox"/> Other Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major	<input type="checkbox"/> Registration Restrictions	9. Repeat Status No    # of Repeats N/A    Max Credits N/A 10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date    semester/year From: Fall/2011                To: 9999/9999 12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <span style="float: right;">Cross-Listed Coordination Signature</span>
<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number														
<input checked="" type="checkbox"/> Credits	<input checked="" type="checkbox"/> Contact Hours														
<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status														
<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked														
<input type="checkbox"/> Course Description	<input type="checkbox"/> Course Prerequisites														
<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites														
<input type="checkbox"/> Other Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major	<input type="checkbox"/> Registration Restrictions														

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.  
Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1. B.A. Languages, Option II: Dual Languages	p.111	November 9, 2010	Judith Moore, Chair of Department of Languages
2. Intermediate American Sign Language II	p.323	November 9, 2010	Dave Robertson, Coordinator, ASL
3. Gen Ed Classification List: Tier 2	p.81	November 9, 2010	Sue Fallon, Chair, GERC

Initiator Name (typed): Patricia Fagan      Initiator Signed Initials: \_\_\_\_\_      Date: \_\_\_\_\_

13b. Coordination Email      Date: <u>November 9, 2010</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )	13c. Coordination with Library Liaison      Date: <u>November 9, 2010</u>
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14. General Education Requirement       Oral Communication     Written Communication     Quantitative Skills     Humanities  
Mark appropriate box:                       Fine Arts                       Social Sciences                       Natural Sciences                       Integrative Capstone

15. Course Description (*suggested length 20 to 50 words*)  
Intermediate course for students with basic knowledge of ASL. Enhances receptive and expressive signing skills for effective communication at the intermediate level. Students critically examine diverse cultural perspectives. Course conducted in American Sign Language.

16a. Course Prerequisite(s) ( <i>list prefix and number</i> ) ASL A102	16b. Test Score(s) N/A	16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A
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16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level	16e. Registration Restriction(s) ( <i>non-codable</i> ) N/A
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17.  Mark if course has fees      18.  Mark if course is a selected topic course

19. Justification for Action  
An increase of 3 to 4 credit hours in order to create curricular and academic uniformity among all languages courses required for the B.A. in Languages, Option II (Dual Languages).

Initiator (faculty only) <b>Patricia Fagan</b> Initiator (TYPE NAME)	Approved <input type="checkbox"/> _____ Date _____ Disapproved <input type="checkbox"/> _____ Dean/Director of School/College _____ Date _____ Approved <input type="checkbox"/> _____ Date _____ Disapproved <input type="checkbox"/> _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____ Approved <input type="checkbox"/> _____ Date _____ Disapproved <input type="checkbox"/> _____ Provost or Designee _____ Date _____
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved      Department Chairperson _____ Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved      Curriculum Committee Chairperson _____ Date _____

**Course Being Changed: ASL A201**

<i><b>Impacted Program or Course</b></i>	<i><b>Type of Impact (course or program)</b></i>		<i><b>Catalog Page</b></i>	<i><b>Type/Date of Notification</b></i>	<i><b>Chair/Coordinator Contacted (not listerve)</b></i>
	<i><b>Course Impacts</b> <b>examples:</b> prerequisite, corequisite, recommended</i>	<i><b>Program Impacts</b> <b>examples:</b> requirement, selective, program credit total</i>			
Associate of Applied Science, Human Services	Additional Credit (3 to 4 credits)	Major Requirement: Disabilities Emphasis (program credit total)	151	e-mail/2/27/11	Genie Babb, Ph.D.

UNIVERSITY OF ALASKA ANCHORAGE  
DEPARTMENT OF LANGUAGES  
COURSE CONTENT GUIDE  
ASL A201  
Intermediate American Sign Language I

I. Initiation Date: Fall 2011

II. Course Information:

A. College: College of Arts & Sciences  
B. Course Title: Intermediate American Sign Language I  
C. Course Subject/Number: ASL A201  
D. Credit Hours: 4.0  
E. Contact Time: 4 + 0 hours per week  
F. Grading Information: A-F  
G. Course Description: Intermediate course for students with basic knowledge of ASL. Enhances receptive and expressive signing skills for effective communication at the intermediate level. Students critically examine diverse cultural perspectives. Course conducted in American Sign Language.

H. Status of course relative to degree or certificate programs:  
Required for B.A. degree in Languages with a secondary emphasis in American Sign Language.

I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Bachelor of Arts Languages/Humanities two-semester sequence.

J. Lab Fees: Yes  
K. Coordination: UAA Faculty List Serve  
L. Course Prerequisite: ASL A102  
M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes

**Instructional Goals:** The instructor will:

- 1) Enhance student receptive and expressive proficiency in ASL.
- 2) Identify the variety of ways in which cultural objects and belief systems of Deaf Communities acquire value and significance.



<b>Defined Student Outcomes</b> Students will be able to:	<b>Assessment Procedures</b>
Demonstrate intermediate proficiency in sign reception in ASL: Comprehend simple, yet connected discourse relating to generally predictable topics, personal environment, and social demands.	Tests
Demonstrate intermediate proficiency in sign production in ASL: Communicate to satisfy simple personal needs and social demands as well as narrate or describe basic information in major time frames. Expand upon the vocabulary, grammar, and communicative functions acquired in ASL A102.	Interviews, presentations, and dialogues
Demonstrate cultural knowledge of new topics addressed. Adopt critical perspectives for understanding diversity.	Tests

IV. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:

A student's grade will be based upon individual performance in class-session preparedness and participation in ASL; receptive and expressive assignments; presentations or evaluations; written quizzes and exams.

VI. Course-level Justification:

This class is appropriate at the 200-level because it requires two semesters of previous study in ASL.

VII. Course Outline:

A. Sign reception in ASL at the intermediate level:

Comprehension of simple, yet connected discourse relating to generally predictable topics, personal environment, and social demands. Expansion upon the vocabulary, grammar, and communicative functions of ASL A102.

B. Sign production in ASL at the intermediate level:

Communication to satisfy simple personal needs and social demands as well as narrate or describe basic information in major time frames. Expansion upon the vocabulary, grammar, communicative functions of ASL A102.

C. Cultural knowledge of Deaf Communities:

Critical examination of diverse cultural perspectives.

VIII. Recommended Texts:

Cartwright, B.E. *Numbering in American Sign Language*. Virginia: RID, 2002.

Padden, C. *Inside Deaf Culture*. Boston: Harvard University Press, 2006.  
Stewart, D. *American Sign Language the Easy Way*. New York: Barron, 2007.

IX. Bibliography and Resources:

- Bean, John C. *Engaging Ideas. The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. San Francisco: Jossey-Bass, 2001.
- Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall, 1994.
- Chastain, Kenneth. *Developing Second-Language Skills. Theory and Practice*. San Diego: Harcourt, Brace, Jovanovich, 1988.
- Cook, Vivian, J. *Second Language Learning and Language Teaching*. London: Arnold, 2001.
- Gass, Susan and Larry Selinker. *Second Language Acquisition: An Introductory Course*. New Jersey: L. Erlbaum Associates, 2001.
- Johnson, Karen E. *Understanding Communication in Second Language Classrooms*. New York: Cambridge University Press, 1995.
- Kirk, Delaney J. *Taking Back the Classroom: Tips for the College Professor on Becoming a More Effective Teacher*. Iowa: Tiberius Publications, 2005.
- Krashen, Stephen. *Explorations in Language Acquisition and Use*. New Hampshire: Heinemann, 2003.
- *Principles and Practice in Second Language Acquisition*. New York: Pergamon, 1982.
- Lee, James and Bill VanPatten. *Making Communicative Language Teaching Happen*. New York: McGraw Hill, 2003.
- Lightbown, Patsy M. and Nina Spada. *How Languages are Learned*. Oxford: Oxford University Press, 2003.
- Lomicka, Lara and Jessamine Cooke-Plagwitz, eds. *The Heinle Professional Series in Language Instruction. Teaching with Technology*. Boston: Heinle, 2004.
- McKeachie, Wilbert J. *Teaching Tips. Strategies, Research, and Theory for College and University Teachers*. New York: Houghton Mifflin Company, 1999.
- Omaggio-Hadley, Alice. *Teaching Language in Context*. Boston: Heinle and Heinle Publishers, 1987.
- Prabhu, N. S. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press, 1987.
- Richards, Jack C. and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Oxford University Press, 2002.
- Saville-Troike, Muriel. *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press, 2006.
- VanPatten, Bill. *From Input to Output: A Teacher's Guide to Second Language Acquisition*. New York: McGraw Hill, 2003.



**Course Action Request**  
**University of Alaska Anchorage**  
**Proposal to Initiate, Add, Change, or Delete a Course**

1a. School or College AS CAS		1b. Division AHUM Division of Humanities			1c. Department Languages	
2. Course Prefix ASL	3. Course Number A202	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 4		5b. Contact Hours (Lecture + Lab) (4+0)	
6. Complete Course Title Intermediate American Sign Language II Intermediate ASL II <small>Abbreviated Title for Transcript (30 character)</small>						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete  <i>If a change, mark appropriate boxes:</i>			9. Repeat Status No    # of Repeats    N/A    Max Credits    N/A			
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Credits <input checked="" type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG			
			11. Implementation Date    semester/year From: Fall/2011                      To: 9999/9999			
			12. <input type="checkbox"/> Cross Listed with _____  <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature			
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> .						
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>	<i>Chair/Coordinator Contacted</i>		
1. B.A. Languages, Option II: Dual Languages		p.111	November 9, 2010	Judith Moore, Chair of Department of Languages		
2. Gen Ed Classification List: Tier 2		p.81	November 9, 2010	Sue Fallon, Chair, GERC		
3.						
Initiator Name (typed): <u>Patricia Fagan</u> Initiator Signed Initials: _____                      Date: _____						
13b. Coordination Email                      Date: <u>November 9, 2010</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison                      Date: <u>November 9, 2010</u>			
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Continuation of first semester in intermediate ASL. Further develops receptive and expressive signing proficiency for effective communication and in preparation for advanced study of ASL. Students interpret diverse cultural perspectives. Course conducted in American Sign Language.						
16a. Course Prerequisite(s) ( <i>list prefix and number</i> ) ASL A201		16b. Test Score(s) N/A		16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16e. Registration Restriction(s) ( <i>non-codable</i> ) N/A			
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course			
19. Justification for Action An increase of 3 to 4 credit hours in order to create curricular and academic uniformity among all languages courses required for the B.A. in Languages, Option II (Dual Languages).						
Initiator (faculty only) _____ Date _____ <b>Patricia Fagan</b> Initiator (TYPE NAME)			<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved    Dean/Director of School/College _____ Date _____			
<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved    Department Chairperson _____ Date _____			<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved    Undergraduate/Graduate Academic Board Chairperson _____ Date _____			
<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved    Curriculum Committee Chairperson _____ Date _____			<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved    Provost or Designee _____ Date _____			

UNIVERSITY OF ALASKA ANCHORAGE  
DEPARTMENT OF LANGUAGES  
COURSE CONTENT GUIDE  
ASL A202  
Intermediate American Sign Language II

I. Initiation Date: Fall 2011

II. Course Information:

A. College: College of Arts & Sciences  
B. Course Title: Intermediate American Sign Language II  
C. Course Subject/Number: ASL A202  
D. Credit Hours: 4.0  
E. Contact Time: 4 + 0 hours per week  
F. Grading Information: A-F  
G. Course Description: Continuation of first semester in intermediate ASL. Further develops receptive and expressive signing proficiency for effective communication and in preparation for advanced study of ASL. Students interpret diverse cultural perspectives. Course conducted in American Sign Language.

H. Status of course relative to degree or certificate programs:  
Required for B.A. degree in Languages with a secondary emphasis in American Sign Language.

I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Bachelor of Arts Languages/Humanities two-semester sequence.

J. Lab Fees: Yes  
K. Coordination: UAA Faculty List Serve  
L. Course Prerequisite: ASL A201  
M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes

**Instructional Goals:** The instructor will:

- 1) Continue to advance student receptive and expressive signing skills in ASL.
- 2) Critically analyze the variety of ways in which cultural objects and belief systems of Deaf Communities acquire value and significance.
- 3) Provide tools with which students can interpret the values, customs, and institutions that differ from their own.

<b>Defined Student Outcomes</b> Students will be able to:	<b>Assessment Procedures</b>
Demonstrate intermediate proficiency in sign reception in ASL: Comprehend simple, yet sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in ASL A201.	Tests
Demonstrate intermediate proficiency in sign production in ASL: Communicate to satisfy personal needs and work/school demands or to convey information which is built upon the vocabulary, grammar, and communicative functions acquired in ASL A201.	Interviews, presentations, and dialogues
Demonstrate cultural knowledge of new topics addressed. Integrate this knowledge with previously acquired analytical skills for interpreting diverse perspectives and practices.	Tests

#### IV. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

#### V. Methods of Assessment:

A student's grade will be based upon individual performance in class-session preparedness and participation in ASL; receptive and expressive assignments; presentations or evaluations; written quizzes and exams.

#### VI. Course-level Justification:

This class is appropriate at the 200-level because it requires three semesters of previous study in ASL.

#### VII. Course Outline:

##### A. Receptive skills in ASL at the intermediate level:

Comprehension of simple, yet sustained discourse building upon the vocabulary, grammar, and communicative functions of ASL A201.

##### B. Expressive skills in ASL at the intermediate level:

Communication building upon the vocabulary, grammar, and communicative functions of ASL A201.

##### C. Cultural knowledge of Deaf Communities:

Interpretation of diverse cultural perspectives.

#### VIII. Recommended Texts:

Cartwright, B.E. *Numbering in American Sign Language*. Virginia: RID, 2002.

Drolsbaugh, M. *Deaf Again*. Pennsylvania: Handwave, 2005.

Stewart, D. *American Sign Language the Easy Way*. New York: Barron, 2007.

## IX. Bibliography and Resources:

- Bean, John C. *Engaging Ideas. The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. San Francisco: Jossey-Bass, 2001.
- Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall, 1994.
- Chastain, Kenneth. *Developing Second-Language Skills. Theory and Practice*. San Diego: Harcourt, Brace, Jovanovich, 1988.
- Cook, Vivian, J. *Second Language Learning and Language Teaching*. London: Arnold, 2001.
- Gass, Susan and Larry Selinker. *Second Language Acquisition: An Introductory Course*. New Jersey: L. Erlbaum Associates, 2001.
- Johnson, Karen E. *Understanding Communication in Second Language Classrooms*. New York: Cambridge University Press, 1995.
- Kirk, Delaney J. *Taking Back the Classroom: Tips for the College Professor on Becoming a More Effective Teacher*. Iowa: Tiberius Publications, 2005.
- Krashen, Stephen. *Explorations in Language Acquisition and Use*. New Hampshire: Heinemann, 2003.
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- Lightbown, Patsy M. and Nina Spada. *How Languages are Learned*. Oxford: Oxford University Press, 2003.
- Lomicka, Lara and Jessamine Cooke-Plagwitz, eds. *The Heinle Professional Series in Language Instruction. Teaching with Technology*. Boston: Heinle, 2004.
- McKeachie, Wilbert J. *Teaching Tips. Strategies, Research, and Theory for College and University Teachers*. New York: Houghton Mifflin Company, 1999.
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- VanPatten, Bill. *From Input to Output: A Teacher's Guide to Second Language Acquisition*. New York: McGraw Hill, 2003.

## Original GER Purge List for 2011-12 UAA Catalog

BANNER							
SUBJECT	COURSE	COLLEGE	COURSE	LAST TERM			
PREFIX	NUMBER	CODE	COURSE TITLE	EFFECTIVE	OFFERED	GER TYPE	COMMENTS
Code	Sbcrse Crse Number	Sbcrse College Code	Sbcrse Title	Sbcrky Term Code Start	Sbsect Term Code		
RUSS	A101E	AS	*Elementary Russian I	199702	200603	Humanities	
SPAN	A101E	AS	*Elementary Spanish I	199702	200703	Humanities	
SPAN	A102E	AS	*Elementary Spanish II	199702	200701	Humanities	
SPAN	A201E	AS	*Intermediate Spanish I	199702	200703	Humanities	
HUM	A250	AS	*Myths & Contemporary Culture	199702	200501	Humanities	
HNRS	A490	HC	*Senior Honors Seminar	199703	200803	Integrative Capstone	