Considerations and Guiding Questions for <u>Submitting Institutions</u>

ASL Beginning and Intermediate Courses

Introduction

The purpose of this document is to help you think through how to revise your beginning and intermediate ASL courses to ensure that students meet the endorsed learning outcomes of the University System of Ohio. Rather than an input mentality, (e.g., qualifications of faculty, number of chapters covered), the paradigm has shifted to what students should be able to do with what they know.

To gain equivalency for your courses through a statewide faculty review process, all essential learning outcomes must be satisfactorily met.

In preparation for the task of rethinking your first four ASL courses to gain course equivalency approval at the statewide level, please familiarize yourself with the endorsed learning outcomes and course alignment guides for beginning and intermediate ASL courses, posted at this link. Once you have done so, think about your responses to the considerations and guiding questions that follow below. These will help you and your department colleagues address the learning outcomes in a student performance mindset.

Considerations and Guiding Questions

As you progress from Beginning Course I through the other courses, a similar pattern should emerge, although the time spent on each of the modes and the nature of tasks may change as students gain more linguistic abilities. For example, there could be more student-led discussions and peer review of presentations in the Intermediate courses, whereas guided discussions and presentations may be more the norm in beginning courses.

In classroom-instructed language learning, it is helpful to think about a continuum from skill-getting to skill-using for each new concept. While we as faculty may be focused on forms, vocabulary, and grammar, it is imperative that students combine these elements to accomplish real-world tasks. The alignment guides provide many concrete examples of how students' functional ability should grow as they communicate about and demonstrate understanding of more and more topics, themes, and contexts. Therefore, the learning outcome descriptions in each submission (you are going to work with your institutional Transfer Assurance Guide coordinator in order to complete the electronic submission form, Course Equivalency Management System) need to clearly explain the nature of assessments and learning experiences that allow students to demonstrate that they can do something with what they have learned.

There are two heuristics in education that provide useful lenses for the task of aligning courses to the endorsed learning outcomes. The first is an equation that reads "curriculum=assessment + instruction." The endorsed learning outcomes undergird the curriculum side of the equation. Careful consideration must be given to both the assessments you outline and the nature of learning experiences. For example, if addressing the Interpersonal learning outcomes, we should see

assessments, such as impromptu role playing or conversations, and learning activities that might include pair and small-group work or videoconferencing as these align with the functions of the learning outcomes. These balance the equation.

The second heuristic is a framework you may already be familiar with, known as, "understanding by design" and includes "backward planning" (Wiggins and McTigh). It is nearly impossible to botch the equation "curriculum=assessment + instruction" if one follows the three-step backward design planning process.

1. Identify desired results,
2. Determine acceptable evidence, and
3. Plan learning experiences and choose resources.

For course equivalency review purposes, we should see evidence that your program has given thoughtful consideration to such steps in course planning. The following descriptions and questions should guide you to do just that.

1. **Identify desired results**

   Done! These are the learning outcomes, although it is very useful to add specifics for each course.

   Specifically what will learners be able to do (e.g., meet and greet people, compare favorite leisure activities) after each course? Refer to the alignment guides and your course core learning materials (e.g., textbooks, course packets, online resources) for topics, themes, and contexts.

2. **Determine acceptable evidence**

   How will students demonstrate that they are able to communicate in culturally appropriate ways, both interpersonally and presentationally, at the targeted performance level as defined in the learning outcomes? How, too, will they demonstrate understanding of viewing texts at the targeted performance level as defined in the learning outcomes?

   - What evidence will you seek to ensure that students can meet course expectations?
     - Tasks and formative assessments
     - Summative assessments/projects
       It is useful to remember that all summative-type assessments do not have to occur during exam week.
   - There should be a close correlation between the amount of time your program reports addressing each learning outcome and the assessments you employ.
     - Think about if students will spend equal time, say, on the Presentational mode as they do on the Interpretive and Interpersonal in beginning courses. Probably not.
     - Will the time spent equal out a bit as students enter the second intermediate course? Probably so, as they will have more to present about by then.

- While part of students' grades might be based on discrete-point items (e.g., fill-in-the-blank, multiple choice, true/false), what other types of items, tasks, and projects should you include that enable students to demonstrate that they can meet the learning outcomes (e.g., guided presentations with specific purposes and audiences, free responses to questions, impromptu dialogues likely to occur in real life based on role-playing cards, multimedia presentations of autobiographical or cultural nature)?
- Integrated Performance Assessments (ACTFL) reflect how people use language in real life. For example, one might scan a website for signed movie trailers (Interpretive); invite a friend or family member to a show, negotiating genre and the best time to get together given other commitments (Interpersonal); and then post some sort of reaction on social media (Presentational). Subsequent comments to posts could also occur (Interpersonal).
- Part of determining acceptable evidence also involves rating that evidence. The learning outcomes specify "how well" students should perform as they move from course to course. See Appendix A.

The chart, combined with other desired criteria, such as fluency or accuracy, enables you as faculty to develop appropriate rubrics to rate evidence.

3. **Plan learning experiences and choose materials**

Once your program determines what students should be able to do (identify outcomes) and how you are going to measure if students can do it (determine acceptable evidence), it is time to think about learning experiences, materials, and specifically what students need to know to produce and understand language. Remember that "how well" is already spelled out in the learning outcomes.

- What major learning experiences will you include in your courses that enable students to function at the targeted performance level around identified themes, topics, and contexts (e.g., extracting key facts or opinions from simple, authentic texts to apply elsewhere; interacting with partners or in groups to complete a simple task; preparing short, multimedia presentations through a multiple-draft process)?
  - Consider how to encourage students to produce language in culturally appropriate ways using the targeted range of topics/contexts, text types, and level of detail.
  - Consider how to encourage students to interpret texts with knowledge and understanding of products, practices, and perspectives of Deaf culture.
  - See Appendix B for concrete examples of learning experiences aligned to each of the modes. Please note that this level of specificity is not necessary in your submission in the Course Equivalency Management System (CEMS).
- As a submitter, what sort of description will you provide that distinguishes the first learning outcome from the second in each mode ("also working toward")? In fact, this second learning outcome targets the first learning outcome of the next course.

- What learning experiences will push students to produce language in more culturally appropriate ways and to demonstrate comprehension of texts with more knowledge of products, practices, and perspectives at the next higher level of proficiency?
  - How will you ensure that students are expanding their range of topics/contexts, text types, and level of detail?
  - How will you ensure that students are interpreting texts through more of Deaf culture mindset?
- You may wish to describe here that many of the same types of learning experiences and assessments will be employed, but that your target will change to address the text type students can produce, the level of detail they can understand, and the variety of topics they can handle.
- There should be evidence that your program has thought about specific forms, vocabulary, and grammar that students need to know in order to meet the functional objectives of the course learning outcomes at the targeted performance level. Unlike in the past, they do not need to know every tense, form, or sentence pattern by the end of four semesters. This has not worked and led to students saying "I took three semesters of ASL and all I can say is "hello."

Below are additional questions to ponder as you redesign your courses:

- Is there inclusion of the 5 Cs (communication, cultures, connections, comparisons, and communities)?

  - Do evidence and learning experiences allow for the integration of language, culture, and content?

  - Do evidence and learning experiences encourage students to use and understand language both within and beyond the instructional delivery setting?

- Are evidence and learning experiences appropriate for the performance level and mode of the learning outcome?

- Are the materials and resources appropriate for the learning outcomes?

  - Has an effort been made to incorporate authentic texts and materials?

NOVICE-LOW
Topics/Contexts: A few very familiar topics and highly practiced situations
Text types students can produce: Words, phrases, and short, highly practiced sentences; very simple presentations using highly practiced words, phrases, sentences, and expressions.
Level of detail students can understand: Main idea; a very few details, and idiomatic and formulaic expressions.
Cultural appropriateness: A few gestures and formulaic expressions in highly practiced applications, emerging awareness of the most obvious cultural differences or prohibitions.

NOVICE-MID
Topics/Context: Very familiar topics and highly practiced situations
Text types students can produce: Contextualized words, phrases, a few common idiomatic expressions, and simple sentences in highly practiced situations; very simple exchanges; make simple presentations using phrases and sentences that they have practiced.
Level of detail students can understand: Main idea and a few details, and idiomatic and formulaic expressions in simple, short, and highly predictable texts with or without visual support (e.g., photos, charts).
Cultural appropriateness: May use culturally appropriate gestures and formulaic expressions in highly practiced applications and may show awareness of the most obvious cultural differences or prohibitions. Use students' own cultural background to derive meaning from texts.

NOVICE-HIGH
Topics/Context: Familiar topics and highly practiced situations
Text types students can produce: Evidence of the ability to create with language in various timeframes using contextualized words, phrases, common idiomatic expressions, and sentences; can sometimes create with language to make simple presentations using phrases and sentences.
Level of detail students can understand: Main idea and some details, and idiomatic and formulaic expressions.
Cultural appropriateness: Handle short, social interactions in culturally appropriate ways; use culturally appropriate gestures and formulaic expressions; show awareness of the most obvious cultural differences or prohibitions.

INTERMEDIATE-LOW
Topics/Context: Greater variety of familiar topics and practiced situations.
Text types students can produce: Create with language in various timeframes to

initiate, maintain, and end conversations using contextualized words, phrases, sentences, and series of sentences; continue to build their repertoire of common idiomatic expressions; can create with language in various timeframes to make simple presentations using phrases and sentences.

Level of detail students can understand: Main idea; many details and idiomatic expressions, with or without visual support.

Cultural appropriateness: Handle short, social interactions in culturally appropriate ways; recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and can conform to cultural behaviors in familiar situations; show evidence of increasing knowledge of Deaf culture to interpret texts; use some culturally appropriate vocabulary, expressions, and gestures, and their presentations reflect some knowledge of cultural differences related to signed communication.

INTERMEDIATE-MID

Topics/Context: Wide variety of familiar topics and situations.

Text types students can produce: Can create with language in various timeframes to initiate, maintain, and end conversations using contextualized words, phrases, sentences, series of sentences, and connected sentences; continue to build their repertoire of idiomatic expressions; make presentations using sentences, series of sentences, and connecting sentences in a logical sequence.

Level of detail students can understand: Main idea and many details and idiomatic expressions, with or without visual support.

Cultural appropriateness: Handle short, social transactions in culturally appropriate ways; recognize and use some culturally appropriate vocabulary, expressions, and gestures and can conform to cultural behaviors; use their increasing knowledge of Deaf culture to interpret texts; use some culturally appropriate vocabulary, expressions, and gestures, and their presentations reflect some knowledge of cultural differences related to signed communication.

INTERMEDIATE-HIGH

Topics/Context: Wide selection of familiar topics and situations, sometimes even when there is a simple complication.

Text types students can produce: Participate in conversations in various timeframes with ease and confidence; create with language in various timeframes to make presentations using sentences, series of sentences, and connecting sentences in a logical sequence.

Level of detail students can understand: Main idea, most details and idiomatic expressions; demonstrate understanding of stories and descriptions of some length in various timeframes, even when something unexpected occurs.

Cultural appropriateness: Handle social interactions in culturally appropriate ways.

Interpersonal Communication: Students initiate and sustain meaningful signed, face-to-face or virtual communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways with users of the target language. Students actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.

Beginning I	Sample Contexts, Tasks, and Topics	Sample learning experiences and evidence
Students can engage in very simple exchanges in culturally appropriate ways on very familiar topics using contextualized words, phrases, a few common idiomatic expressions, and simple sentences in highly practiced situations. a. Functional ability includes: • listing, naming, and identifying; • stating what people, places, and things are like with a few details; and • asking and answering highly predictable, formulaic questions. b. Students use culturally appropriate hand, facial, and body gestures and formulaic expressions in highly practiced applications and may show awareness of the most obvious cultural differences or prohibitions.	Students can greet and leave people and introduce themselves and others in culturally appropriate ways.	**MEET AND GREET**. In small groups students have a conversation in which they greet, introduce each other, exchange another bit of information (e.g., where they are from, how they feel), and take leave appropriately.
	Students can ask and answer simple questions about people, places, things, and very familiar topics (e.g., course content they have learned, time and place of an event).	**ADVISOR MEETING.** Students exchange information with their "advisor" virtually (via videoconference or e-mail) about what they want to do for the present school term. They respond to questions to plan their schedule (e.g., mention preferred courses/times).
	Students can list items they have, like, dislike, or need (e.g., I have a cat, a dog, and a gerbil. We need books, pencils, and a calculator.).	**IN THE BOOKSTORE.** Students take turns exchanging information about the different materials, textbooks, electronic devices that they need to purchase for their academic year.
	Students can communicate basic information about themselves and others on topics related to everyday living (e.g., name, family members, where someone lives, what courses they are taking and when).	**CAMPUS ORIENTATION.** In a simulated orientation, small groups take turns introducing themselves, mentioning their academic interests (major/minor), and describing some of the courses they are taking.

Interpretive Viewing: Students demonstrate comprehension of the main idea and relevant details in a variety of live and recorded texts ranging from messages, song lyrics, personal anecdotes, narratives, lectures, and presentations to films, plays, videos, and information from other media sources. By using a variety of viewing strategies, students are able to glean meaning beyond the literal and understand the cultural mindset of text creators. Students reinforce and expand their knowledge across disciplines and cultures as they acquire information and distinctive viewpoints from a variety of texts and media.

Students can demonstrate understanding of the main idea, as well as a few details, and idiomatic and formulaic expressions, in a variety of texts and media. a. Students can use key words and phrases to understand very simple texts and media on very familiar topics, with or without additional visual support, such as photos or objects. b. Students begin to use context cues for basic comprehension. c. Students use their own cultural background to derive meaning from texts and media.	Students can demonstrate understanding of signers greeting, introducing each other, telling where they are from, and saying good-bye.	**INFORMAL GET -TOGETHER.** Students observe brief conversations at an informal meeting or party and are able to understand where the speakers are from and a few other details about the speakers.
	Students can demonstrate understanding of simple conversations (e.g., family introductions, relationships, careers/jobs, where they live; academic courses, times offered, simple descriptions of instructors; daily activities, where they take place, when, and who participants are).	**NEXT TERM'S SCHEDULE.** Students witness a conversation between an advisor and his/her advisee discussing next semester's schedule. They pick out the gist of the conversation and a few details (e.g., when and where courses are offered, the general material covered, who is teaching the courses).
	Students can demonstrate understanding of simple discussions (e.g., parties, meetings, sports, leisure time activities and determine when and where the events occur and who the participants are).	**MAKING PLANS WITH FRIENDS.** Students view an exchange between two friends making plans to go to the movies. They get the gist and a few details (e.g., what movie they want to see, where and when they will meet, if there are plans to do anything afterwards).
	Students can identify the main idea and a few details in simple, short excerpts of conversations, narratives, and other texts and media on very familiar topics from a variety of sources.	**POPULAR MEDIA.** Students watch short, carefully selected video or TV clips on familiar topics and identify the overall gist and a few details of the message.

Presentational Signing: Students give live or recorded presentations to diverse audiences for varied purposes using information, concepts, ideas, and viewpoints on a variety of topics, sometimes supported by props, pictures, realia (objects from everyday life used in instruction), or media. Students demonstrate linguistic and cultural competence through academic endeavors, creative undertakings, and artistic expressions. Students incorporate their understanding of American Deaf culture into presentations in a manner that facilitates comprehension where no direct opportunity for interaction between the presenter and audience exists.

Students can make very simple presentations about themselves and some other very familiar topics using a variety of highly practiced words, phrases, sentences, and expressions. a. Functional ability includes: • introducing, telling, and listing; • expressing likes and dislikes; and • stating what people, places, and things are like with a few details. b. Students may use highly practiced, culturally appropriate hand, facial, and body gestures and formulaic expressions during their presentations.	Students can present very simple information about themselves and others (e.g., hearing status, looks, personality; class schedule, weekend activities; likes and dislikes, such as sports, foods, beverages).	**SOCIAL MEDIA.** Students prepare information to upload a video to a social media page. They provide basic information about themselves (e.g., activities they like and do not like to do, where they live and study), and any other information they wish to provide.
	Students can present basic information about familiar places and things (e.g., home, school, workplace, room, office, community, town, state, country).	**PUT OUT THE WELCOME MAT**. Students select their hometown or favorite city and make a short presentation that includes highlights of that community and some of the most popular activities, cultural or sporting events that occur during a selected season of the year.
	Students can present basic information about something they have learned (e.g., holiday celebrations; places on a map; animals, foods, historical figures, sports).	**HOW WE CELEBRATE.** Students give a brief presentation about a traditional holiday or event that is celebrated in their family. They mention when and where the event takes place, what types of rituals occur, what food is served and who attends.
	Students can present very simple song lyrics, skits, or dramatizations (e.g., children's stories, proverbs, poems, or nursery rhymes; skits, dialogs, or speeches).	**ASL POETRY.** Students find short nursery rhymes or Haiku poetry, read their selections in small groups, and choose the best presenter to represent their group in a class "run off." In Haiku poetry, line one has 5 syllables, line 2 has 7 syllables, and line three has 5 syllables. This may be modified further to include words that define, describe, or evoke action or emotions. [http://www.poets.org/poetsorg/text/poetic-form- haiku].