

Beginning I Course (American Sign Language) Sample Submission Template – Kent State University ASL 19201

Below is a sample TAG submission template that may assist in your preparation for a submission. However, please note that the faculty who submitted provided additional comments below for improving his submission for other TAG course submissions. The ASL TAG Panel and the submitter agreed that the submission is not perfect; however, additional information would make it a much stronger submission. Please use the comments and narratives/evidence of student learning provided below and a sample syllabus to compare how the submission makes sense as a whole.

Kent State University Submitter Comments:

I would begin by saying that an improvement on this would be to include two or three sample assessments— a rubric for a presentation, a sample midterm or final exam and perhaps a quiz, for example.

In order to make the submission more readable, I would provide sample assessments specifically for the sample activities that I listed in the narrative under each mode. In that way the panel can follow the process from activity— and its connection to the learning outcome(s), through the syllabus and how I assess whether or not the learning outcome was achieved. As for the class schedule, Kent State University used it as a starting point, which the individual faculty members could fill out more fully. A better example might have some additional details, but I felt that it wouldn't be generic enough to be representative of all our Beginning I courses. And we don't list in-class activities on our syllabus since they vary based on individual class "personality", teacher strengths, teachable moments etc.

Here's how I visualize it for our future submissions:

Interpersonal Communication Mode - sample activity 1 + learning outcomes expected, sample activity 2 + learning outcomes expected/assessment 1

Interpretive Viewing Mode - sample activity 1 + learning outcomes expected, sample activity 2 + learning outcomes expected /assessment 2

Presentational Signing Mode - sample activity 1 + learning outcomes expected, sample activity 2 + learning outcomes expected/assessment 3

Syllabus with:

- 1) The activities, assignments and/or assessments from above highlighted*
- 2) Clarification of which language is being used or expected if the explanation is not clear, i.e. students will submit a summary in ASL or students will submit a summary in English.*

The bottom line is that the panel would like to see that the institution is providing a (target) language-rich environment that is pedagogically sound, which moves students toward the expected outcomes, and that we have "best practice" ways to measure achievement of those goals.

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.

TAG Learning Outcome (asterisk means required)	Your Students' Learning Experiences and Evidence to Meet the TAG Learning Outcome	Percentage on Learning Outcome
<p>*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.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> • listing, naming, and identifying; • stating what people, places, and things are like with a few details; and • asking and answering highly predictable, formulaic questions. <p>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.</p>	<p><i>Students engage in a variety of conversations, at times with the instructor, but primarily in pairs and in small groups. The exchanges include greeting and leaving, personal introductions (e.g. where they are from, hearing status/community connection, family details, basic depiction and descriptions of people, and formulaic likes and dislikes (food, celebrities, their studies or hobbies). Topics are mostly based on the text but instructors may capitalize on current events and hot topics as well. One example of a situation to prompt the dialog is: You are sitting in a coffee shop. You notice the desktop picture on the other person's computer/table/phone. Students will: 1. Greet the person by introducing yourself. (asking and answering highly formulaic questions) 2. Offer a compliment about the picture. (stating what people, places, things are like) 3. Ask for more information about the place, when it was visited and the people in the photograph. (listing, identifying) Sample dialogs are first modeled by the instructor then students are selected at random to practice live during class. Feedback is given, after which the class is divided into pairs or groups to practice. The dialogs increase in complexity throughout the course, beginning with simple introductions, greetings and leave taking and near the end of the course students will be able to tell about others' families, describe places and things, list things and be able to understand and follow basic cultural norms. Interview assignments are live, impromptu interactions with members of the deaf community. Students ask basic questions of the interviewee regarding things like: their name, where they live and where they grew up, school attended, family size, number of hearing and deaf members of their family, type, size and look of home, pets, favorite colors, and food and activity likes and dislikes. Cultural information, differences and prohibitions are described in the text and modeled throughout the course. The general prohibition of switching hand dominance is discussed</i></p>	<p>30%</p>

	<i>on page 10 of the student textbook, for example. Corrections to this are made during the course. Rules for the use of fingerspelling are listed in the text as well. Written assessments include questions about cultural norms. In addition, midterm and final exams include an interpretive viewing component and a presentational component.</i>	
Students are also working towards exchanging information about familiar topics, sometimes supported by highly practiced language, and handling short, social interactions in culturally appropriate ways in everyday situations by asking and answering basic questions.	<i>The course requires students to attend the ASL lab a minimum of three times (for a total of three hours) per semester. The lab conducts informal conversation hours, targeted topics for review and/or tutoring and is staffed primarily by deaf adult mentors and deaf student tutors. There is a strict “no voice” policy in the lab. This means that ASL students will be exposed to impromptu situations where they will need to engage with other more advanced signers and ask and answer basic questions such as who their instructor is, which class they are in, what they would like to work on and other everyday exchanges.</i>	10%
<p>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.</p>		
TAG Learning Outcome (asterisk means required)	Your Students’ Learning Experiences and Evidence to Meet the TAG Learning Outcome	Percentage on Learning Outcome

<p>*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.</p> <ol style="list-style-type: none"> a. Students can use keywords 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. 	<p><i>Students view a variety of video media inside and outside of the classroom. They are asked to answer comprehension questions about the texts. In some activities they are asked to summarize or paraphrase the video. In order to be successful at the task students will need to identify key words, grammatical and emotive facial expression cues, and main ideas, in order to get the gist of these video texts. The activity is modeled during the first weeks of class as the instructor shows videos in class and guides the class with strategies for understanding. One activity includes the instructor showing the class a set of keys and explaining what each one is for (with visual support, such as photos or objects). Students are encouraged to ask questions when they do not understand. (using context cues for basic comprehension). General examples of video texts are: open source vlogs, in-house produced, open source or commercially available stories. One of the video sources is the student workbook video. Comprehension is checked by either instructor generated questions or comprehension questions taken directly from the student workbook. In the case of vlogs and other narratives the instructor either prepares a comprehension check handout or asks for a summary of the video or an opinion about the video. The vlogs are selected in part because they contain culturally appropriate and content relevant to the deaf community e.g., the need for streaming video services to provide captioned content, employment concerns, ASL poems, political events, community news sharing, story telling, personal narratives etc (using their own cultural background to derive meaning from texts and media).</i></p>	<p>25%</p>
<p>Students are also working towards demonstrating understanding of the main idea and some details in a variety of texts and media on familiar topics.</p>	<p><i>Resource lists of level-appropriate online videos are shared with students who wish to have additional practice at comprehending narratives beyond what is typically covered by the course.</i></p>	<p>5%</p>

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.

TAG Learning Outcome (asterisk means required)	Your Students' Learning Experiences and Evidence to Meet the TAG Learning Outcome	Percentage on Learning Outcome
<p>*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.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> • introducing, telling, and listing; • expressing likes and dislikes; and • stating what people, places, and things are like with a few details. <p>b. Students may use highly practiced, culturally appropriate hand, facial, and body gestures and formulaic expressions during their presentations.</p>	<p><i>In one classroom activity students introduce classmates, give details about family and talk about basic future plans (introducing, telling and listing). Students give live or recorded presentations in pairs or as an individual explaining basic likes and dislikes [using formulaic comparison/contrast structure, basic use of referential space (mental space blends), as well as fundamental grammatical, depictive (mouth gestures) and emotive facial expression.] Another example of this type of activity is the following: Students choose a familiar television, movie or book character and present a short 4-5 minute biography of the character. They will include an introduction, a basic physical description, and details including occupation, or hobbies. Progress monitoring is an activity in which students prepare a short presentation about a visual prompt (in most cases this is a comic). The same prompt is used at the onset and near the end of the course. Students are asked to develop a short narrative that relates to the pictures which showcases their knowledge of the ASL. This open-ended task is designed to elicit expressive language and to bring awareness to how much the student has learned during the course. Midterm and final exams include presentational signing and interpretive viewing modes. On the final exam the presentational component asks the student to prepare a narrative introducing a fictional family, highlighting a few members' likes and dislikes, and giving some details about places.</i></p>	30%
Students are also working towards making simple presentations on familiar topics using phrases and	N/A	N/A

sentences that they have practiced.		
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