**Queens College CUNY**

Proposal for a General Education

COLLEGE OPTION LANGUAGE Course

Please use one form per course proposal.

Instructions:

1. Please save this document with the following file name:

 <discipline>\_<number>\_Proposal.doc for example: Spanish\_111\_Proposal.doc

2. Please provide a sample syllabus (using the provided template) with the following file name:

 <discipline>\_<number>\_Syllabus.doc for example: Spanish\_111\_Syllabus.doc

3. Send the proposal and the syllabus as an email attachment to the Academic Senate Administrative Coordinator, Brenda Salas (brenda.salas@qc.cuny.edu) and she will forward it to the UCC.

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| **Name and Email of Primary Contact** | Michael Newman michael.newman@qc.cuny.edu |
| **Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)** | ASL 111 |
| **Course Title** | American Sign Language 1 |
| **Department(s)** | LCD |
| **Discipline** | ASL | **Credits:**  | **4** | **Contact Hours** | 4 |
| **Pre-requisites (if none, enter N/A)** | N/A |
| **Co-requisites (if none, enter N/A)** | N/A |
| **Catalogue Description** | Introduction of the fundamentals of American Sign Language (ASL) as used by the Deaf community, including vocabulary, syntax, grammar, semantics, and language in use. Students will be exposed to Deaf Culture in the U.S. and elsewhere, and learn about Deaf history. The course focuses on the development of language and communication competencies. |
| **For What majors, if any, does this course satisfy a requirement?** | none |
| **Note any interdisciplinary programs (e.g., *Africana Studies, Women & Gender Studies, etc.)*  for which this course may satisfy a requirement.** | none |
| **If this course is regularly co-listed, please indicate the course(s) here, and whether the other course(s) meet general education requirements.** | none |
| **Sample Syllabus**  | Syllabus Template Follows this form |
| **Indicate the status of this course being nominated:**[x]  current course [ ]  revision of current course [ ]  a new course being proposed**Check below if applicable:**[ ]  This is a Capstone Course [ ]  This is a Synthesis course [ ]  This is already a “W” course [ ]  Seeking “W” designation |

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| **Learning Outcomes**In the *left column* explain the course assignments and activities that will address the learning outcomes in the right column. |
| **­­****A. All Queens College Language courses** Queens College Option Language courses must meet all the learning outcomes in the right column. A student will:  |
| In second language teaching in general is presented and acquired using communicative methodologies. These methods are based on active learning principles in which target structures are presented and practiced in realistic communication scenarios. Correction is quite limited and as natural as possible. In the case of ASL, of course the language is visual not aural. Consequently, data is presented silently in person, in zoom, and on videos.  | Address how, in the discipline (or disciplines) of the course, data and evidence are construed and knowledge is acquired; that is, how questions are asked and answered. |
| ASL acquisition is a form of second language acquisition. However, it also forms a nexus with disability studies, and cultural interaction due to the special situation of Deaf culture.  | Position the discipline(s) in the liberal arts curriculum and the larger society |
| Second language acquisition in ASL, students learn the language of language: concepts such as nouns, verbs, adjectives, etc. More importantly they learn how they function differently than in English or other spoken languages. They understand communicative practices specific to the Deaf community (e.g., ways of getting attention) | Understand and use the concepts and methods of a discipline or interdisciplinary field |
| Instructor in person or via Zoom, videos, written textbooks, and practice with other students. This course makes use of Edpuzzle and Go React as special learning tools  | Gather, interpret and assess information from various sources, and evaluate arguments critically |
| The method emphasizes successful communication over notions of correctness. It also has an important cultural component through reading and written interaction. Oral English interaction is discouraged.  | Solve problems, support conclusions, or defend insights. |
| **B. QC College Option Language Courses**Queens College Option LANG courses must meet two of the learning outcomes in the right column. A student will:  |
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| Students will be able to differentiate between visual and oral languages, observe how the grammatical structure of ASL is quite different than English.  | Differentiate types of language and appreciate their structures. |
|  | Appreciate what is lost or gained in translations among languages. |
| Students will appreciate how ASL is central to the identity of the Deaf community, how it was created by Deaf people, and how Deaf people have often been the subject of attempts to eliminate signed languages as part of misguided efforts to make them as “normal” as possible.  | Relate language, thought, and culture. |
|  | Compare natural languages, formal languages, and logic. |
| As second language learners, students will experience the process of learning a new language. They will reflect on what helped and hindered them. They will understand the challenges of communication and the joy of when it worked.  | Understand the processes involved in learning languages. |