Goals

G 1: Critical Thinking through Linguistic Analysis
Students taking American Sign Language I will develop critical thinking processing through linguistic analysis of ASL grammar. Rationale: The difference between linguistic performance and linguistic comprehension is the user’s knowledge of the rules for making sentences. To develop language proficiency, students must learn not only to use the language but also to incorporate the appropriate syntax into their communication.

G 2: Effective Communication in a Signing Environment
Students will self-analyze their ability to negotiate effectively in a signing environment.

G 3: Teamwork and socialization
Students will work effectively in small groups or pairs to produce language constructs.

G 4: Personal Responsibility for Language Learning
To develop language fluency, students will participate in informal out-of-class language interaction.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Critical Thinking through Linguistic Analysis
ASL I students will analyze simple linguistic structures, make comparisons between English and American Sign Language, and utilize those structures effectively during classroom instruction and related projects. Rationale: The qualitative feedback provides comments on linguistic structures demonstrated during the class and suggests areas for improvement.

Relevant Associations:
- Standard Associations
  - New Core Component Areas
    - 9.3 CAO Language, Philosophy & Culture
  - New Core Objectives
    - 1 Critical Thinking (CT)

General Education/Core Curriculum Associations
- 3 Communication: Students will develop written and oral presentations that are clear, precise, organized, efficient and appropriately adapted to audience and purpose.

Strategic Plan Associations
Lamar University
- 14.1 To offer undergraduate and selected graduate educational experiences of excellence, both curricular and co-curricular, which engage students with faculty and staff to meet their diverse needs. (Recruitment, retention, financial support, distance education, curriculum, academic excellence, student engagement, communication, and student life)

Related Measures

M 1: Critical Thinking through Linguistic Analysis
In ASL I, students are introduced to the phonology (linguistic parameters – handshape, palm orientation, movement, location/placement and non-manual markers), morphology (signs) and basic syntactic structures (time/topic/comment, economy of motion, object/subject/verb, etc.) of sign language. While informal evaluation is conducted daily, formal evaluation of students’ use of linguistic structures will be evaluated through expressive story telling. The Signing Naturally curriculum (Smith, Lenz & Mikos, 2008) utilizes a Storytelling Evaluation Sheet which allows the instructor to provide quantitative and qualitative feedback as performance measures. Scoring ranges from 0-4 for each component criteria (4 = very good, 3 = good, 2 = adequate, 1 = needs work, and 0 = missing). Rationale: The qualitative feedback provides comments on linguistic structures demonstrated during the presentation and areas for improvement.

Source of Evidence: Performance (recital, exhibit, science project)

Connected Documents
- Gum Story Evaluation Sheet 1
- Gum Story Evaluation Sheet 2

Target:
A target goal of 75% or better for ASL entry-level students is expected. Rationale: We believe that this increase is necessary for continued program improvement, specifically academic rigor.

SLO 2: Effective Communication in a Signing Environment
Utilizing a Self-Assessment, students will analyze their ability to negotiate effectively in a signing environment. This includes the ability to ask and respond to questions, identify persons, acknowledge information signed by another person, use language transitions, narrate language background using transitions, use different strategies to ask for an unknown sign, and to affirm and/or negate information. To promote this type of skills development, students are
required to participate in classroom, language lab and social activities. Rationale: Language proficiency requires the ability to interact effectively with other language users. This self-assessment allows students to track their own language progress over time.

**Relevant Associations:**

**Standard Associations**

**New Core Component Areas**

9.3 CAO Language, Philosophy & Culture

**New Core Objectives**

2 Communication (COM)

**General Education/Core Curriculum Associations**

3 Communication: Students will develop written and oral presentations that are clear, precise, organized, efficient and appropriately adapted to audience and purpose.

**Strategic Plan Associations**

Lamar University

14.1 To offer undergraduate and selected graduate educational experiences of excellence, both curricular and co-curricular, which engage students with faculty and staff to meet their diverse needs. (Recruitment, retention, financial support, distance education, curriculum, academic excellence, student engagement, communication, and student life)

**Related Measures**

**M 2: Effective Communication in a Signing Environment**

The Signing Naturally curriculum (Smith, Lenz & Mikos, 2008) utilizes a Self-Assessment Sheet which allows the student to track their own progress over time. Scoring ranges from 1-5 for each component criteria. Scores of 4 and 5 indicate a level of comfort with skills development. Scores of 1-3 indicate less confidence in language usage ability. Rationale: The quantitative feedback provides a method for students to self-assess their own learning. While this assessment is presented at the end of each unit, for evaluation purposes, collection of a copy of the self-assessment will occur after unit 4.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**

A target goal of 75% or better for ASL entry-level students is expected. Rationale: Effective self-assessment is necessary component of language acquisition. Students should have developed a sense of self-ability by the completion of Unit 4.

**SLO 3: Teamwork and socialization**

American Sign Language is a social language. During in-class collaborative activities, students will practice their learned skills with peers in a group setting. Instructors promote teamwork through class discussion and peer evaluations. Students are given continual opportunities throughout the semester to work with their peers. Rationale: Socialization is the best way to develop language proficiency. Students practice with each other to develop support networks, and practice with the instructor and lab assistants to develop linguistic competence and language fluency.

**Relevant Associations:**

**Standard Associations**

**New Core Component Areas**

9.3 CAO Language, Philosophy & Culture

**New Core Objectives**

4 Teamwork (TW)

**General Education/Core Curriculum Associations**

3 Communication: Students will develop written and oral presentations that are clear, precise, organized, efficient and appropriately adapted to audience and purpose.

**Strategic Plan Associations**

Lamar University

14.1 To offer undergraduate and selected graduate educational experiences of excellence, both curricular and co-curricular, which engage students with faculty and staff to meet their diverse needs. (Recruitment, retention, financial support, distance education, curriculum, academic excellence, student engagement, communication, and student life)

**Related Measures**

**M 3: Teamwork and socialization**

Instructors will provide opportunities during each instructional class for students to interact with their peers in small groups or in pairs. The Signing Naturally curriculum (Smith, Lenz & Mikos, 2008) incorporates activities within each unit that promote student interaction. Instructors share methodology and group progress during bi-weekly meetings. Rationale: Instructor observation is an important part of student interaction in the classroom (teamwork development). Observation of student interaction during class activities allows instructors to informally assess areas of need.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**

All ASL entry-level students will participate in teamwork activities during language classes. Rationale: Instructors are able to monitor students informally. Teamwork and socialization opportunities are built into the curriculum.

**SLO 4: Personal Responsibility for Language Learning**

ASL is a visual language. Students cannot become proficient if they sign only during the two-and-one-half hours per week that they attend class. In order to give students the best chance for success in learning ASL, we provide access to a language lab and find opportunities for them to interact with persons who use sign language. Students will participate in a minimum of 15 hours of informal out-of-class language practice. Following classroom instruction, students have the
option to attend the sign language lab, attend a variety of weekly meetings and events sponsored by related student organizations, interact with deaf peers (fellow students), or attend community events sponsored by local signing organizations. Students must stay a minimum of 30 minutes per event. Events range from one hour to two-days. Documentation from students must be submitted within a week of the event. Instructors are responsible for collecting these documents as they are completed. Documents are filed in the student’s folders. Rationale: The purview of the instructor has limitations. At some point, students must accept personal responsibility for acquiring a new language. They must pursue avenues to practice what they have learned.

**Relevant Associations:**

**Standard Associations**

- **New Core Component Areas**
- 9.3 CAO Language, Philosophy & Culture
- **New Core Objectives**
- 6 Personal Responsibility (PR)

**General Education/Core Curriculum Associations**

- 3 Communication: Students will develop written and oral presentations that are clear, precise, organized, efficient and appropriately adapted to audience and purpose.

**Strategic Plan Associations**

Lamar University

- 14.1 To offer undergraduate and selected graduate educational experiences of excellence, both curricular and co-curricular, which engage students with faculty and staff to meet their diverse needs. (Recruitment, retention, financial support, distance education, curriculum, academic excellence, student engagement, communication, and student life)

**Related Measures**

**M 4: Personal Responsibility for Language Learning**

The Community Event Report requires students to identify the name, date and location of the event, provide verification of attendance, and document the hours they attended. The form also requires that students describe the event, define what they observed (specific to language constructs), and relate their observation to what they have learned in class. A copy of the Event Report is included.

**Source of Evidence:** Performance (recital, exhibit, science project)

**Target:**

A target goal of 80% or better (meeting the minimum requirement of 15 hours) for ASL entry-level students is expected. Rationale: While we concede that student's have busy schedules outside of class (a large percentage of our students hold down full-time jobs and have family obligations as well as attending school), we try to provide a sufficient number of activities, times and events to allow students to satisfy this course requirement.