

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from Class Search/Course Catalog.

College/School College of Liberal Arts and Sciences Department/School School of International Letters and Cultures
 Prefix: GE Number: 494 Title: Disability and Language Units: 3
R

Course description:

Is this a cross-listed course? Yes If yes, please identify course(s): SLC 494

Is this a shared course? No If so, list all academic units offering this course:

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. _____ (Required)

Requested designation: Global Awareness-G **Mandatory Review:** Yes

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Sara Lee E-mail sara.a.lee@asu.edu Phone 480 965 2129

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Dr. Nina Berman Date: 2.13.2018

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	Syllabus and assignments

Course Prefix	Number	Title	Designation
GER	494	Disability and Language	Global Awareness (G)

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Disabilities exist in all cultures around the world. The course examines how disabilities are integrated in different cultures around the world.	In wells 6-9, we will explore disabilities around the world, and compare how disabled people were integrated into society in history. This will include Asia, Europe, and the U.S. In individual projects, students will also explore additional countries in South America and Africa in their research.
2a. In-depth area studies concerned with examination of a culture- specific elements of a region, country, or culture group	This course is designed to analyze the connection between disabilities and languages. We will compare language learning and the school environment in several cultures, with a main focus on Germany and the United States.	In addition to the reading material and class discussion, students will pick additional cultures and countries, and transfer the theories and questions to specific cultures in form of presentations. The class will then compare the given information to discuss global understandings of language learning and disabilities.
2c The course is a comparative cultural study, in which most, i.e. more than half, of the material is devoted to non U.S. areas.	All topics that are not direct cultural comparisons, e.g. linguistic differences, language learning, and learning disabilities, are at all times embedded in the question of culture.	The English language is only one of all the languages that are explored in the class. Therefore, all topics will be applied to several languages, which are connected to cultures outside of the U.S. The vast majority of material will therefore refer to languages and cultures outside of the U.S.

<p>2d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."</p>	<p>The global issue of disabilities, the acceptance and treatment within different cultures, and the connection to language learning and acquisition are the content of the whole class/semester.</p>	<p>The class discussions, the assessments and projects, and materials presented in this class will all compare the target issue of disabilities in different cultures, countries, and languages. It will explore the details and then compare the integration of disabled people into the cultures. All material, class discussions, and assignments/assessments will evolve around this.</p>
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GER 494 –Disability and Language - Fall 2018

Teacher: Sara Lee
Class meetings:
Classroom:
Office: LL 173 J
Office Hours: M/W 9-10 and by appointment
Email: sara.a.lee@asu.edu
phone: (480) 965-6281

Welcome to GER 494!

This course will explore the connections, influences, the history, and many more ways in which languages and disabilities are intertwined.

Many second language learners are concerned about the challenges that language learning can pose.

But given that 19% of Americans live with a disability, and about 10% of Americans suffer from a learning disability, the question arises whether language learning is at all possible for learners with a disability.

This interdisciplinary course will explore the different forms of disabilities and how they affect language learning. We will determine the impact and opportunity that learners with disabilities experience and face in their language journey.

Disabilities exist in all cultures and countries around the world. There are, however, grave differences in how disabilities are looked at and integrated into the culture.

During the course of the class, we will explore different cultures and how they approach disabilities, how learning with disabilities is integrated in the culture, and what we can learn from history in regards to disabilities in different countries and cultures.

All materials will be presented in English, all articles, documents, and videos will be available on Blackboard.

Overall Class learning outcomes:

- Discuss and name the differences and similarities of a variety of learning disabilities and the explain the impact for language learning
- compare cultural differences in the integration of learning disabled students within global education systems
- apply knowledge about the treatment of disabled learners in history in comparison to today's educational landscape;
- assess the importance of nonverbal communication in language acquisition and learning disabilities

ASU e-mail account! Make sure you check it on a daily basis. Go to the Computing Commons east of the MU before or on the second day of class to get it set up. If you don't use your ASU account, please make sure you **link your personal email to the ASU**, otherwise you won't receive emails from your instructor.

Sara Lee 2/12/2018 11:53 AM

Comment [1]: The class discussions, the assessments and projects, and materials presented in this class will all compare the target issue of disabilities in different cultures, countries, and languages. It will explore the details and then compare the integration of disabled people into the cultures. All material, class discussions, and assignments/assessments will evolve around this.

my.asu.edu (Blackboard). It is recommended that you log in on a daily basis for assignments, grammar explanations, additional class information and helpful web sites.

Grading:	
Preparation and engagement with the material	30%
Assignments, projects, and quizzes:	40%
Research paper:	30%

Grading Scale %:

A- 90-93	A 94-96	A+ 97-100
B- 80-83	B 84-86	B+ 87-89
	C 70-76	C+ 77-79
	D 60-69	
	E 0-59	

Requirements and Policies

Preparation, engagement with the material (30%):

Students are expected to engage with the weekly material before class and come prepared for class discussions. In the classroom, partner- and group work, as well as class discussions lead by students will ensure the student focused outcomes of the class. Active participation is expected.

Assignments, projects, and quizzes (40%):

Throughout the semester, there will be several different assignments, which will engage with the different topics. These assignments can range from projects that focus on individual areas of research based on the language interest, to quizzes that require application of the theoretical material. Assignments can include videos, presentations, or in class tests.

Research Paper: (30%): The research paper will be due at the end of the semester but will be worked on consecutively throughout the semester, by submitting a proposal, the literature list, and the final paper. All papers will relate to the topic of language and disability, but can focus either in more detail on what was covered throughout the semester, or can explore a related field within language learning or disability.

TECHNOLOGY REQUIREMENTS:

You **NEED** a laptop computer or a desktop computer, high-speed Internet connection, webcam, and headphones with microphone. The School of International Letters & Cultures requires high-speed Internet connections for this class and preferably physically plugged in to the router (wired and **NOT** wireless). High-speed Internet connections may be found on any Arizona State University campus or your local library. On the Main campus, Learning Support Services in the Language and Literatures Building have computers available for students enrolled in Language classes (LL61 & LL65.1).

To use Blackboard, YouTube, and Adobe Connect, etc., we highly recommend using **Firefox**. This browser has been the least problematic in the past with any online class.

ATTENDANCE & PARTICIPATION: DAILY ATTENDANCE and **ACTIVE PARTICIPATION** in all aspects of the course is expected. Daily preparation, attendance and active participation in group and partner work are essential. If you require accommodations on assignments for a disability,

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Comment [2]: In addition to the reading material and class discussion, students will pick additional cultures and countries, and transfer the theories and questions to specific cultures in form of presentations. The class will then compare the given information to discuss global understandings of language learning and disabilities.

university-sanctioned event, or religious holiday, you must let me know in advance. See the links below for the accommodations the university provides and that this class follows:

- Religious accommodations: <http://www.asu.edu/aad/manuals/acd/acd304-04.html>
- University-sanctioned activities: <http://www.asu.edu/aad/manuals/acd/acd304-02.html>

Student Code of Conduct: Students are expected to act in accordance with the Student Code of Conduct. For detailed information about the Student Code of Conduct and Student Disciplinary Procedures, please refer to: <http://www.asu.edu/aad/manuals/sta/104-01>

Special needs: Arizona State University provides upon request appropriate academic accommodations for students with disabilities. To determine whether you qualify, please contact the Disability Resource Center (DRC) receptionist at 480-965-1234 (Voice) 480-965-9000 (TTY), and please communicate this to the instructor **at the very beginning of the semester** to assure that your needs are met. If they certify your needs, the German Program will work with you to make appropriate arrangements. We have worked with the DRC extensively, and have successfully accommodated students with various special needs. Please do not hesitate to talk to your instructor right away to get the necessary assistance. In order to make such arrangements, you must file your paperwork by the **second week** of the semester.

Academic Honesty: Cheating on exams, plagiarism, and copying the works (including homework) of others are all serious offenses at Arizona State University. ***Anyone caught cheating will risk immediate failure in this course.***

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at (<https://sexualviolenceprevention.asu.edu/faqs>).

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Notes: Blackboard supplements this course as a "bulletin board" for announcements, assignments, presentation details, etc. Office hours and the instructor's email address are available for all course-related questions and concerns, **but not to get you caught up on what you may have missed due to an absence.** It is therefore recommended that you visit Blackboard daily and obtain the email address and/or telephone number of at least one classmate. The instructor checks emails daily M-F - **please consider the timing of your message.**

Please note:

1. If you have questions or concerns regarding your class work, please come see me as soon as possible. You can reach me outside class times and office hours by email.

2. Feel free to contact me about any other matter concerning German culture or language as well. I will be happy to help with plans to attend conferences, develop a professional career, travel abroad, or help with texts or research problems related to German topics. You all have lots of interesting projects going, and I will be delighted to be a part of them.
3. If you have suggestions how to improve the class sessions or make them better cater to your specific needs, please let me know as soon as possible.

Classroom behavior

Be sure to arrive on time for class. Excessive tardiness will be subject to sanctions. Under no circumstances should you allow your cell phone to ring during class. Any disruptive behavior, which includes ringing cell phones, listening to your mp3/iPod player, text messaging, constant talking, eating food noisily, reading a newspaper will not be tolerated. The use of laptops (unless for note taking), cell phones, MP3, IPOD, etc. are strictly prohibited during class.

Policy against threatening behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Mission Statement:

The German Language and Culture Program at ASU and SILC challenge all learners to achieve their personal best through a rigorous, engaging, and innovative sequence of classes that develop skills and knowledge for life-long linguistic and cultural learning.

“Wer fremde Sprachen nicht kennt, weiß nichts von seiner eigenen.”
(Goethe, *Maximen und Reflexionen*)

This syllabus and the data it contains, is subject to change if necessary. Changes will only be made if they promise to be beneficial to the class and will be announced in advance.

Disability and Language Syllabus – Herbst 2018

Week	Topic	Reading Material and Preparation
1	Introduction Language Learning, stages and requirements	<i>Syllabus</i> <i>Kamii and Menning: Phonemic Awareness and Beginning Reading and Writing</i>
2	Language Learning, stages and requirements	
	Forms of disabilities, distinction to learning disabilities	<i>Excerpts from: Woliver. Alphabet kids – from Add to Zelliger syndrome, a guide to developmental, neurological and psychological disorders for parents and professionals</i>
3	Learning Disabilities, ADHD and APD 1	
	Learning Disabilities, ADHD and APD 2	
4	Learning Disabilities, Dyslexia 1	<i>Bugge: Barton Reading & Spelling System: Experiences of International School Teachers in Norway of Students with Dyslexia</i>
	Learning Disabilities Dyslexia 2	
5	Student Presentations	<i>Please have your presentation uploaded to our class google drive, have handouts and materials either printed out or sent to me at least 48 hours in advance, so I can print them out for everyone</i>
6	Student Presentations	<i>Poore: Disability in twentieth-century German culture, chapter 7</i>
	Disabilities around the world, European Cultures	<i>Excerpts from: Kayama et al: East Asian and US educators' reflections on how stigmatization affects their relationships with parents whose children have disabilities: Challenges and solutions</i>
7	Disabilities around the world, world wide	<i>NPR: How does the world treat people with disabilities?</i> https://www.npr.org/sections/goatsandsoda/2016/12/18/50496470/how-is-the-world-treating-people-with-disabilities <i>Excerpts from UNICEF: Disability report</i> https://www.unicef.org/protection/World_report_on_disability_eng.pdf <i>Lee: Language, children, and society: an introduction to linguistics and language development</i>
	Linguistic Differences in languages	
8	Linguistic Differences in languages	<i>Reading material on blackboard</i>
	Disabilities in History	<i>Poore: Disability in twentieth-century German culture, chapter 2</i>
9	Disabilities in History – Nazi Germany	
	Disabilities in History- The Civil Rights Movement	<i>Human Rights Watch: https://www.hrw.org/individualized-reading-assignments</i>
10	Nonverbal Communication	<i>Blinco and Harris: Nonverbal Behavior and Education</i>

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Comment [3]: In wels 6-9, we will explore disabilities around the world, and compare how disabled people were integrated into society in history. This will include Asia, Europe, and the U.S. In individual projects, students will also explore additional countries in South America and Africa in their research.

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Comment [4]: The English language is only one of all the languages that are explored in the class. Therefore, all topics will be applied to several languages, which are connected to cultures outside of the U.S. The vast majority of material will therefore refer to languages and cultures outside of the U.S.

	Student Presentations	<i>Please have your presentation uploaded to our class google drive, have handouts and materials either printed out or sent to me at least 48 hours in advance, so I can print them out for everyone</i>
11	Student Presentations	
	Nonverbal Communication and the deaf culture	<i>Experts from: Hermann: modal and focus particles in sign language: A cross-linguistic study</i>
12	Nonverbal Communication and Sign Language	<i>Video Documentary: PBS: Through Deaf Eyes</i>
	Sign Language and Disabilities	
13	Disabilities and Language Learning in the school environment	<i>German Schools face the challenge of integration:</i> http://www.dw.com/en/german-schools-face-the-challenge-of-integration/a-38610716
	THANKSGIVING BREAK	
14	Disabilities and Language Learning in the school environment - Germany	<i>Poore: Disability in twentieth-century German culture, chapter 8</i>
	Disabilities and Language Learning in the school environment - USA	<i>Arizona Department of Education,</i> http://www.azed.gov/special-education/disability-categories/
15	Student Presentations	<i>Please have your presentation uploaded to our class google drive, have handouts and materials either printed out or sent to me at least 48 hours in advance, so I can print them out for everyone</i>
	Student Presentations	

This is subject to change.

Course description:

This course will be an introduction to the variety, history, challenges, and opportunities of the connection of disabilities and languages. It will be taught in English to students of SILC and any other students of ASU. Through readings, discussions, projects, videos, and many additional methods, students will

- compare cultural differences in the integration of learning disabled students within global education systems
- discuss different disabilities and their impact on language learning
- apply knowledge about the treatment of disabled learners in history in comparison to today's educational landscape
- assess the importance of nonverbal communication in language acquisition and learning disabilities

List of Required Readings for GER/SLC 494: Disability and Language

All required readings will be available on blackboard and do not need to be purchased.

1. Kamii and Menning: Phonemic Awareness and Beginning Reading and Writing
2. Excerpts from: Woliver: Alphabet kids – from Add to Zellweger syndrome, a guide to developmental, neurobiological and psychological disorders for parents and professionals
3. Bugge: Barton Reading & Spelling System: Experiences of International School Teachers in Norway of Students with Dyslexia
4. Poore: Disability in twentieth-century German culture, chapter 7
5. Excerpts from: Kayama et al: East Asian and US educators' reflections on how stigmatization affects their relationships with parents whose children have disabilities: Challenges and solutions
6. NPR: How does the world treat people with disabilities?
<https://www.npr.org/sections/goatsandsoda/2016/12/18/504964701/how-is-the-world-treating-people-with-disabilities>
7. Excerpts from UNICEF: Disability report
https://www.unicef.org/protection/World_report_on_disability_eng.pdf
8. Lee: Language, children, and society: an introduction to linguistics and language development
9. Poore: Disability in twentieth-century German culture, chapter 2
10. Human Rights Watch: <https://www.hrw.org/>

11. Blinco and Harris: Nonverbal Behavior and Education

12. Experts from: Hermann: modal and focus particles in sign language: A cross-linguistic study

13. Video Documentary: PBS: Through Deaf Eyes

14. Poore: Disability in twentieth-century German culture, chapter 8

15. Arizona Department of Education

<http://www.azed.gov/specialeducation/disability-categories/>