CAPILANO UNIVERSITY

COURSE OUTLINE	
TERM: SPRING 2025	**COURSE NO.** EDUC 111
INSTRUCTOR:	**COURSE TITLE:** Being with American Sign Language in Pedagogical Contexts
OFFICE: LOCAL: E-MAIL:	**SECTION NO(S):**	**CREDITS: 4.5**
OFFICE HOURS:	
COURSE WEBSITE:	

Capilano University acknowledges with respect the Lil̓wat7úl (Lil'wat), xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Sḵwx̱wú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) people on whose territories our campuses are located.

COURSE FORMAT
This course is offered in two classes per week, one 3-hour seminar offered online synchronously, and one 2-hour seminar face-to-face for a 15-week semester, which includes two weeks for final exams. The fourth-hour activities will be delivered in a variety of ways. Instructions for fourth-hour activities will be posted on the course eLearn site.

COURSE PREREQUISITES/CO-REQUISITES
None

CALENDAR DESCRIPTION
Students will gain valuable insight into American Sign Language, one of several sign languages used in North America as a complex visual language that is significantly distinct from spoken languages. Students will be introduced to American Sign Language and Deaf Culture through lectures, guest speakers, stories, movement, rhythm, and other immersive experiences. This course is for students with no prior knowledge of ASL and is suitable for all Capilano University students and faculty. A team of two faculty teaches the course, at least one of whom is Deaf.

COURSE NOTE
EDUC 111 is an approved Culture and Creative Expression course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES
Smith, Cheri. (2008). Signing Naturally. Student Workbook (Unit 1-6). San Diego, CA: DawnSignPress.

Early Childhood Educators of British Columbia (2021). Code of ethics: Early childhood educators of British Columbia (7th ed.).

American Psychological Association (2020). *Concise rules of APA style: The official pocket style guide*. (7th Edition). Author.

Early Childhood Educators of British Columbia (2021). *Code of ethics: Early childhood educators of British Columbia* (7th ed.). https://www.ecebc.ca/application/files/2216/2940/3834/code-of-ethics-pr7-web.pdf

Government of Canada (2018). *Indigenous early learning and child care framework*. https://www.canada.ca/en/employment-social-development/programs/indigenous-early-learning/2018-framework.html

BC Ministry of Education and First Nations Education Steering Committee (2007). *First Peoples Principles of Learning*. https://www.fnesc.ca/first-peoples-principles-of-learning/#

Government of British Columbia (2019). *British Columbia early learning framework.* https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework

World Federation of the Deaf (2007). *WFD Policy. Education Rights for Deaf Children* https://www.equalrightstrust.org/ertdocumentbank/policy_child_ed.pdf

Truth and Reconciliation Commission of Canada (2015). Truth and Reconciliation Commission of Canada: Calls to Action. https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf

United Nations Declaration on the Rights of Indigenous Peoples (2007): https://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

United Nations Convention on the Rights of Persons with Disabilities, December 13, 2006, https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html

United Nations Convention on the Rights of the Child, September 02, 1990.

RECOMMENDED READINGS (SYLLABUS SPECIFIC READINGS)

Additional required readings will be posted on the course eLearn site.

Stienstra, D., (2020). *About Canada: Disability Rights.* Fernwood Publishing.

COURSE STUDENT LEARNING OUTCOMES
On successful completion of this course, students will be able to do the following:
1. Acknowledge and disrupt assumptions and dominant discourses around the Deaf Culture and community;
2. Responsibly advocate for children, families and programs;
3. Access services and resources to support families and educators;
4. Demonstrate commitment to allyship by actively advocating for the rights and needs of the Deaf community, challenging discriminatory practices, and promoting accessibility and inclusivity in ECCE;
5. Recognize that American Sign Language used in North America is a complex visual living language that is significantly distinct from spoken languages;
6. Illustrate a timeline of the history of Indigenous Sign Languages and of ASL;
7. Participate in introductory-level conversations and actively engage in classroom discussions;
    o Request and provide names in conversations;
    o Understand short or familiar finger-spelled words;
    o Confirm or correct information using simple techniques;
    o Pose inquiries or respond to one's Deaf/hearing status and the immediate environment;
    o React and respond appropriately to information using visual cues;
    o Convey basic personal necessities pertaining to temporal factors and environmental conditions;
    o Share basic personal and family information;
    o Count objects or people using numbers;
8. Recognize the significance of non-manual signals, depictive action, and facial grammar in ASL;
9. Summarize core values of Deaf and hard-of-hearing culture and community;
10. Demonstrate basic understanding of key Deaf social interaction norms;
11. Engage in inclusive, imaginative, and playful encounters with children who are Deaf, hard-of-hearing, pre/proto/non-verbal, or verbal.

Students who complete this Culture and Creative Expression course will be able to do the following:
1. Engage in creative processes including conception, investigation, execution, and ongoing critical analysis;
2. Examine the intersection of linguistic and cultural forms by expressing in a language other than English;
3. Explain or demonstrate the connection between various events, ideas, traditions, and belief systems and the modes in which they are artistically or culturally expressed;
4. Interpret diverse forms of creative expression from different perspectives (e.g. artistic, historical, Indigenous, literary, scientific, and philosophical).

COURSE CONTENT

Week number	Themes
Week 1	Introductions, course outline and assignment review; **Module 1** Getting to know you, cardinal numbers, Fingerspelling introduction, History of Indigenous Sign Languages and history of ASL; introduction to IE; introduction songs/chants.
Week 2	Numbers 11-15, same/different Asking "who"; "where"; "in"; History of Indigenous Sign Languages and ASL cont.; Somatic Understanding; movement in ECCE, chanting with ASL; importance of affect in ECCE.
Week 3	Follow instructions; shapes, names, numbers, letters, how to get attention; ASL culture (guest speakers); ethics of care; songs and games with numbers and movement.
	Module 2
Week 4	Sharing information about self; number 16-19, wh- questions; ASL Culture review; Mythic Understanding; number games for young children; conveying stories holistically.
Week 5	Narrating; structure of narrative, fingerspelling up-letters, leisure activities, numbers 20-29; cognitive tools (senses, humour, rhythm, patterns, etc.); storytelling with ASL: structure, intonation, somatic expressions.
Week 6	Identifying people, fingerspelling double letters, 3 types of shapes; ASL through abstract opposites, rhyme, rhythm, language patterns, role play; stories and games with shapes.
Week 7	Asking what is the sign, review module 2; playful sign guessing; learning through the sense of mystery.
	Module 3
Week 8	Telling where one lives, giving commands (object+locations); communicating with facial expressions; games of orientation and hide and seek variations (Mythic and Somatic cognitive tools).
Week 9	Discussing one's residence, basic directions, wh- questions; identifying positions on a square grid; clue games for young children.
Week 10	Cardinal numbers 30-66; what is inclusion; stories, songs, and games that promote genuine inclusion.
Week 11	Basic directions; roommates and pets; living arrangements; expressing needs, gratitude, fingerspelling "down" letters; assumptions and biases in ECCE;
Week 12	Telling how long (minutes, hours) asking and giving personal information.
Week 13	Narrating info; square identification; review of Module 3; storytelling with ASL, guessing the number games for young children
Week 14	Final exam period
Week 15	Final exam period

EVALUATION PROFILE

Expressive production project	25%
Storytelling	15%
Written assignments	25%
Quizzes	25%
Participation	10%
Total	100%

*All assignments must be completed to receive credit for this course.

Participation

Participation grades are based on the consistency, quality, and frequency of contributions to class discussions. Consistency means attending every class, maintaining a positive and respectful presence in the classroom, and actively contributing to discussions on a regular basis. Quality means demonstrating respect for peers and their contributions, listening attentively during lectures and when other students are speaking, and participating in all activities with an open and inquisitive mind.

GRADING PROFILE

A+	=	90-100	B+	=	77-79	C+	=	67-69	D	=	50-59
A	=	85-89	B	=	73-76	C	=	63-66	F	=	0-49
A-	=	80-84	B-	=	70-72	C-	=	60-62			

Incomplete Grades

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible for determining from the instructor the outstanding requirements of the course.

Late Assignments

Assignments are due at the beginning of the class on the due date listed. Late assignments may receive a 5% deduction in grade for each day they are overdue. In an online class, late assignments will not be marked after 7 days. If students anticipate handing in an assignment late, please consult with the course instructor(s) beforehand.

Missed Exams/Quizzes/Labs etc.

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.
*** Accommodations can be made to honour community needs and traditional practices.

Attendance

Students are expected to attend all classes and associated activities. Attendance is essential for the successful completion of this course. In the event of an absence from class, the student will inform their course instructor. Punctuality will be assessed in the same way as attendance. A student who misses 10% of classes may not receive credit for this course.

English Usage
Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments. All assignments will adhere to APA stylistic guide for avoiding bias in language use and will be written in a manner that reflects the spirit and values inherent in the ECEBC Code of Ethics and the BC Early Learning Framework. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission. The maximum grade assigned for a revised assignment is a "C".

Electronic Devices
Students may use electronic devices in class only if adhering to the instructor's specifications in the syllabus. Recording of lectures is not permitted unless approved by the instructor.

On-line Communication
Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email, Microsoft Teams, or eLearn; please check all regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS

Tools for Success
Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: https://www.capilanou.ca/student-services/

Capilano University Security: download the CapU Mobile Safety App

Policy Statement (S2009-06)
Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)
Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information:
https://www.capilanou.ca/about-capu/governance/policies/

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault

can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page https://www.capilanou.ca/about-capu/governance/policies/)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

DEPARTMENT OR PROGRAM OPERATIONAL DETAILS

Vision Statement
The ECCE diploma/degree program fosters intellectual curiosity and critical thinking relevant to advocacy and leadership in early childhood education careers, advanced study, and lifelong learning.

The CAPU Early Childhood Care and Education program stands in partnership with Early Childhood Educators of British Columbia (ECEBC; see https://www.ecebc.ca/) in promoting early childhood education as a profession. The department is committed to working towards the professionalization of early childhood educators in a universal, accessible, inclusive early childhood system that views early childhood education as the right of the child as a citizen.

We stand as allies of the BC Aboriginal Child Care Society (BCACCS; see https://www.acc-society.bc.ca/) working in all ways toward truth and reconciliation in ensuring our practice honours the Indigenous Early Learning and Care Framework and UNDRIP. We are resolute in supporting the self-governance of Indigenous Peoples in creating an Indigenous early years system.

Professionalism
All students are expected to maintain professional behaviour, as laid out in the ECEBC's Code of Ethics while participating in this course. This pertains to all students registered for this course.

Final Exams/Assignments Period
Students must remain available throughout the full exam period; either for final exams or assignments. Students who are in courses that do not have final exams scheduled will have classes until the last day of the exam period. In rare circumstances, exams may need to be rescheduled due to harsh weather conditions or other unforeseen factors. Travel plans must be made outside of the exam schedule.