

SPED 513**COURSE TITLE: SPED 513: Deaf Studies**

SEMESTER HOURS: Three (3)

DATE/TIME:

INSTRUCTOR: Dr. Monica Soukup

Phone: 605-929-4281

E-mail: monica.soukup@minotstateu.edu

Course Description: This course will help students develop an understanding of Deaf Culture and will help students develop an understanding of the historical, philosophical, linguistic, legal, sociological, educational, and artistic aspects of the Deaf Community.

Rationale: An appreciation and understanding of Deaf culture and the Deaf community will assist pre-professionals in the Deaf/Hard of Hearing education field acquire the cultural competency necessary to effectively interact with Deaf individuals. In addition, this course provides pre-professionals with the knowledge necessary to teach Deaf children and youth about their own rich heritage, history and culture.

Course Objectives and Alignment to Standards

Students will:	INTASC	CEC and CED Standards	Assessment Tool
Develop an awareness of the history of Deaf Education (including the laws related to the Deaf), the development of the American Deaf community, and the sociological aspects of the American Deaf community.	1, 9	CC1K1 – K9 DH1K 2,4,5 DH 9K1 & K3 DH9S1	Exams - Student Presentations - Participation in class online Discussion - Response to Weekly Questions - Movie Project
Understand the pathological as well as the cultural issues involved with deafness and understand the special challenges facing minorities	1, 2, 6, 3	CC1K8 CC2K5 CC6K3 DH3K1	Participation in class online Discussions - Exams - Response to Weekly Questions - Movie project

within the Deaf community.			
Understand the dynamics of families with deaf members.	2, 3, 10	CC2K3 CC3K3 & K4 DH3K3 DH10K1 DH10K2	Participation in class online Discussions - Exams - Response to weekly questions - Movie project
Develop an understanding of American Sign Language and related communication issues.	3, 6	CC6K1&K2	Participation in Online class Discussions - Exams - Response to Weekly Questions
Develop an understanding of various factors that influence the development of a deaf child.	1, 2, 3, 5, 6	CC1K10 CC2K6 CC3K1&K2 CC6K1&K2 DH2K2 DH3K4 DH5K1&K2 DH6K2&K5	Participation in class discussions - Exams - Double Entry Diary

The course information will be delivered through:

- Video Lectures
- Group discussions
- Videos
- Student presentations
- Textbook and web-based readings

Documentation and Course Work:

Students will **read chapters** from An Introduction to American Deaf Culture, by Thomas Holcomb.

Become familiar with the **Grading Rubrics** at the end of this syllabus to understand my grading policies on papers and assignments.

Students will prepare a **Power Point presentation** of a person who made a contribution to the field of deaf education or the Deaf community. The final slide of the presentation should include citations of references. Students should use a variety of references: web-based, textbooks, journals, etc. Students will be assigned names early in the semester. In addition to preparing a Power Point Presentation, students will **submit a handout** elaborating on information presented in the Power Point Presentation. (50 points)

Suggested Historical Figures to Research:

Alexander Graham Bell
Charles Michael de l'Epee
Jean Massieu
Thomas Gallaudet
Edward Miner Gallaudet
Olaf Hanson
William "Bill" Stokoe
George
Veditz
Andrew Foster
William "Dummy" Hoy
Douglas Tilden
John Carlin
Clayton Valli

Students will write a **reaction paper** (3 - 4 pages, double - spaced, size 12 font) about a movie involving a deaf character. Some examples of movies:

Children of a Lesser God (DVD or VHS),
Beyond Silence (DVD or VHS),
Sweet Nothing in My Ear (DVD or VHS),
Mr. Holland's Opus (DVD or VHS),
Family Stone (DVD or VHS), or
The Hammer (DVD)

The reaction should include a brief summary and a reflection. The reflection should explain how the deaf characters were portrayed in this movie (Was this an accurate portrayal?), examples of oppression that appear in the movie, examples of reciprocity of perspective, caretaker attitudes, paternalism, and an opinion as to whether or not this would be a good movie to use to educate someone on deafness(well-supported). (50 points)

There will be **two open-book exams**, a Midterm exam and a Final Exam (Points 50 each)

Weekly reading discussions. Each week you will post a response to a question or questions about the specified topic. You will also read your classmate's responses and reply to at least 2 people by asking a clarifying question, agreeing or disagreeing by supporting literature and/or personal experience.

Deaf/deaf/hard of hearing adult interview: This assignment will be conducted with a Deaf/deaf/hard of hearing individual who is 18 years of age or older. Your purpose will be to learn how the individual (and their family) views deafness and is relates to the topics discussed in class. If you need assistance locating a Deaf/deaf/hard of hearing individual to interview, please contact your instructor. It is very important to ask the person's permission to be interviewed for the purposes of a class on deafness. Explain that all answers will remain confidential to anyone outside of the class (IT IS VERY IMPORTANT THAT YOU MAINTAIN THIS CONFIDENTIALITY).

Also ask for permission to take notes, and thank them when the interview is over (do not audiotape). Do not use the person's real name in your paper. Write up your list of questions before the interview and take notes as best you can. Examples of questions might include:

1. When and how was the disability discovered? Who suspected it first? What made them suspect?
2. How did you and the family react when they first learned of the disability? Has this changed over time? how did things change from early childhood, to middle school, to high school, to adulthood?
3. What things were difficulties in school? What were successes? How did the school treat you, your friends and classmates (did you have friends), were teachers/principals fair or overly concerned, give you easy/hard work, ignore or include you in the class/school?
4. Do you feel isolated or involved in your community or world? Do you feel you are "different" or the same as others?
5. What changes would you like to see about how the world deals with disability issues?

Develop a 2 page paper summarizing your questions, answers, what you learned from this assignment and what questions still remain. (50 Points)

Letter grades will be assigned as follows:

A=91-100% of total points in class
B=81-90
C=71-80
D=61-70
F=60 and below

Course Information:

Required text: Holcomb, T (2012). *Introduction to American Deaf Culture*.
Oxford University Press

Class policies:

Projects are due when assigned. Projects turned in after the due date will only be given partial credit (ten percent will be deducted from the earned grade for each class following the date the assignment is due).

Special arrangements must be made with the instructor for late assignments. These arrangements will only be made for legitimate (illness, family emergencies) reasons.

Students are responsible for keeping and maintaining copies of all assignments and papers on their personal computers.

In cooperation with MSU's office of Disability Support, reasonable accommodations for any student with a disability will be made. Please inform your instructor during the first week of class.

Academic Integrity: Policies related to issues of academic integrity/academic dishonesty as outlined in the college's Student Handbook will be observed.

All course work will be submitted using Microsoft Office Word, unless given permission by the instructor to do otherwise.

The instructor will participate in all discussions and will ask questions or intercede as necessary.

The instructor will response to course communications within 48 hours, the same is expected from the students.

ADA Accommodation Statement: In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related & Other). Please meet with the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, disk or Braille) are available through the Disability Support Service, located in the basement of Lura Manor, phone number 701-858-3371 or evelyn.klimpel@minotstateu.edu.

Minot State University does not discriminate on the basis of sex, religion, creed, national origin, race, age, disability, or any other basis prohibited by law. If you believe you have been

discriminated against unlawfully, please bring this matter to the attention of your instructor or the Minot State University's Human Resource Office at 701-858-3352.

Date	Assignments
June 2 - 5	<p data-bbox="391 426 630 459">Read chapter 1 & 2</p> <p data-bbox="391 485 1357 546">Each student post an introduction of oneself. Name, hometown, future goals, and how did you become interested in working with the Deaf.</p> <p data-bbox="391 573 873 606">Watch the Video, The Deaf Community</p> <p data-bbox="391 634 805 667">Watch the DVD, See What I Mean</p> <p data-bbox="391 695 1354 756">Post your response to the question/s of the week and respond to at least two posts made by fellow classmates.</p>
June 8 -12	<p data-bbox="433 787 883 821">Watch the video Through Deaf Eyes</p> <p data-bbox="433 848 708 882">Read chapter 3, 4, & 5</p> <p data-bbox="433 909 1370 970">Watch the Power Point lecture regarding the topics of Pathological View of Deafness verses the Cultural View.</p> <p data-bbox="433 997 1370 1058">Conduct a Google search regarding the advantages of Residential Schools for the Deaf and Post one of the advantages.</p> <p data-bbox="433 1085 1263 1119">Watch the posted videos describing the advantages of Residential</p> <p data-bbox="433 1146 1398 1207">Post your response to the question/s of the week and respond to at least two posts made by fellow classmates.</p> <p data-bbox="433 1234 1149 1268">Post the topic of your Historical Figure Research Project.</p>

June 15 - 19	<p>Read the article, Communication in Deaf Education History of Communication Philosophies in the American Deaf Community. Submit an outline of this timeline summarizing important events for each time period.</p> <p>Read chapters 6 & 7</p> <p>Watch the Power Point Presentation regarding Promoting Acceptance of ASL as a Foreign Language Requirement</p> <p>Go to this website and watch the story, "Joseph's Coat" presented in ASL, CUED Speech, and SEE</p> <p>http://pbskids.org/lions/cornerstones/joseph/story/</p> <p>or watch the story, Click, Clack, Moo" presented in ASL, CUED speech, and SEE</p> <p>http://pbskids.org/lions/cornerstones/click/</p> <p>Submit your paper regarding your interview of a Deaf Adult and post the highlights of your interview and respond to at least two posts made by your classmates</p>
June 22 - 26	<p>Watch the Power Point Presentation regarding Laurent Clerc</p> <p>Optional: Watch scenes 1-10 of Through Deaf Eyes again.</p> <p>Submit your Power Point Presentations of the historical figure you researched and your handout and respond to at least two of your classmates.</p> <p>Complete the Midterm Take Home exam</p>
June 29 – July 3	<p>Read chapters 8 – 11</p> <p>Watch the Power Point Presentation regarding Oppression of Deaf Individuals</p> <p>Optional: Watch the DPN Scene in the DVD Through Deaf Eyes again</p> <p>Read the article, "Everyone Spoke Sign Language Here."</p> <p>Go to the interactive website, "The Heart of Deaf Culture" and review Art samples in each category. Post a description of your favorite Art sample from each of the five genres and respond to at least two posts made by your fellow classmates.</p>

July 6 -10	<p>Read chapter 12</p> <p>Watch the DVD: "Audism Unveiled"</p> <p>Optional: Watch the Scenes regarding Cochlear Implants again on the DVD, Through Deaf Eyes</p> <p>Watch the Power Point Presentation regarding Educational Placement Options</p> <p>Read the the article, "APPRECIATING DIVERSITY THROUGH STORIES ABOUT THE LIVES OF DEAF PEOPLE OF COLOR." Post a summary about one person in the article. Describe the highlights of the person's life and the challenges that they faced.</p> <p>Post your response to the question/s of the week and respond to at least two posts made by fellow classmates.</p>
July 13 - 17	<p>Read chapter 13</p> <p>Read the handout comparing IDEA, ADA, and 504</p> <p>Watch the Power Point regarding Rowley verses the Board of Education</p> <p>Submit the reaction paper of the movie that you viewed and post a brief reaction of this movie. Would you encourage others to watch the film that you did? Why or Why not? Respond to at least two posts made by fellow classmates.</p>
July 20 - 30	<p>Read chapters 14 & 15</p> <p>Watch the Power Point regarding Literacy challenges for the Deaf and Bilingual Education</p> <p>Go to this website, select a country http://deafness.about.com/od/articlesandnewsletters/a/globaldeaf.htm</p> <p>And compare/contrast how Deaf individuals in foreign countries live with Deaf individuals in America. Post your summary and respond to the posts made by at least tow of your fellow classmates.</p> <p>Complete the Final Take Home Exam</p>

Rubric for Historical Figure Presentation and Summary

Power Point appearance	Neat, well-formatted, attractive, Includes pictures 8	Neat, well-formatted, attractive with no pictures 7	Includes some qualities mentioned in the first column but not all 6
Language used in the Power Point	Professional language, well-worded, grammatical, correct spelling 8	3 of the 4 qualities mentioned in the first column 7	2 of the 4 qualities mentioned the first column 6
Organization of the Power Point	Sequenced well, information flows well, information under a heading adheres to the topic 8	Some parts of the presentation are sequenced well and adhere to the topic 7	The Presentation lacks cohesion and the information is not well organized 6
Quality of information	Presentation includes important aspects of this person's life and their contribution 8	Some important aspects are included 7	Presentation includes irrelevant information and lacks important aspects 6
Quantity of information	Presentation includes an abundance of information and references are included 8	Presentation includes a fairly good amount of information and references are included 7	Presentation lacks information. References may or may not be included. 6
Summary	Neat & easy to read, professional language, well organized, information is complete 10	Summary includes some of the qualities mentioned in the first column 8	Few of the qualities mentioned in the first column are included 7

Rubric for Movie Reaction Paper

Format and writing			
Professional language	Statements are professionally worded (i.e. children instead of kids) No grammatical or spelling errors 10	Most of the statements are professionally worded. Few grammatical or spelling errors 8	Some of the statements are professionally worded. Several grammatical or spelling errors 7
Development of paper	Good introduction, body, and closing, 4 pages, size 12 font 5	2 of the three parts are well-developed, 3 to 4 pages, size 12 font 4	1 part is well developed, less than 3 pages, larger than size 12 font 3.5
Brief summary	The writer includes a brief yet complete summary highlighting key events of the movie 10	The writer includes some information about the events of the movie 8	The summary is vague 7
Application of terminology: oppression, paternalism and/or caretaker, reciprocity of perspective	The writer does an excellent job of applying most of the terms to events and characters in the movie. Their application includes well-supported rationale. 10	The writer applies some of the terms. 8	The writer applies one or two terms. 7
Reflection/Reaction	The writer shares a reaction that is well-supported with reasons for their reaction. The writer provides a recommendation for other to view or not view the movie. The writer includes good rationale regarding their thoughts on whether the movie accurately or inaccurately portrayed a deaf individual. 15	The writer shares a reaction that is somewhat supported. 12	The writer shares a reaction but doesn't support their reaction 10.5