COMD 5620 – Teaching School Subjects to Students who are Deaf and Hard of Hearing.

INSTRUCTOR

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OFFICE HOURS:

Email for an appointment. Please email me at curt.radford@usu.edu.

COURSE DESCRIPTION, GOALS, OBJECTIVES AND ASSESSMENT TOOLS:

Course Description

This course focuses on effective strategies for teaching students who are deaf and hard of hearing across curricular subject areas. Emphasizes infusion of language and reading into all content areas. This course also explores the linguistics of American Sign Language (ASL), including non-manual behaviors and signing English concepts with conceptual accuracy. Emphasis is placed on practical applications of ASL skills.

Course Goals

This course focuses on effective strategies for teaching students who are deaf and hard of hearing across curricular subject areas and emphasizes infusion of language and literacy into all content areas. This course is designed to be a highly practical “how to” course that will prepare students to go into classrooms with an understanding of how to integrated content across curricula using a bilingual-bicultural philosophy and how to adapt materials to meet the needs of deaf and hard of hearing students at various reading levels. Additionally, students will be exposed to ASL and the more rigorous demands of mastering linguistic principles to teach a 2nd language.

Course Competencies

Students will be able to:

- Describe and incorporate successful methods for incorporating reading and writing into content areas: science, math, social studies and Deaf studies
- Design lesson plans for integrating reading and writing into content areas
- Write objectives according to the ABCD model.
- Integrate at least 4 different content areas with literacy in each area into one project based learning unit.
- Adapt materials in content areas to meet the needs of students with different reading/writing levels.
• Explain main ideas of extended discourse on increasingly complex topic in ASL
• Clarity and accuracy using ASL with students at different levels
• Use Academic ASL in the classroom by using 3 different tools.

COURSE RESOURCES:

Required Materials

Stewart, D., & Kluwin, T. (2001). *Teaching Deaf and Hard of Hearing students: Content, strategies and Curriculum*

Selected readings and articles that will be provided for the students during the semester.

Recommended Textbooks


Additional Readings

Additional readings will be available in Canvas in PDF format. Other readings will be available online, with a hyperlink provided in Canvas.

Presentations

Weekly online presentations may be posted on Canvas.

COURSE ACTIVITIES/REQUIREMENTS:

Readings

There will be assigned readings for some topics. You will be accountable for reading materials and assessed for comprehension through assignments, discussions, and quizzes.

Presentations

This course in Canvas uses the presentations from *Mime to Sign* fairly extensively

Participation

Students will be expected to have completed readings, be prepared for and actively participate in classroom discussions, small groups and activities on a weekly basis. Students are expected to arrive on time.
Communication Policy

Students are expected to communicate in ASL at all times with voices off. If there are any problems with comprehension, students are responsible to contact professor for clarification for information in the course. Respect toward each other at all times is of utmost importance! This includes: showing up for class on time, attention to the person who is communicating, accepting others for their differences in opinions, and turning off cell phones and pagers during class.

Final Project

Individual students will create a presentation that integrates the three tools learned in this course. Students may select an academic topic to present and must have their topic approved before presenting. This project will be explained in more detail later in the semester.

Lead Class Discussion/Activities

Using a PowerPoint lead the class through a short discussion and demonstration on your assigned topic alone or in partners with each person modeling at least one of the strategies in your articles. This is not merely a PowerPoint presentation. The PowerPoint is there to guide you in your discussion. You should lead the class in a discussion about your assigned articles being prepared with discussing key points of the articles, eliciting discussing and questions for the group and topics for discussion. Make sure to include all of the strategies covered in your articles and bring in children’s books mentioned in your article. Your article relates to methods for teaching hearing students how to incorporate reading and/or writing into one of the content areas. Using the related area from the Stewart/Kluwin text, incorporate how you can modify this to Deaf students. You will then lead at least one activity with the class from one of the articles you read.

Lesson Plan

Teach a lesson to the class integrating either reading or writing into your content area. You may select your grade level. Be prepared to deal with different levels of reading/writing in your class presentation. You will present a 5-8 minute lesson integrating the BiBi strategies. Topics will be given to each student.

Additional Projects/Presentations/Exams

Students will have several additional presentations throughout the semester:

- Midterm Exam (Language 1 – Language 2)
- Lesson Plan/Strategies
- Final Presentation

Although more detailed requirements will be provided, students will be expected to:

1. Provide a clear explanation of assigned topic
2. Have a presentation that reflects creativity and personal expression
3. Show understanding of assigned topic
4. Present high-quality work
5. Use of technology during presentation
6. Incorporate information from class readings.

Assignment Due Dates

- **Article Lead Discussions**- Feb 2 and Feb 4
- **Lesson Plan Intro**: March 3rd

- **Lesson Plan Presentations**- March 22 - April 12
- **Final Projects**: April 26 and April 28

**POINT DISTRIBUTION**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plan</td>
<td>125 pts</td>
</tr>
<tr>
<td>Lead Activities</td>
<td>100 pts</td>
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<tr>
<td>Midterm</td>
<td>60 pts</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>200 pts</td>
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<tr>
<td>Participation/Prepared/On time to class</td>
<td>25 pts</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>510 pts</td>
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**GRADE PERCENTAGE RANGE POINTS**

- **A** 100% - 94%
- **A-** < 94% - 90%
- **B+** < 90% - 87%
- **B** < 87% - 83%
- **B-** < 83% - 80%
- **C+** < 80% - 77%
- **C** < 77% - 73%
- **C-** < 73% - 70%
- **D** < 70% - 60%
- **F** < 60%

**COURSE POLICIES:**

**Syllabus Changes**

This syllabus is subject to change. I will notify the class regarding all changes. Dates for individual assignments and exams are *tentative* and may be altered based on class progress at the discretion of the professor.

**Tentative Class Schedule**
Lesson 1: Introduction, Evaluation of ASL skills. This assignment is for me to see your skills being used. Do not be intimidated if you do not know enough signs. Simply try your best. Fingerspell or use classifiers if needed. Lecture: Language 1 – Language 2.

Lesson 2: Non-Verbal Training

Introduction to Gil Eastman. Mime to Sign: Chapter 1 and 2, 2D descriptions. 2D/3D objects – select an object and describe your object using 2D and 3D. Quiz #1 – Written. Jan 21 – No Lab. Martin Luther King Jr. Day.

Describe shapes, pictures using classifiers and non-manual markers. Describe the interior and exterior of your residence. You could use another person’s residence. Upload photo.

Non verbal communication skills – Garage and First aid Real Life descriptions - 3D. Cinderella Story with no formal signs. Facial expression, 2D, 3D, and classifiers only.

Non verbal activities - Handshapes.


Lesson 3: Merchandise activity. What is in the tool box? Placement of objects around the house activity. Feb 15 – President’s day – No Lab. Feb 16 – Follow Monday’s schedule including lab.

Mime to Sign: chapter 5-7.

Cooking show- select your favorite recipe and use mime, gestures, 2D/3D, handshapes, classifiers, and facial expression to explain how you would cook it. Quiz #2

Lesson 4: Pet Care / Lets Travel The World

Zookeeper- select your favorite animal and describe your animal, describe the habitat, and provide details. Mime to Sign: chapter 8-10.

Lesson 5: School subjects samples and demonstration.

Spring Break – No Lab.

English and Math

Science- Pick any topic related to science. Present your topic using ASL.

History/Maps – Pick a topic from History (include a map) and use ASL to present your topic.
4/11 – 4/15 Learn Multiple Meanings
Typed Version of Final Projects Due
Work on Final Projects

4/18 – 4/22 Work on Final Projects

4/25 – 4/29 Final Project

5/2 - 5/6 Final Exam (comprehensive)

Late Work
Late work due to procrastination will not be accepted. Late work due to legitimate emergency may be accepted. The due date and time associated with each quiz, discussion, exam and assignment are stated clearly in Canvas.

Withdrawal Policy and “I” Grade Policy
Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes:

- Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks,
- A death in the immediate family,
- Financial responsibilities requiring a student to alter a work schedule to secure employment,
- Change in work schedule as required by an employer,
- Other emergencies deemed appropriate by the instructor.

(http://www.usu.edu/policies/pdf/Incomplete-Grade.pdf)

Communication
All communication will be disseminated from Canvas or during class time. I will use Announcements in Canvas to communicate high priority and timely information. You must set your notification preferences in Canvas to receive Announcements and Conversation Messages to ASAP by and email, cell phone for text messages, or other social networking services of your choice.

- How to set up notification preferences in Canvas
- How to use the Inbox for Conversations in Canvas
Instructor Feedback/Communication

I will provide timely assignment feedback through comments and personal conversations on Canvas. I will be reading the Discussion Boards and replying to messages occasionally. You will receive specific feedback on your Assignments in the form of text comments appended to your electronic submissions.

Student Feedback/Communication

I welcome all feedback on the course. My preferred method of communication with individual students is via email. I will respond to email within two week days (Monday – Friday). If you experience a legitimate emergency (according to my standards) that will prevent you from completing required coursework on time, I expect you to communicate with me at the earliest reasonable opportunity. Canvas will track communication between students and teachers providing date and time stamps. Please state the nature of the emergency, and when you expect to turn in the coursework.

Course Etiquette

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others’ behavior that is rude, disruptive, intimidating, or demeaning. The instructor has primary responsibility for and control over classroom behavior and maintenance of academic integrity.

Instructor Responsibilities

- Treat all students with courtesy and respect.
- Be open to constructive input from students in the course.
- Ensure that opportunities to participate are shared equally by all students in the class.

Student Responsibilities

- Be prepared for class activities.

UNIVERSITY POLICIES:

Honor Pledge

As stated in The Student Code, “Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to reinforce the higher level of conduct expected and required of all Utah State University students.”

Upon admission to the university, you agreed to abide by this Honor Code by signing the Honor Pledge, which reads: “I pledge, on my honor, to conduct myself with the foremost level of academic integrity.” Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University policy.
Academic Dishonesty

The Instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University’s Student Code:
Acts of academic dishonesty include but are not limited to:

- Cheating using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually”;
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- Falsification: altering or fabricating any information or citation in an academic exercise or activity.
- Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Full details for USU Academic Policies and Procedures can be found at:

- Student Conduct
- Student Code
- Academic Integrity
- USU Academic Policies and Procedures

Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC). Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content are available with advanced notice.

Contacting the Disability Resource Center (DRC):

- Location in Room 101 of the University Inn.
Phone Numbers
435-797-2444 voice
http://www.usu.edu/drc/

Disability Related Resources for Current Students

- DRC Student Handbook
- Deaf and Hard of Hearing Student Handbook
- Disability Related Scholarships
- Campus Resources
- Documentation Guidelines
- Online Resources for Students with Disabilities

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact

- Moises Diaz, Director of Multicultural Student Services (435) 797-1733 mailto:moises.diaz@usu.edu;
- James Morales, Vice President of Student Services (435) 797-1712 james.morales@usu.edu;
- Ann Austin, Vice Provost for Faculty Development and Diversity, mailto:ann.austin@usu.edu;
- Maure Smith, GLBTA Services, mailto:maure.smith@usu.edu;
- Steven Russell, Student Advocate (435) 797-1720 mailto:s.r@aggiemail.usu.edu.
- You can learn about your student rights by visiting: http://www.usu.edu/studentservices/studentcode.

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code:
(Article VII. Grievances, pages 27-36).