Literacy Methods in Early Childhood Deaf Education: (Bi-Bi)
COMD 5630

Instructor: Jan Kelley-King
Glide: Jan KelleyKing
Email: Jan.kelleyking@usu.edu
Phone: 435-797-1385- Voice
Video Phone 435-363-4353

PREREQUISITES
ASL I, ASL II, COMD 6750

COURSE DESCRIPTION
This course addresses literacy methods in early childhood education particularly for preschool Deaf and Hard of Hearing children from birth-5 and examines the effectiveness of facilitating this development from a Bilingual-Bicultural perspective. The course also provides students opportunities to become familiar with reading aloud children's literature, developing materials and current professional texts and journal articles related to emergent literacy. This course is designed to be a highly practical "how to" course that will prepare students to go into their classrooms with an understanding of how to develop and present lesson plans and activities to facilitate the development of both language and literacy skills for their deaf and hard of hearing students.

COURSE OBJECTIVES

<table>
<thead>
<tr>
<th>Course Outcomes The student will:</th>
<th>Related Assessment</th>
<th>CED Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose appropriate books for preschool read aloud</td>
<td>Written Assignment</td>
<td>DH6K5 Current theories of the development of spoken language and signed languages.</td>
</tr>
<tr>
<td>Conduct Read Alouds incorporating strategies for connecting ASL to English</td>
<td>Videotape, Presentation</td>
<td>DH4S1 Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing</td>
</tr>
<tr>
<td>Design a schedule and classroom environment that incorporates literacy and ASL throughout the day</td>
<td>Final Project; Schedule, Goals, Objectives, teach 2/12 hours and Final Paper</td>
<td>DH7S1 Use specialized technologies, resources, and instructional strategies unique to students who are deaf or hard of hearing.</td>
</tr>
</tbody>
</table>
and teach a preschool day

<table>
<thead>
<tr>
<th>and teach a preschool day</th>
<th>DH7S3 Integrate language instruction into academic areas. DH7S4 Plan instruction to address academic content standards. DH6S4 Communicate proficiently in spoken language or the Sign Language indigenous to the Deaf community. DH4K1 Visual tools and organizers that support content mastery and retention by individuals who are deaf or hard of hearing. DH4S2 Provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or the signed language indigenous to the Deaf community. DH4S3 Apply first and second language teaching strategies to the instruction of the individual. DH4S4 Provide balance among explicit instruction, guided instruction, peer learning, and reflection.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Target skills to focus on for prereading, during reading and after reading activities

<table>
<thead>
<tr>
<th>Target skills to focus on for prereading, during reading and after reading activities</th>
<th>Paper, Classroom Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design materials to use in the preschool classroom</td>
<td>Written Assignment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Design materials to use in the preschool classroom</th>
<th>Written Assignment</th>
</tr>
</thead>
</table>

**REQUIRED TEXTBOOK/READINGS**

Blank CD/DVD tapes that will be used to record presentations.


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

**COURSE FEE**

(From USU policy) “Courses that utilize course fees are required to identify the amount of the course fee and explain the purpose of the course fee on the syllabus given to students. Course fee information not included on the syllabus will result in the course fee automatically being deleted.”.
(Example) There is no course fee for this class

EVALUATION/GRADING/ASSIGNMENTS/REQUIREMENTS

Course Requirements

Participation
Students will be expected to have completed readings, be prepared for and actively participate in classroom discussions and activities on a weekly basis.

Communication Policy
Students are expected to communicate in ASL at all times with voices off unless otherwise instructed by the professor. 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.

Major Project: Students will create a theme based unit plan incorporating a book and video and create materials for an activity packet to use along with the book/video. They will present these materials to the class and teach the first day of the unit to the class. They will work in groups to create a schedule and teach for a two-hour preschool class. The schedule must include pre-reading activities, a read aloud, writing activities etc. More details to follow. Information from this presentation will be incorporated into your final paper.

Additional Projects/Presentations/Exams
Students will have several additional presentations throughout the semester (see point distribution on next page):

- One read-aloud to the class
- Weekly plan using the same book again and again
- Activities for Language Experience Approach/Media Unit
- Daily schedule incorporating language and literacy through the day
- ASL story assignment.
- Volunteer Assignment/Reflective Paper: 2 hours in the preschool deaf classroom Must lead one activity

Although more detailed requirements will be provided, in general for each presentation, 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.

Point Distribution

<table>
<thead>
<tr>
<th>Point Distribution</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Aloud with activity</td>
<td>100pts</td>
</tr>
<tr>
<td>ASL stories/lessons</td>
<td>25pts</td>
</tr>
<tr>
<td>Book Recommendation</td>
<td>25pts</td>
</tr>
<tr>
<td>Language Experience Activity</td>
<td>50pts</td>
</tr>
<tr>
<td>Classroom Schedule</td>
<td>25pts</td>
</tr>
<tr>
<td>Final Project/Presentation</td>
<td>100pts</td>
</tr>
<tr>
<td>Final Reflection/Volunteer</td>
<td>100pts</td>
</tr>
<tr>
<td>Participation/critiques</td>
<td>25pts</td>
</tr>
<tr>
<td><strong>TOTAL PTS</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

Grading: The following university approved grading scale will be used:

93-100 = A
90-92 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
60-69 = D
< 60 = F

TENTATIVE COURSE SCHEDULE/READING ASSIGNMENTS

The following serves as a guide to when our class meets as well as a guide to keeping up with the readings. This is subject to change! Readings are due on the date they are listed.

For example: Read Chapter 1 pages 1-18 for 8/26. (See below).

Note that due dates for assignments are also listed.

I strongly recommend that you look ahead in the syllabus for assigned projects and schedule your time accordingly--especially for the preschool observations. You will need to contact the teacher in advance to schedule your observation.

Week 1 Discussion

1. Syllabus, Practicum expectations
2. Early Intervention and the Ski*Hi Curriculum
3. History, Where it is used, Research

Readings: Articles On canvas
**Week 2 Discussion**  
Groups Present their assigned portions of the Ski*Hi Curriculum

**Week 3 Choosing Children’s Picture Books**
1. Discussion of the importance of informational texts  
2. Choosing books for informational text read alouds  
3. Choosing books with Deaf Characters  
4. Discuss Book Recommendation  
5. Discuss volunteer assignment

**Readings**
Wixson: Reading informational texts in the early grades  
Filipenko: Building young children’s comprehension of information texts during daily read alouds  
Bailes: Mandy  
Duke: The case for informational texts  
Due: bring in a book to share (informational or with deaf characters)

**Week 4 January 28: Reading Aloud**
1. Review 15 principles  
2. Review Vocabulary strategies  
3. Discuss your list of vocabulary and questions  
4. Pre Reading/During Reading/After Reading

**Readings for 1/28**
Lartz, M. (1999). Teaching hearing parents to read effectively to their children who are deaf.  
Bennett-Armistead, Duke & Moses Review Chapter 4  
Review Assignment from last semester  
Assignment Due: Book Due Must be approved  
Book Review Due  
List of vocabulary and questions to focus on

**Week 5 Read it Again and Again**
1. Show video clips  
2. Read it Again and Again discussion  
3. Talk about differences in Days  
4. Fingerspelling/Sandwiching review  
5. Creating activities across days

**Readings**
Bennett-Armistead, Duke & Moses: Chapter 4  
McGee & Shickedanz: Repeated interactive read-alouds in preschool and kindergarten
**Week 6 Read Alouds Due**
1. Show videos
2. Share Activities
3. Discuss Read Alouds
4. Discuss ASL Stories/Handshape Lesson

*Assignment Due*
*Read Alouds Due*
*Written Sheet Before, During and After Materials List (Informational Read Alouds)*

**Week 7 February 25th: ASL Stories/Materials**
1. Share Activities for Informational Texts
2. In class discussion: read it again and Again
3. Share ASL Handshape/Number Stories Goals and Activities
4. Critique

*Assignment Due*
Goals/Activities Due: ASL Stories, Goals and Materials
*Read: Bennett-Armistead, Duke & Moses Chapter 8 & 9*

**Week 8 March 4: Language Experience Pre-During-Post Activities**
(Discuss Language Experience Approach
1. Show *Peter’s Picture*
2. Review *Between the Lions* Website and Activities
3. Review *CornerStones* Project
4. Discuss Pre-During-Post Activities for Video

*Readings*
Bennett-Armistead, Duke & Moses: Chapter 6 & 10

**Week 9: March 11 Video Activities Due Presentations**
1. Share Activities
2. Share Pre-Post Activities
3. Discuss Literacy Throughout the Day Schedules

***Assignment Due:***
*Pre-Post Video Activities Due*
Review *Duke, Bennett Armistead, & Moses* Chapter 2 read Chapter & 11

**Week 10 March 18:**

*No CLASS SPRING BREAK!*
Week 11 March 25th: Daily Schedules/Final Project
1. Share Daily Schedules
2. Share ideas for Final Project and Discuss
3. Work on Unit Plans
4. Work on Schedules
5. Bring in books for read aloud approval

Assignments for 3/25
Literacy throughout the day schedules due
Research and bring in ideas for final projects
Books Due for Read Aloud

Week 13 April 1
1. Present Unit Plans
2. Present Schedules
3. Work on Activities and Materials

Draft Unit Plans and Schedules Due

Week 14 April 9: Deaf Studies Today Conference

Assignment Due: Final Unit Plans and Schedules Due

Week 15th- April 15- Presentations
Final Project Presentations Group 1

Week 16th- April 22 - Presentations
Final Project Presentations Group 2

Week 17th- April 29 – Final Reflection
Share your volunteer experiences

Final Reflection Papers Due: Thursday, May 6th

COURSE POLICIES (taken directly from Syllabus Resource page on USU website)
http://www.usu.edu/aa/faculty/syllabus_resources.cfm

Academic Integrity - "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:
• Espouses academic integrity as an underlying and essential principle of the Utah State University community;

• Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and

• Is a welcomed and valued member of Utah State University.

-------------------------------

**Grievance Process (Student Code)**

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: [http://www.usu.edu/studentservices/pdf/StudentCode.pdf#Article7](http://www.usu.edu/studentservices/pdf/StudentCode.pdf#Article7) (Article VII. Grievances, pages 25-30).

-------------------------------

**Plagiarism**

Plagiarism includes knowingly "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 the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

-------------------------------

**Sexual Harassment**

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

-------------------------------

**Students with Disabilities**

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the
Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille.

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: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.