Teaching Reading to Deaf Children ComD 5740/6740
Instructor: Jan Kelley-King
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Office Hours: Email the instructor for an appointment

Goal:
This course addresses past and present practices in teaching reading to students who are deaf and hard of hearing and examines the effectiveness of such practices. The course also provides students opportunities to become familiar with children's and young adult literature and current professional texts and journal articles related literacy. The course is designed to be a highly practical "how to" course that will prepare students to go into their classrooms ready to facilitate the development of reading and writing skills for their deaf and hard of hearing students.

Required Materials:
Required readings will be available electronically on canvas and will include excerpts from professional text books and journal articles.

In addition students will read a large selection of young adult and children’s literature throughout the semester.

Course Requirements (Specific Descriptions and Expectations attached)

Quizzes from required reading – 100 points

Final Exam – 100 points

Participation:
Chapter and Article Discussions/ Class Activities or quizzes – 100 points

3 Read Alouds – 50 points each

Readers and Writers Workshop Mini-lessons – 50 points

Reading Log – Annotated Bibliography – 50 points

Thematic Unit: Five-Day Unit Plan –200 points

DVD of Final “perfected” read aloud with an activity (100 points)

Interactive Bulletin Board (50 points)
Final Thematic Unit Project for
Teaching Reading to Deaf and Hard of Hearing Children

Most Important: Make this something useful that you will actually use as a teacher or parent advisor. Parent advisors, make it applicable to young children and families. Teachers, make it applicable to a wide range of grade levels.

Thematic unit must include:
- An invitation to (description of) the theme
- Overall goal and rationale that includes application specific to deaf learners
- Key Vocabulary that will be emphasized throughout the theme
- A “listening/reading” center DVD and activity for one book.
- One readers’ workshop mini lesson and one writers workshop mini-lesson based on one of the books from your collection.
- A five-day plan (with understanding that the unit would probably last longer)
- Display of books related to the theme (at least 3)
- Annotated bibliography of ten books related to the theme
- Five hands-on activities described (match to core curriculum) – one per lesson
- One of the five activities made and demonstrated

Grading scale:

A an OUTSTANDING job; exceptional insight and creativity (92%)
A- excellent papers, presentations, and projects that exceed minimal requirements and indicate a great amount of time and effort (90%)
B+ a solid, well-done paper, presentation, or project that meets all requirements. (88%)
B an adequate paper, presentation, or project (84%)
B- an adequate paper, presentation, or project with a few problems (80%)
C, C+ a paper, presentation, or project that just barely meets all requirements, has some problems, and shows very little insight or creativity (74%)
C- a paper , presentation, or project that shows very little insight or creativity and does not satisfy all requirements and/or exhibits several weaknesses (70%)
D a paper, presentation, or project that exhibits major problems and/or does not satisfy all of the requirements (64%)

Thematic Unit Invitation – Day 1 Lesson (25 points)
Students will introduce the thematic unit, clearly stating the theme and providing an overall goal and rationale that includes application specific to Deaf learners. The thematic unit should include key ASL and English vocabulary that will be emphasized throughout the theme.

- An invitation to (description of) the theme
- Overall goal and rationale that includes application specific to deaf learners
- Key Vocabulary that will be emphasized throughout the theme
- At least 3 books from the theme are displayed at final presentation.

Grading criteria:
1. The theme was clearly stated.
2. The goal and rationale of the theme was made clear.
3. The rationale specifically addresses the needs of bilingual/bicultural Deaf learners.
4. The ASL presentation of the unit is clear.

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Reading Logs/ Annotated Bibliography (50 points)
Throughout the semester, students will read a variety of books from children's literature and young adult literature.

- Students should keep a reading log of the books they have read throughout the semester.
- From the reading log, students will choose ten books to annotate. The annotations should specifically include ways that the book can be incorporated into effective teaching of bilingual/bicultural Deaf learners.
- The books should accommodate various reading levels.

Grading Criteria:
1. The reading log included more than ten books of quality children’s and/or young adult literature.
2. Ten Books were annotated appropriately.
3. The ten annotations reflected a brief summary and application to deaf learners.
4. Books included in the thematic unit collection should meet the needs of students of different reading levels.

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Core Curriculum Activities (50 points)
Students will create an activity notebook that targets core curriculum objectives. The notebook should include five activities that allow for independent practice. (The activities should be planned so that deaf learners can use the activity to practice a skill independently, in pairs, or small groups.) Visit the website for the Utah State Core Curriculum: Language Arts Section. Students will turn in a written description of the activity that includes (a) targeted objective, (b) materials, (c) teacher instructions, and (d) student instructions. Activities must engage learners in active, hands-on learning. Students must make and demonstrate ONE activity in class.

Grading criteria:
5. All components of the written description are clearly delineated
6. Activity supports mastery of the objective
7. The notebook includes five activities that reflect the above criteria
8. The ASL demonstration of the activity is clear.

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F Does not meet the requirements of the assignment and exhibits major problems (below 60%)

Reading Workshop and Writers Workshop Mini-lessons (50 points)
Students will write and teach a mini-lesson for readers workshop and writers workshop. Mini-lessons are different than regular lesson plans and serve a specific purpose within readers workshop. Following the last read aloud, students will present two mini-lessons related to the book that is read aloud. Mini-lessons should be no longer than five minutes each. (one writers workshop mini-lesson and one readers workshop mini-lesson) Students will provide a written mini-lesson plan that includes a) assumptions about the readers/writers, b) mini-lesson objective, c) procedures d) evaluation (how will you decide when students have applied the concept?)

Grading criteria:
1. Written plan clearly outlines all required components.
2. Mini-lesson is appropriate to readers’ and writers’ needs.
3. ASL Presentation of the mini-lesson is clear.

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**5-Day Unit Plan (100 points)**
Students will develop a plan for five days of instruction within the thematic unit. This should include:

- overall goal and rationale with application specific to deaf learners
- key vocabulary that will be emphasized throughout the theme
- five lesson plans, one for each day

Each lesson plan should include:

- Objectives this plan will address
- Materials
- Procedure (What strategies will you teach/use? Chapters 4, 6, and 8 from your text should be most helpful with this portion)
- Evaluation – How will you know when students have mastered the objective?

Grading Criteria:
1. All five lessons were complete; including each portion mentioned above
2. All five lessons addressed both languages assuming you are following bilingual teaching philosophy. Specifically state how you address ASL and English in your plan.
3. Instructions and descriptions were clearly stated so that anyone could follow them.

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    (below 60%)

3 Read Aloud Presentations (50 points each)
Students will select books from their study of children's literature. Students will read the book or a portion thereof (10 minutes) using ASL and the read aloud will be recorded. Students will then watch their own tapes and evaluate their read aloud and turn in a written summary.

Grading criteria:
1. ASL presentation accurately reflects the message in the book
2. Read aloud is well prepared
3. Reader appropriately makes connections between L1 and L2
4. Potential “breakdowns” in understanding between L1 and L2 are identified and a strategy for resolving the breakdowns is modeled.

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Reading/Listening Center DVD and Activities (100 points)
Students will choose one of the three required read “alouds” in ASL and record it “professionally” on a DVD for use in the future classroom “listening” center.

Two activities should accompany the book that support independent reading and comprehension.

Grading criteria:
1. ASL presentation accurately reflects the message in the book
2. Read aloud is well prepared
3. Reader appropriately makes connections between L1 and L2
4. Activities are clearly described and appropriate.

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**Interactive Bulletin Board**
Students will work in teams to create an interactive bulletin board that targets a language arts core curriculum objective and a bilingual/bicultural ASL/English/Deaf Culture objective.

Grading Criteria
- The bulletin board is neat, attractive, error free
- The bulletin board involves an activity that targets a language arts objective
- The bulletin board includes Deaf culture / ASL information
- The bulletin board is applicable to Deaf learners

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COURSE POLICIES
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:

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 use 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.

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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.