Strategies for Teaching the English Language to the Deaf and Hard of Hearing
COMDDE 6650
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This course meets the following program standards as outlined by CED/CED: 1.2; 1.7; 1.9; 11.2; 11.4; 11.5; 11.6; III.2; III.3; IV.5; IV.9; IV.S.7; and IV.S.9)

The following core competencies are covered in this class:

1. Knowledge of ASL/English Bilingual teaching strategies.
2. Core Competency 2: Scholars’ knowledge of development and strategies for facilitation of DHH children’s language and literacy skills.
3. Scholars learn evidence based strategies for teaching literacy across the curriculum.
4. Scholars’ ASL skills (expressive/receptive).
5. Scholars understand knowledge and strategies for working with children with exceptionalities/multiple disabilities.
6. Scholars understand knowledge of Deaf culture and strategies for facilitating identity development of children from diverse cultures, and utilizing Core standards and culturally appropriate curriculum.
7. Scholars knowledge of and interpretation of formal and informal assessments.

Course Description

This course will provide students an opportunity to use critical pedagogy (a process whereby teachers/students name their beliefs, reflect critically on the beliefs, and then take action). Students will name their beliefs, critically and collaboratively reflect on them, and then act to implement effective practices of bilingual/bicultural instruction that will enhance the achievement of deaf students in all academic classes. The overall focus will center around two components of bilingual-bicultural instruction: a bilingual approach that involves the use of ASL and English; and, a bicultural approach encompassing both the Deaf and hearing cultures.

For the purposes of this course, ASL will be viewed as consisting of two language skills: attending and signing; and, English will be viewed as consisting of six language skills: reading, writing, fingerspelling, finger reading, speaking, and listening.

The course will focus on current research and classical studies on bilingual/bicultural theory and education, culture, the deaf bilingual child, first and second language acquisition and learning, language use, and language teaching. The course will be taught using a seminar type of model and will involve intensive reading and class discussions.
Students in Deaf Education at Utah State University learn that deaf, hearing, and hard of hearing are not unitary, separate identities, but are complex and varied in language, communication, and learning strengths and needs. Because connections are based in language and communication, this is a key focus in our program. While at USU, students learn about connections between Deaf and hearing people through classroom interactions, guest speakers, special workshops, community service, and student organizations. Graduates leave USU prepared to be allies, advocates, and leaders in Deaf Education.

Course Requirements

1. Communication: Students are expected to use American Sign Language at all times during class.
2. Students are expected to keep current with assigned readings, lectures, and class discussions and may be called on at any time to lead class discussions of the assigned readings.
3. Guided reflections: Students are expected to complete all reading assignments and type guided reflections before class meetings, share individual responses, and participate in daily/weekly reflective activities. A portfolio of your guided reflections will be turned in at the last class period prior to your final report. Any portfolio turned in after this date will receive a zero. This assignment is worth 100 points: 75% for content and 25% for mechanics of writing, spelling, organization, wording, etc. A deduction of $\frac{1}{2}$ point will be made for each mechanical, spelling, or punctuation error.
4. Students are expected to plan and make presentations (book reports and discussions of assigned readings) and tie these topics into the overall theme of teaching the English language to Deaf children through the use of an ASL/English approach.
5. Your final examination will be the presentation of a book report (the particular book will be assigned to you). This presentation will be graded in the following manner: 50 points for presentation of the actual assignment; and, 50 points for the presentation of related research (sources such as related literature, interviews, PowerPoint effectiveness, etc.).
6. Completion of all other assignments and related work which might be required is expected.

How to handle the guided reflections/readings:

For each of the reading assignments, you will be expected to turn in a typed, error-free paper prior to the class discussion of the article. You will be expected to be able to intelligently discuss your responses/reflections in a class discussion, and when called on, to lead the class discussion of the article. Your reflections/discussion should exhibit knowledge, comprehension, application, analysis, synthesis, and
evaluation of the articles read. Each reflection turned in will be worth 25 points—
points will be given for excellent work and points will be subtracted for mediocre or poor work.

Following are questions that should be addressed in your reflections:

1. What was the underlying theme of the article read?
2. What questions were raised in the article read, both by the author and in
your own mind?
3. How might this research/article be presented to parents and educators in a
convincing manner that supports the bilingual-bicultural philosophy?
4. Based on the information in the article, what conclusions might be drawn
regarding bilingual-bicultural programming for the deaf child?

**How to handle the Book Review:**

The Book Review will serve as your final examination, and is worth 100 points: 50
points for the PowerPoint/printed material and 50 points for the actual class
presentation. The following questions should be addressed in the Review:

1. What problems were presented in the book?
2. What was the author’s purpose in writing the book?
3. What did the book’s title have to do with the book?
4. What lesson(s) did you learn from the book?
5. What is the main idea of the book?
6. If possible, what part of the book would you change, and why?
7. You have been asked to recommend this book. What would you say and why?
8. What do you feel is the most interesting part and applicable part of the book?
   Why?
9. How does the book relate to what is happening in education of the Deaf
today?
10. Considering what we have read and discussed in this class, what are the
implications for bilingual-bicultural programming for the Deaf student as
implicitly or explicitly presented in your book?

**Required text**

Livingston, Sue. *Rethinking the Education of Deaf Students: Theory and Practice

**NOTE:** Plagiarism will not be tolerated in this class. 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 acknowledgement. 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.