College of Education and Human Development
Division of Special Education and disAbility Research

Spring 2021
EDSE 420 DL1: Deaf Culture
CRN: 17834, 3 – Credits

Instructor: Roxanne Dummett	**Meeting Dates: 1/25/21 – 5/10/21**
Phone: N/A	**Meeting Day(s): Tuesday/Thursday**
E-Mail: rdummett@gmu.edu	**Meeting Time(s): 12 pm – 1:15 pm**
Office Hours: Zoom Meeting Appointment	**Meeting Location: N/A; Online**
Office Location: Online	**Other Phone: N/A**

Note: **This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.**

Prerequisite(s):
EDSE 410 with a minimum grade of "C" or EDSE 410 with a minimum grade of "XS"

Co-requisite(s):
None

Course Description
Studies the cultural practices, ideology, power, identity, and heritage of Deaf people in the United States. Analyzes Deaf community as a part of societal diversity. Emphasizes issues of multiculturalism, linguistic code-switching, and language dominance.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip
Are you completing the ASL minor? Send your Minor Declaration (http://registrar.gmu.edu/wp-content/uploads/UMD.pdf) to the Special Education program at speced@gmu.edu.

Course Delivery Method
Online

Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using a synchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 24th.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: Browser support (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

  To get a list of supported operation systems on different devices see: Tested devices and operating systems (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
  o The following software plug-ins for PCs and Macs, respectively, are available for free download:
  o Adobe Acrobat Reader (https://get.adobe.com/reader/)
  o Windows Media Player (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)

o [Apple Quick Time Player](www.apple.com/quicktime/download/) (www.apple.com/quicktime/download/)

Expectations
- Course Week:
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

Upon completion of this course, students will be able to:

1. Develop and enrich cultural competency relative to the deaf community and demonstrate awareness of dynamic language, culture, and multicultural issues alive in the Deaf community today (DH1S2, C2.1, C3.1).
2. Identify and explain important aspects of Deaf culture including social structures, traditional ideas, and attitudes (DH1S2, C3.2, C4.1, C5.1).
3. Recognize and define aspects of power and oppression including cultural appropriation, hearing privilege, audism, and linguicism (C2.2, 4.2).
4. Analyze controversial issues between the Deaf and hearing community (C4.2).
5. Identify the traditions of Deaf people such as Deaf folklore, Deaf Art/De'VIA, ASL literature, and Deaf literature (C2.1, C2.2).

Professional Standards

Goals, objectives, and assignments in this class address the Council for Exceptional Children (CEC) skill standards and the American Sign Language Teachers Association (ASLTA) competencies. Code for CEC Standards: DH = Deaf and Hard of Hearing; Code for ASLTA Standards: C1 = Communication, C2 = Culture, C3 = Connections, C4 = Comparisons, C5 = Communities.

Required Textbooks

Leigh, I., Andrews, J. F., & Harris, R. (2016). *Deaf culture: Exploring deaf communities in the United States.* San Diego, CA: Plural Publishing, Inc.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

VIA Performance-Based Assessment Submission Requirement

There is no required performance-based assessment for this course.

Assignments and/or Examinations

Chapter summary assignments:
Student will type up a one- page summary for each chapter and post on Blackboard.

Vocabulary/Glossary assignments:
Student will complete the Glossary worksheets and post on the Blackboard.

Video summary assignments:
Students will watch video links related to Deaf Culture and write up a brief summary and post on Blackboard. An example summary will be provided.

Quizzes:
Students will have quizzes from the textbooks. It will be administered on Blackboard. There will be a time limit for quizzes.

Note:
Quizzes will be administered via on Blackboard.

Research paper and presentation project for a group:

*Student will be paired with a classmate write a paper and give a presentation on a prominent Deaf person.

Details for research paper

- Students will complete and submit a research paper and present their research. Students will select from the choices listed below.

- Research assignments will be completed outside of class and will be evaluated for content, format, and presentation of college-level writing. The American Psychological Association (APA) style is required. All written work should be edited carefully as points will be deducted for spelling and formatting errors.

- Students will collect data by using research from appropriate journals and textbooks.

Details for written assignments:
- **Submit double-spaced, 12-point font, electronic document by due date.**
- **Present ideas in a clear, concise, and organized manner.**
- **Develop points coherently, definitively, and thoroughly.**
- **Reference appropriate authorities, studies, and examples and avoid generalizations, assumptions, and unsupported opinions.**
- **Use correct capitalization, punctuation, spelling, and grammar.**
- **When in doubt, check the APA Manual, 7th edition.**

<u>Details for presentation:</u>
- Prepare a presentation to share with the class that summarizes the information in the written research project.
- Presentation must include visuals to demonstrate highlighted points, e.g., PowerPoint or Prezi.
- Presentation will be conducted in American Sign Language.

Each group will present a prominent Deaf individual (list of options are provided below). Highlights to include will be:

- The role the Deaf person played in history
- The significance of the individual's impact on society
- How the individual has changed the future of the Deaf community
- Explain the arenas that have faced changes and explain the importance

Dr. I. King Jordan	**Dummy Hoy**
Matt Hamill	**Dr. Robert Davila**
Dr. Andrew Foster	**Dr. Glenn Anderson**
Dr. MJ Bienvenu	**Dr. Linda Bove**
Curtis Pride	**Raymond Luczak**
Laura C. Reddin Searing	**Sophia Fowler**
Mary Herring Wright	**Douglas Tilden**
Nyle DiMarco	**Phyllis Frelich**

Note: If students want to write about other famous Deaf people, their choice must be approved by the instructor.

Course Policies and Expectations
Attendance/Participation
It is expected that students will attend each scheduled class on zoom on time.

Students will be allowed one (1) absence without penalty. Each absence afterwards will result in a 2% deduction from the total grade as shown below:

First Absence – no penalty
Second Absence or more – 2% deduction of the total grade

Two (2) late arrivals on zoom will be equivalent to one (1) absence, which will apply to the policy stated above.

Zoom meeting dates are shown on the Class Schedule.

Late Work
Any papers or assignments will not be accepted past due dates.

Note: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Grading Scale

Letter	Percent Grade
A+	97-100
A	94-96
A-	90-93
B+	87-89
B	84-86
B-	81-83
C+	79-80
C	76-78
C-	74-75
D	70-73
F	Below 70

Grade Distribution	
Quizzes	30%
Assignments	40%
Final paper/presentation	30%

*Note: The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (https://oai.gmu.edu/) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (https://catalog.gmu.edu/policies/honor-code-system/). Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/polices-procedures/) (https://cehd.gmu.edu/students/polices-procedures/).

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Assignments: Thursdays – end of the day (Eastern Standard Time) and all details are on BlackBoard.
Zoom Meetings: Tuesdays - full class every other week (12PM)
Quizzes: administrated on Blackboard following class schedule and time (12PM EST)

	Day	Class Topic	Reading/Viewing Assignments
Week 1	26-Jan	Course Introduction **Zoom**	Syllabus
	28-Jan	Syllabus	Syllabus quiz
Week 2	2-Feb	Chapter 1: Deaf Community- Past and Present	Chapter 1 Glossary, video and summary
	4-Feb		
Week 3	9-Feb	Chapter 2: Causes of Being Deaf and Auditory innovations **Zoom**	Chapter 2 Glossary, video and summary
	11 - Feb		
Week 4	16-Feb	**Quiz on Chapters 1 & 2** Chapter 3: American Sign Language	**Quiz** Chapter 3 Glossary, video and summary
	18-Feb		
Week 5	23-Feb	Chapter3 (cont'd) **Zoom**	Chapter 3 Glossary, video and summary
	25-Feb	Chapter 4: Deaf Education and Deaf Culture	Chapter 4 Glossary, video and summary
Week 6	2-March	Chapter 4 cont'd	Chapter 4 Glossary, video and summary
	4-March	Chapter 5: How Deaf Children Think, Learn and Read	Chapter 5 Glossary, video and summary
Week 7	9-March	Chapter 5 cont'd **Zoom**	Chapter 5 Glossary, video and summary
	11-March	Chapter 5 cont'd	
Week 8	16-March	**Quiz on Chapters 3-5** Chapter 6: Deaf Identities	**Quiz** Chapter 6 Glossary, video and summary
	18-March	Chapter 6 cont'd	
Week 9	23-March	Chapter 6 cont'd **Zoom**	Chapter 6 Glossary, video and summary
	25-March	Chapter 7: Navigating Deaf and Hearing Worlds	Chapter 7 Glossary, video and summary

Week 10	30-March	Chapter 7 cont'd	
	1-April	Chapter 8: Technology and Accessibility	Chapter 8 Glossary, video and summary
Week 11	6-April	Chapter 8 cont'd **Zoom**	Chapter 8 Glossary, video and summary
	8- April	Chapter 8 cont'd	
Week 12	13-April	**Quiz on Chapter 6-8** Chapter 9: Arts, Literature and Media	Chapter 9 Glossary, video and summary
	15-April	Chapter 9 cont'd	
Week 13	20-April	Chapter 10: Advocating and Career Opportunities **Zoom**	Chapter 10 Glossary, video and summary
	22-April	Chapter 11: Final thoughts on Deaf culture and its future	Chapter 11 summary **Research paper due**
Week 14	27-April	**Quiz on Chapter 9-10**	**Quiz**
	29-April	Final presentation **Zoom**	Group presentation
Week 15	4-May	Final presentation **Zoom**	Group presentation

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: See Core Values (http://cehd.gmu.edu/values/).

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code. See Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing. See Responsible Use of Computing (http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at

the time the written letter from Disability Services is received by the instructor. See [Disability Services (https://ds.gmu.edu/)](https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to either Tk20 or VIA should be directed to https://cehd.gmu.edu/aero/assessments/

- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/)](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
- As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator](mailto:titleix@gmu.edu) (titleix@gmu.edu).

- **For information on student support resources on campus, see [Student Support Resources on Campus (https://ctfe.gmu.edu/teaching/student-support-resources-on-campus)](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus).**

- For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development (http://cehd.gmu.edu/)](http://cehd.gmu.edu/).

Appendix
Assessment Rubric(s)
FINAL PRESENTATION ASSESSMENT RUBRIC

Narrative/ Content			
	EXCEEDS EXPECTATION	**MEETS EXPECTATION**	**DOES NOT MEET EXPECTATION**
Narrative length	**5-7 minutes (1)**	**2-4 minutes (.5)**	**Less than 2 minutes**
Storyline	**Presentation is clear and well organized; Storyline is exceptionally interesting; pacing excellent (1)**	**Presentation is generally clear and well organized; Storyline well developed; pacing good (.5)**	**Overall presentation confusing, not well organized; necessary**

			preparation not evident
Usage of vocabulary	**Accurate, relevant use of wide variety of vocabulary that enhances storyline; vocab used from all units studied (1)**	**Generally accurate, relevant use of vocab; fits into storyline; vocab used from more than half the units studied (.5)**	**Vocabulary inaccurate and not always relevant to story; vocab used covers less than half the units studied**
Phonology			
Use of basic parameters (hand shapes, palm orientation, location and movement in space)	**Skilled, accurate, appropriate use of hand shape, orientation, location and movement; transitions smooth (1)**	**Generally accurate, appropriate use; errors made do not compromise meaning (.5)**	**Less than 50% accurate, appropriate use; errors compromise meaning; effort and practice not evident**
Use of inflections – manners, modulations, degrees, temporal aspects	**Use is consistently accurate, well-chosen and serves to enhance the story; use precisely expresses intended meaning (1)**	**Use is generally accurate within story; errors are few and do not compromise the intended meaning; good effort (.5)**	**Use is either not present or awkward; errors compromise meaning; effort and practice not evident**
Morphology			
Use of Non-Manual Markers	**Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning (1)**	**Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort (.5)**	**Use is either not present or awkward; errors compromise meaning; effort and practice not evident**
Use of movement to indicate timeline and time	**Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning (1)**	**Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort (.5)**	**Use is either not present or awkward; errors compromise meaning; practice not evident**