



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

Fall 2021  
EDSE 410 001: Deaf History  
CRN: 76056, 3 – Credits

<b>Instructor:</b> Kevin Taylor	<b>Meeting Dates:</b> 8/23/2021 – 12/15/2021
<b>Phone:</b> 571-723-4311	<b>Meeting Day(s):</b> Tuesday; Thursday
<b>E-Mail:</b> ktaylo2@gmu.edu	<b>Meeting Time(s):</b> 5:55 pm – 7:10 pm
<b>Office Hours:</b> By Appointment	<b>Meeting Location:</b> Online; Synchronous
<b>Office Location:</b> Krug 103B	<b>Other Phone:</b> 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 315 with a minimum grade of “C” or EDSE 315 "XS"

**Co-requisite(s):**

None

**Course Description**

Studies the history of the Deaf people in Europe and its influence on the Deaf people in the United States. Explores the Deaf people’s experience as an oppressed minority similar to the experience of many oppressed populations. Applies knowledge to understanding the attitudes toward Deaf people today

**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 speded@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

**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 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 August 20<sup>th</sup>.

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 \(https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers\)](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 \(https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems\)](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.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - [Adobe Acrobat Reader \(https://get.adobe.com/reader/\)](https://get.adobe.com/reader/)
  - [Windows Media Player \(https://support.microsoft.com/en-us/help/14209/get-windows-media-player\)](https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
  - [Apple Quick Time Player \(www.apple.com/quicktime/download/\)](http://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 3 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 ensure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes**

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

1. Identify and explain historical events and significant people within the American Deaf community (C2.1, C2.2).
2. Understand the different etiologies related to hearing loss, age of onset and identification: the provision of hearing services: and the modalities of communication used for Deaf people (DH1K3, DH2K2, C2.2).
3. Discuss and reflect how people and events of the past have significantly influenced Deaf people (DH1K2, DH1S1, C3.1, C4.1, C4.2, C5.1).
4. Identify various services, organizations, and networks that support individuals who are deaf or hard of hearing (DHH.7.K1, C2.2).
5. Recognize and define attitudes toward the Deaf community (DH1S2, C2.2, C3.1).

### **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 Texts**

Nomeland, M. M., & Nomeland, R. E. (2012). *The deaf community in America: History in the making*. McFarland & Company, 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).

### **Assignments and/or Examinations**

**Quizzes:** Students will have quizzes on textbook materials which will be administered via Blackboard. There will be a time limit for quizzes.

**Assignments:** Students will complete weekly assignments in Blackboard. Students will check Blackboard for more details about the assignments.

**Chapter Summaries** – Students will write a short summary of their weekly chapter readings. The paper should be 2 pages, using a size 12 font and double-spaced.

**Reaction Papers** - Students will write reaction papers for Deaf related videos/articles shown in class or posted in Blackboard. The paper should be 1 page, using a size 12 font and double-spaced.

**Deaf “Newspaper” and Presentation:** Throughout the semester, students will compile Deaf resources. Students will research and collect resources in the categories listed below to address Deaf History. The newspaper will include the following topics. Each topic will also include a brief summary of the topic and its corresponding article/resource, approximately 60-75 words with a maximum of 75. Students will need a minimum of 8 topics. Students will need to create a PowerPoint with slides including the following:

1. Summary for the corresponding article/resource
2. Links or references for each topic.

(**Note:** When your first two topics are due, you will submit it as a PowerPoint including the above information. When you submit your next two topics, you will submit a PowerPoint that should have a total of 4 topics and etc.)

**Topics:**

- A spotlight on a famous or prominent Deaf individual
- Current Event
- Historical Event
- Assistive Technology Device for Deaf or hard of hearing
- Sports Section
- Lifestyle/Entertainment
- Two (2) wild cards – your choice (education, economy, politics, comics, religion, etc., anything you find interesting)

**Details for presentation:**

- Prepare a presentation to share with the class that summarizes the information on your newspaper. Pick only **2 (two)** topics to discuss about.
- Presentation must include visuals (PowerPoint, Prezi and etc.) to demonstrate highlighted points of your articles.
- Presentation will be presented in American Sign Language.
- Rubrics will be posted in Blackboard.

**Course Policies and Expectations**

**Attendance/Participation:** It is expected that students will attend each class on time. Students will be allowed two (2) absences without penalty. Each absence afterwards will result in a 10% deduction from the total grade as shown below:

First Absence – no penalty

Second Absence – no penalty

Third Absence – 5% deduction of the final grade

Fourth Absence – 5% deduction of the final grade

Fifth Absence – 5% deduction of the final grade

Sixth Absence – Withdraw or fail the course depending on the date

Two (2) late arrivals will be equivalent to one (1) absence which will be applied to the policy stated above.

If a student arrives more than 30 minutes late, it will count as one (1) absence.

**Late Work:** Any papers, videos, 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

### Grading Scale

Letter Grade	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:

- |                       |     |
|-----------------------|-----|
| 1. Quizzes            | 30% |
| 2. Assignments        | 30% |
| 3. Final PowerPoint   | 20% |
| 4. Final Presentation | 20% |

**Note:** Students' grades will be based on percentage for each area as shown above, not total points.

**\*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 \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/).

### Class Schedule

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

**Classes:** Full class meets on Tuesdays (ends 10/5)

Day		Class Topic	Reading/Viewing Assignments
Week 1	24-Aug	Syllabus	Syllabus Review
Week 2	31-Aug	Chapter 1: Earliest Known History of Deaf People	Read pp. 3-26 Chapter 1 Summary
Week 3	7-Sept	Chapter 2: Origins of Deaf Learning in America	Read pp. 27-47 Chapter 2 Summary
Week 4	14-Sept	Chapter 1 and 2 continued	Deaf Newspaper – 2 topics
Week 5	21-Sept	Chapter 3: Historical Issues in Deaf Education	Chapter 1 & 2 Quiz Read pp. 59-86 Chapter 3 Summary
Week 6	28-Sept	Chapter 4: Life in Deaf Communities	Read pp. 87-100 Chapter 4 Summary
Week 7	5-Oct	Chapter 3 and 4 continued	

Zoom Groups	Days of the week
Zoom Group A	Meets Tuesdays (starts 10/19)
Zoom Group B	Meets Thursdays (starts 10/19)

Week 8	12-Oct	No class	Chapter 3 & 4 Quiz Deaf Newspaper – 2 topics (4 total)
Week 9	19-Oct	Chapter 5: Recognition of ASL as a Language	Read pp. 101-130 Chapter 5 Summary
Week 10	26-Oct	Chapter 6: Expansion of Visual Languages	Read pp. 131-155 Chapter 6 Summary
Week 11	2-Nov	Chapter 5 and 6 continued	Deaf Newspaper – 2 topics (6 total)
Week 12	9-Nov	Chapter 7: Emergence of Colorful Communication	Chapter 5 & 6 Quiz Read pp. 141-170 Chapter 7 Summary

Week 13	14-Nov	Chapter 8: Enlightenment of Independence Chapter 9: Personalities Through the Years	Read pp. 171-207 Assignment: Chapter 8-9 Summary (2 pages for both chapters)
Week 14	23-Nov	No Class – Thanksgiving	Deaf Newspaper Due – 8 topics
Week 15	30-Nov	Final Exam	Presentation
Week 16	9-Dec	Final Exam	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/) (<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/) (<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/) (<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 “non-confidential 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 \(titleix@gmu.edu\)](mailto: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)**

	<b>EXCEEDS EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>DOES NOT MEET EXPECTATIONS</b>
<b>Vocabulary:</b> Usage of vocabulary	Accurate, relevant use of wide variety of vocabulary used from all units studied (2)	Generally accurate, relevant use of vocabulary from more than half the units studied (1)	Vocabulary inaccurate and used covers less than half the units studied
<b>Formation:</b> Handshape, Palm Orientation, Movement, Location	Skilled, accurate, appropriate use of hand shape, orientation, location and movement; transitions smooth (2)	Generally accurate, appropriate use; errors made do not compromise meaning (1)	Less than 50% accurate, appropriate use; errors compromise meaning; effort and practice not evident
<b>Space Referents:</b> Motion/Location of Verbs (includes eye gaze, body shifting and choice of signs)	Use is consistently accurate and appropriate; use precisely expresses intended meaning (2)	Use is generally accurate and appropriate; errors do not compromise the intended meaning; good effort (1)	Use is either not present or awkward; interferes with intended meaning; effort and practice not evident
<b>Grammar:</b> Yes/No Questions “Wh-word” Questions Location Negation Contrastive Structures (referents, time, intensity, etc.)	A variety of sentence types are used; solid knowledge of grammar is evident (2)	A variety of sentence types are used; errors do not compromise meaning; use demonstrates effort and thought (1)	Use is awkward and confusing; errors compromise meaning; effort and practice not evident
<b>Fluency/Accuracy</b> Smoothness and Fluency of Signs Conceptually Accurate Ideas/Messages	Use is consistently accurate and appropriate; use precisely expresses intended meaning (2)	Use is generally accurate and appropriate; errors do not compromise the intended meaning; good effort (1)	Use is either not present or awkward; sometimes interferes with intended meaning; effort and practice not evident
<b>Total Points Possible</b> = 10	Points earned in parenthesis	Points earned in parenthesis	No points earned