



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

Spring 2022
EDSE 420 001: Deaf Culture
CRN: 15833, 3 – Credits

Instructor: Kevin Taylor	Meeting Dates: 1/24/22 – 5/18/22
Phone: 571-723-4311	Meeting Day(s): Tuesday
E-Mail: ktaylo2@gmu.edu	Meeting Time(s): 5:55 pm – 7:10 pm
Office Hours: By Appointment	Meeting Location: Fairfax; HORIZN 4000
Office Location: Krug 103B	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.

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 linguisticism (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 Texts

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

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

1. **Fill in the blank questions**
 - a. **Numbers** – type the number only (do not spell it out)
 - b. **1-word answers** – most fill in the blank questions require 1-word answers. If you see (2 words or 3 words), the answer will be 2 words or 3 words.

- c. **Parenthesis** – pick an answer given in the parenthesis
 - i. (do not/don't)
 - ii. (1st, 2nd, 3rd ...) which means enter one of these as an answer. Not FIRST, SECOND but 1st, 2nd... If you see ... means it is does not stop at 3rd, can 4th, 5th and etc.
 - d. **Spelling** – will be deducted if not correct (use google to double check your spelling)
 - e. **Abbreviations** – are not allowed
 - f. **Capitalizations** – answers can be submitted with/without capitalization
 - g. **True/False** – type the full word, not T/F
2. **Reading Assignments** – some assignments require you to read and find the answers in your textbook.
 3. **Videos** - Students will watch videos on various Deaf-related topics. Students will post thoughts and comments, rubrics are posted on Blackboard.
 4. **Answer Key** – for assignments, correct answers will be available after the entire class have submitted the assignment.

Quizzes: Students will have chapter quizzes on materials discussed in class as well as information from the textbooks.

Research Paper and Presentation: 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.

Students may use any of the following:

- Interviews from Deaf/hard of hearing individuals
- Visiting/touring local schools
- Exploring local community resources

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.

Details for presentation:

- 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.

Research Paper – Choice 1

Students will interview a Deaf individual. Highlights to include in the interview will be:

- Experiences in the mainstream environment
- Experiences in the Deaf-World
- Challenges faced in the workplace
- Experiences growing up (with a hearing or Deaf family)
- Devices used in the home
- Personal devices used

Research Paper – Choice 2

Students will discuss a prominent Deaf individual (list of options are provided below). Post your choice on the discussion board tab in Blackboard. 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

Jean Massieu	Marlee Matlin
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

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 class on time. Students will be allowed two (2) absences without penalty. Each absence afterwards will result in a 5% 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

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

Other Requirements

No Voicing Policy: To enhance students' language acquisition of ASL, a "no voicing" setting will be enforced. Respect the instructor and classmates by refraining from voicing or interpreting for others. If students do not understand the instructor or classmates (or missed a portion of information), please ask the instructor for clarification. Students can ask a classmate by using signs or writing back and forth.

Students are expected to cease voicing the moment they walk into the classroom until the moment they exit the classroom. Students are also expected to continue signing until the instructor has left the room after the class session. It is expected that students will practice ASL with classmates during times they are in the classroom and the instructor is not present.

If voicing becomes a persistent problem, the instructor will ask the student to leave the class for the day; this will count as an absence for the day.

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

Letter Grade	Percent Grade
F	Below 70

Grade Distribution:

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

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

Note: A student needs 76% to pass the course.

Course/Graduation Requirements: Students are responsible for completing course work that demonstrates the level of competence satisfying the foreign language requirements.

***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.

Modules: Due on **Mondays at 11:59 pm**, the day before next class.

	Day	Class Topic	Weekly Reading/Assignments
Week 1	25-Jan	Syllabus	Module 1
Week 2	1-Feb	Chapter 1: Deaf Community: Past and Present	Module 2
Week 3	8-Feb	Chapter 2: Causes of Being Deaf and Auditory Innovations	Module 3
Week 4	15-Feb		Module 4
Week 5	22-Feb	Chapter 3: American Sign Language	Module 5
Week 6	1-March	Chapter 4: Deaf Education and Deaf Culture	Module 6
Week 7	8-March	Chapter 5: How Deaf Children Think, Learn and Read	

Week 8	15-March	Spring Break	Module 7
Week 9	22-March	Chapter 6: Deaf Identities	Module 8
Week 10	29-March	Chapter 7: Navigating Deaf and Hearing Worlds	Module 9
Week 11	5-April	Chapter 8: Technology and Accessibility	Module 10
Week 12	12-April	Chapter 9: Arts, Literature, and Media	Module 11
Week 13	19-April	Chapter 10: Advocating and Career Opportunities	Module 12
Week 14	26-April	Chapter 11: Final Thoughts on Deaf Culture and Its Future	Module 13
Week 15	3-May	Final Presentation	
Week 16	10-May	Final 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 VIA should be directed to viahelp@gmu.edu or <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 titleix@gmu.edu.

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)

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
Vocabulary: 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
Formation: 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
Space Referents: 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
Grammar: 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
Fluency/Accuracy 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
Total Points Possible = 10	Points earned in parenthesis	Points earned in parenthesis	No points earned

