



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

Fall 2022  
EDSE 410 001: Deaf History  
CRN: 73983, 3 – Credits

<b>Instructor:</b> Roxanne Dummett	<b>Meeting Dates:</b> 8/22/22 – 12/14/22
<b>Phone:</b> N/A	<b>Meeting Day(s):</b> Tuesdays
<b>E-Mail:</b> rdummett@gmu.edu	<b>Meeting Time(s):</b> 12 pm – 1:15 pm
<b>Office Hours:</b> Email/Appointment	<b>Meeting Location:</b> Hybrid - Fairfax; IN 330 & Online
<b>Office Location:</b> Krug 103A	<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).

### **Advising Tip**

Did you place out of ASL II, III, or IV but did not receive transfer credit for the course (e.g., courses were taken in high school)? If you are doing the minor, contact an advisor (speced@gmu.edu) to discuss credit substitutions

### **Course Delivery Method**

Hybrid

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

### **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*. Jefferson, NC: 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).

## **VIA Performance-Based Assessment Submission Requirement**

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

## **Assignments and/or Examinations**

### **Assignment Summary**

**Chapter Summary Papers - The paper should be two pages, double spaced with a general summary of what you read. The due dates are listed on the schedule.**

Additional assignments may be assigned throughout the semester.

### **Quizzes:**

Students will have quizzes on textbook materials read and complete questions on Blackboard.

## **Deaf Literature Reflection Paper**

Students will write two reflection papers on Deaf literature which can include books, poetry, articles, stories, essays, videos, plays, and De'VIA that reflect a Deaf culture and experience. Students need to choose two works of Deaf literature to write their reactions to their reading or observation of Deaf literature materials of their choosing.

Deaf literature is a collection of texts such as poetry, stories, essays and plays reflecting a Deaf culture and Deaf experience.

De'VIA is an abbreviation for Deaf View/Image Art which is an art movement formed by Deaf artists to express their Deaf experience. You can find plenty of De'VIA art on the internet. If you choose to write a reflection paper on De'VIA, email me first for approval so that I can make sure it meets the criteria for De'VIA.

A reflection paper is not a "book" report where you summarize what you read. It's about understanding and knowledge that you got from your reading and if it has changed your feelings, thoughts and beliefs on the topic. Your reflection papers should be 300-700 words long, size 12 font, and double-spaced. The website link and citations must be included in the paper. Plagiarism **is not allowed**. Your reflection papers should consist of:

### A. Introduction

1. The name of the author or artist and the date of the work
2. What is the theme of the work?
3. What issue did the author and artist bring up?
4. What's the author or artist's key point?

5. What is the Deaf experience or culture portrayed in the work?
6. What's the author or artist's opinion on the topic
7. What were your expectations based on the title before reading?

B. Body Paragraph (one)

1. What are your feelings and reactions during your reading?
2. What grabs your attention?
3. How does this compare to what you have experienced or seen? Or how does it differ from your experience(s)?
4. What understanding or knowledge did you gain from your reading?
5. Provide details and your reactions and feelings.
6. What is your observation or interpretation of the work?

C. Conclusion-

1. After the reading, have you changed your way of thinking on the topic? Does it conflict with your previous beliefs and assumptions?
2. Have your conclusions you had before reading changed?
3. Will what you have read change your actions in the future?

Students will write a paper summarizing the website and information. The summary should be 1 to 2 pages long, size 12 font and double-spaced. The website link must be included in the paper. Due dates are shown on the Class Schedule.

**Plagiarism** is not allowed. Will result in a **zero** on the assignment.

**Post:** Blackboard

Post: On Blackboard.

**Deaf History 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 information 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.

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.

- 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)

**Post: On Blackboard**

**Details for presentation:**

- **Prepare a presentation to share with the class that summarizes the information.**
- **Presentation must include visuals to demonstrate highlighted points of your articles.**
- **Presentation will be presented in American Sign Language.**
- **Rubric will be provided.**

**Course Policies and Expectations**

**Attendance/Participation**

It is expected that students will attend each scheduled class on time. Face to face class dates is shown on the Class Schedule.

Students will be allowed two (2) absence without penalty. Each absence afterwards will result in a 5% deduction from the total grade as shown below:

First Absence – no penalty

Second Absence

Third Absence or more – 5% deduction of the final grade

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

**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.

**Face to face class dates is shown on the Class Schedule**

## Grading

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

### Grading:

Quizzes	40%
Assignment and Deaf lit.	30%
Deaf history reflection paper/Pres.	30%
TOTAL:	100%

**Blackboard Assignments: Due on Fridays**

**Quizzes: Due on Fridays**

Field trip to Gallaudet University will be announced.

## IN-PERSON CLASS SCHEDULE ON CAMPUS

IN-PERSON CLASS SCHEDULE, note: This is part of your attendance policy and grade		
August 23 <sup>rd</sup>	Overview of EDSE 410 Syllabus	
September 13 <sup>h</sup>	Discussion/ questions	
September 27 <sup>th</sup>	Discussion/questions	
October 11 <sup>th</sup>	Professor’s special presentation: Black ASL History	
November 1st	Discussion/questions	
November 29th	Student presentation on Deaf History	10 students per day and each name will be assigned
December 6 <sup>th</sup>	Student presentation on Deaf History	10 students per day and each name will be assigned.

**\*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.

EDSE 410 DEAF HISTORY COURSE			
WEEK 1	23 -Aug	Syllabus introduction/Overview & Deaf History trivia	Syllabus and how much you know about Deaf History trivia online (on Blackboard)
WEEK 2	30-Aug	Chapter 1: Earliest Known History of Deaf people	READ PP. 3-26 Assignment: Chapter 1 Summary
WEEK 3	6-Sept	Chapter 2: Origins of Deaf Learning in America	READ PP. 27-47 Assignment: Chapter 2 Summary

<b>EDSE 410 DEAF HISTORY COURSE</b>			
<b>WEEK 4</b>	<b>13- Sept</b>	<b>Chapter 1&amp; 2 Quiz</b>	<b>Quiz on Blackboard</b>
<b>WEEK 5</b>	<b>20-Sept</b>	<b>Chapter 3: Historical Issues in Deaf Education</b>	<b>READ PP. 48- 71 Assignment: Chapter 3 Summary</b>
<b>WEEK 6</b>	<b>27- Sept</b>	<b>Chapter 4: Life in Deaf Communities</b>	<b>READ PP. 72-100 Assignment: Chapter 4 Summary</b>
<b>WEEK 7</b>	<b>4- Oct</b>	<b>Chapter 3 &amp; 4 Quiz</b>	<b>Quiz on Blackboard</b>
<b>WEEK 8</b>	<b>11- Oct</b>	<b>Professor presentation: Black Deaf History Chapter 5: Recognition of ASL as a Language</b>	<b>Write a reflective paper based on presentation “Black Deaf History: READ PP. 101-115 Assignment: Chapter 5 Summary</b>
<b>WEEK 9</b>	<b>18-Oct</b>	<b>Chapter 6: Expansion of Visual Languages</b>	<b>READ PP. 116-140 Assignment: Chapter 6 Summary</b>
<b>WEEK 10</b>	<b>25- Oct</b>	<b>Chapter 5 &amp; 6 Quiz Special presentation: Through Deaf eyes documentary</b>	<b>Quiz on Blackboard Through Deaf eyes documentary can be found on YouTube for one hour and 56 minutes to view. Write a reflection paper then submit on Blackboard</b>
<b>WEEK 11</b>	<b>1- Nov</b>	<b>Chapter 7: Emergence of Colorful Communication</b>	<b>READ PP. 141-170 Assignment: Chapter 7 Summary</b>
<b>WEEK 12</b>	<b>8- Nov</b>	<b>Chapter 8: Enlightenment of Independence</b>	<b>READ PP. 171-188 Assignment: Chapter 8 Summary</b>
<b>WEEK 13</b>	<b>15 Nov</b>	<b>Chapter 9: Personalities through the years</b>	<b>READ PP. 189-207 Assignment: Chapter 9 Summary</b>
<b>WEEK 14</b>	<b>22- Nov</b>	<b>Holiday week</b>	<b>Prepare for your Deaf History presentation</b>
<b>WEEK 15</b>	<b>29-Nov</b>	<b>Student presentation</b>	<b>Deaf Literature paper due 11 students per day and each name will be assigned</b>
<b>WEEK 16</b>	<b>6-Dec</b>	<b>Student presentation</b>	<b>11 students per day and each name will be assigned</b>

### **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](mailto: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, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto: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
<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