



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

Spring 2024
EDSE 420 001: Deaf Culture
CRN: 13594; 3 – Credits

Instructor: Kevin Taylor	Meeting Dates: 1/16/24 – 5/8/24
Phone: 571-723-4311	Instructional Method: Mix of face-to-face meetings and online instruction. See the face-to-face meeting dates below. All other meeting dates will be synchronous online video meetings supplemented by asynchronous online coursework, or purely asynchronous.
E-Mail: ktaylor2@gmu.edu	Meeting Day(s): Tuesday
Office Hours: By Appointment	Meeting Time(s): 12 pm – 1:15 pm
Office Location: Krug 103B	Meeting Location: Fairfax; HORIZN 1011

Note:

1. **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.
2. **If you are unable to attend face-to-face sessions, please speak with your advisor** about moving your face-to-face coursework to a future semester and determining if you can take one of the online course offerings (EDSE 501, 517, 590) instead this semester. Any accommodation requests should be submitted to [Disability Services](#).

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

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

A percentage of this course will be delivered online 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 Tuesday, January 16th at 12:00am.

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/Ultra/Getting_Started/Browser_Support)

- 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](http://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 2 times per week.
- **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 Service.

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/SLL, 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.

Lessons and Assignments: Students will complete the weekly modules on **Blackboard**.

1. **Reading** – some assignments require you to read and find the answers in your textbook.
2. **Lesson/Assignment Question Formats**
 - a. **Multiple Choice** – select an answer.
 - b. **Multiple Answers** – select more than one answer total points indicates how many answers.
 - i. **Multiple Answer: Which of the following pronouns would...** Points: 2
(Multiple answer question – 2 points = 2 answers)
 - c. **Matching** - select the correct answer that matches the information given.
 - d. **Ordering** - put the answers in the correct order.
 - e. **Fill in the Blank Questions**
 - i. **Numbers** – enter the number (2, 9, 12, etc.)
 - ii. **1-word answers** – most questions require 1-word answers
 - iii. **2 or 3-word answers** If you see (2-words) or (3-words) next to the question, enter the answer a space between the words.
 - iv. **Spelling** – will be deducted if not spelled correctly (use Google to double check your spelling)
 - v. **Abbreviations** – are not allowed except for ASL (American Sign Language)
 - vi. **Capitalization** – is not required.
3. **Answer Key** – correct answers will be shown/available after the due dates.
4. **My Grades Tab** – Check my grades tab in Blackboard for the assignment due dates.

Field Trip (Scavenger Hunt):

Students will meet with the instructor at Gallaudet University for a Scavenger Hunt activity. Students will meet the instructor at Gallaudet and need to complete the scavenger hunt by filling out a document with various questions. Students will need to search for the answers on campus. There will be no class the week of the scavenger hunt.

Deaf Culture Articles: Students will write a review/reaction paper of selected reading assignments. All papers are to be edited using the APA format.

- Submit double-spaced, 12-point font, 1-2 pages.

Deaf Film Review: Students will watch a Deaf-related film (list of options posted in Blackboard). Can watch using a streaming program – (Netflix, Amazon, Hulu, etc.), or borrow DVD from my office. When watching the film, keep in mind that to look through the lens of Deaf culture. You will write a 2-page film review. More information on this assignment is in Blackboard.

A sampling of questions to ponder while watching the film:

1. How is this movie different than mainstream films? How do you think the public reacted to these films? (Search online for reviews to support your position.)
2. What instances of Deaf culture did you catch throughout the film?
3. Were actors Deaf? If they weren't Deaf, what were the reactions by the Deaf communities? (Explore #deaftalent via google – social media platforms – Facebook, Twitter etc.)
4. If the actors weren't Deaf, were they believable? Compare Deaf roles to disabled roles given to non-disabled actors. How are they similar and how are they different?
5. How are Deaf people portrayed or treated in the film? Are they portrayed positively or negatively as if they cannot be independent, etc.? What kind of message is the film portraying to the public?
6. Would you recommend this film? Why or why not?

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 – Option 1 (Individual)

Students will interview a Deaf individual, submit a paper, and create a video summarizing the interview. Students may use the following questions below as a guideline.

- 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

Details for the Paper:

- Minimum of two (2) pages
- Use a pseudonym instead of interviewee's name for privacy reasons.
- 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.
- Use correct capitalization, punctuation, spelling, and grammar.
- When in doubt, check the APA Manual, 7th edition.

Details for the Video:

- 1-2 minutes long (maximum 2 minutes)
- Present ideas in a clear, concise, and organized manner.
- Develop points coherently, definitively, and thoroughly.
- Add captions for the video providing access for everyone (do not allow captions to block signing space)
- Submit an edited video

Research Paper – Option 2 (Pairs)

Students will discuss a prominent Deaf individual, submit a paper, and create a video. Post your choice on the discussion board tab in Blackboard. Students may use the following highlights as a guideline.

- 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 areas that have faced changes and explain the importance

Students can choose one of the following people below:

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	Claudia Gordon, Esq.
Mary Herring Wright	Douglas Tilden
Nyle DiMarco	Phyllis Frelich
Lauren Ridloff	Millicent Simmonds
Derrick Coleman	Monique Holt
Chella Man	Christine Sun Kim
CJ Jones	Najma Johnson
Bernard Bragg	Drago Renteria

Note: If students want to write about other famous Deaf people, their choice must be approved by the instructor. For this course, the Deaf person uses ASL as their primary language as this course is focused on Deaf Culture. Make sure there are enough resources about the Deaf individual before sending a request.

Details for the paper:

- Minimum of 2 pages
- 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 the video:

- 1-2 minutes long (maximum 2 minutes)
- Each student must be present (signing) in the video) - (for two students - try for an equal amount of video time)
- Visual - presentation includes pictures/gifs making the video visually appealing
- Present ideas in a clear, concise, and organized manner.
- Develop points coherently, definitively, and thoroughly.
- Add captions for the video providing access for everyone (do not allow captions to block signing space)
- Submit an edited video

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

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.

Note: The following are additional rules that will be applied to the attendance policy:

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.
3. For excused absences beyond the (2) given, students would need to get a letter from Disability Services for any mental or physical health related issues.

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
F	Below 70

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

Grade Distribution:

- | | |
|-----------------------|-----|
| 1. Assignments | 20% |
| 2. Scavenger Hunt | 10% |
| 3. Quizzes | 20% |
| 4. Research Paper | 20% |
| 5. 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.

***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.

Class Meetings: Meet on Tuesdays from 10:30 am-11:45 pm. Dates are shown below:

Class Meetings
January 16
January 23
January 30
February 6
February 13
February 20
February 27
March 12
March 19
March 26
April 2
April 9
April 16
April 23
April 30

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

Coursework	Day	Submitted by
Module 1	January 22	11:59 pm (EST)
Module 2	January 29	11:59 pm (EST)
Module 3	February 5	11:59 pm (EST)
Module 4	February 12	11:59 pm (EST)
Module 5	February 19	11:59 pm (EST)
Module 6	February 26	11:59 pm (EST)
Module 7	March 11	11:59 pm (EST)
Module 8	March 18	11:59 pm (EST)
Module 9	March 25	11:59 pm (EST)
Module 10	April 1	11:59 pm (EST)
Module 11	April 8	11:59 pm (EST)
Module 12	April 15	11:59 pm (EST)
Module 13	April 22	Videos
Presentation 1	April 29	Videos
Presentation 2	December 6	Videos

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/>).
- [Learning Services](mailto:learningservices@gmu.edu) (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

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.

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