

DEAF 3100-IA (CRN#80973)
Orientation to Deaf Education and Language Learning
3 Semester Hours
Fall 2013

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College of Education
Valdosta State University
Department of Middle, Secondary, Reading & Deaf Education
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Conceptual Framework: Guiding Principles

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Positively Impacting Learning Through Evidence-Based Practices

REQUIRED TEXTBOOK

Scheetz, N. (2011). Deaf Education in the 21st Century: Topics and Trends. Boston, MA: Allyn & Bacon.

Easterbrooks, S. & Baker, S. (2002). Language learning in children who are deaf and hard of hearing: multiple pathways. Boston, MA: Allyn & Bacon. (Optional)

COURSE DESCRIPTION

Prerequisites: INTP 2998 or DEAF 2999

An overview of the field of deaf education with an emphasis on language development in children who are deaf from infancy through young adulthood. Topics include: psychosocial aspects of deafness, educational settings, modes of communication, technology, vocational opportunities, social development, and needs of the multi-disabled deaf and hard of hearing population. The course includes an examination of the various theories of language development and assessment instruments used to evaluate this population.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. **CONTENT AND CURRICULUM:** Teachers and interpreters understand a strong content knowledge of content area(s) appropriate for their certification levels
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers and interpreters support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Teachers and interpreters create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation
- IV. **ASSESSMENT:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Teachers and interpreters recognize, participate in, and contribute to teaching as a profession.

CEC/CED Initial Knowledge and Skills Sets for Individuals who are Deaf or Hard of Hearing

Standard 1 Foundations

Knowledge	
ICC1K1	Models, theories, philosophies, and research methods that form the basis for special education practice
ICC1K3	Relationship of special education to the organization and function of educational agencies
ICC1K4	Rights and responsibilities of individuals with exceptional learning needs, parents, teachers, and other professionals, and schools related to exceptional learning needs
D&HH1K1	Incidence and prevalence figures for individuals who are deaf and hard of hearing
D&HH1K2	Sociocultural, historical, and political forces unique to deaf education
D&HH1K3	Etiologies of hearing loss that can result in additional learning challenges
D&HH1K4	Historical foundations and research evidence upon which educational practice is based

Standard 2 Development and Characteristics of Learners

Knowledge	
ICC2K1	Typical and atypical human growth and development
ICC2K2	Educational implications of characteristics of various exceptionalities
ICC2K5	Similarities and differences of individuals with and without exceptional learning needs
ICC2K6	Similarities and differences among individuals with exceptional learning needs
D&HH2K1	Cognitive and language development of individuals who are deaf and hard of hearing
D&HH2K2	Effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of the individuals who are deaf or hard of hearing

Standard 3 Individual Learning Differences

Knowledge	
ICC3K1	Effects an exceptional condition(s) can have on an individual's life
ICC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development
ICC3K5	Differing ways of learning of individuals with exceptional learning needs, including those from culturally diverse backgrounds and strategies for addressing these differences
D&HH3K1	Influence of experience and educational placement on all developmental domains

Standard 6 Language

ICC6K1	Effects of cultural and linguistic differences on growth and development
ICC6K2	Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages
ICC6K3	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding
ICC6K4	Augmentative and assistive communication strategies
D&HH6K1	Components of linguistic and nonlinguistic communication
D&HH6K4	Spoken and visual communication modes
D&HH6S5	Implement strategies for developing spoken language in orally communicating individuals with exceptional learning needs and sign language proficiency in signing individuals with exceptional learning needs.

Standard 9 Professional And Ethical Practice

ICC9S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals
ICC9S8	Use verbal, nonverbal, and written language effectively
ICC9S10	Access information on exceptionalities

CCIE LEARNING OUTCOMES

CCIE1. LIBERAL ARTS CONTENT

- a. Superior oral and/or written communication skills.
- b. Logical thinking, critical analysis, problem solving, and creativity.
- c. Knowledge and appreciation of multicultural features of society.
- d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.
- e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population along with the practical knowledge of its influence and impact on the profession.

CCIE2. SOCIAL AND BEHAVIORAL SCIENCES CONTENT

- a. Human behavior in the context of socio-cultural systems to include beliefs, ethics, and values.
- b. Minority group dynamics, prejudice, class, power, oppression, and social change.
- c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, and cross-cultural conflict.

COURSE OBJECTIVES (CO):

The student will:

COURSE OBJECTIVE	ALLIGNED WITH COLLEGE OF EDUCATION CFS	ALLIGNED WITH CEC/CED & CCIE
CO 1. Demonstrate an understanding of the Deaf Community and How these individuals' needs are different from those who are hard of hearing	I, IV, V	ICC6K1, ICC6K2 CCIE1.c. CCIE1.e CCIE2.a.
CO 2. Identify and describe the anatomy and physiology of the ear, the basic principles of audiology, the types and causes of hearing loss, the various types of audiograms and the various types of hearing aid technology.	I	D&HH1K1, D&HH1K3
CO 3. Describe how deafness impacts human development from familial, social, psychological, cultural, and educational perspectives.	I, II, III, IV, V	ICC2K1, ICC2K2, ICC2K5, ICC2K6, ICC3K1, ICC3K2, ICC3K5, D&HH2K1, D&HH2K2, D&HH3K1
CO 4. Identify and describe the learning styles of deaf/hard of hearing students and the variety of educational programs that are designed for them.	III	ICC7S8
CO 5. Explain federal and state legislation, as well as organizations that provide services to the deaf.	I, III, V, VI	ICC1K1, ICC1K3, ICC1K4, D&HH1K4
CO 6. Dispel the myths and cultural differences surrounding deafness including what formal and informal assessments reveal.	I, IV	ICC6K3
CO 7. Describe the various communication modes used by d/hh consumers and how communication impacts language development, reading comprehension, & educ. achievement.	I, IV	D&HH6K1, D&HH6K4, D&HH6S5 CCIE2.c.
CO 8. Identify and describe the challenges of language assessment with children who are d/hh	I	ICC6K1, D&HH6K2, D&HH6K5
CO 9. Describe language methods, approaches, and practices to use with children who are deaf or hard of hearing	I, II	ICC6K1, D&HH6K2, D&HH6K5
CO 10. Describe employment characteristics of d/hh workers including unemployment, underemployment, and underserved members of the d/hh community	I	D&HH1K2 CCIE1.d, CCIE1.e CCIE2.a, CCIE2.b.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Activities: Students will:

- Submit answers to 8 sets of discussion questions (CO 1-9)
- Submit Deaf Social Event & Field Observation Summary Reports (CO1, 3, 6, 7, 9)
- Complete a Book Review [presenting a children's book using questioning and conversational skills] (CO 1, 3, 4, 7)]
- Submit 3 Abstracts Related to Chapter Topics (CO 1-9)
- Conduct and Submit a Summary Sheet from Deaf Awareness Quiz (CO 1 & CO6)
- Complete the Communication Strategies Form (CO 7)
- Submit Reaction paper to a Cultural Video (CO 6 & 7)
- Submit 1 Interview with Deaf/HH Individual or Teacher of Deaf/HH (CO 1-9)
- Submit Organization/Resource Review Sheet (CO 1)
- Submit Interview Questions (CO 1) and Research Article on Tech (CO 1-9)

Assignments: Students will:

- Complete all chapter readings (CO 1-9)
- View all videotaped lectures (CO 1-9)
- View all cultural and informational video tapes (CO 1-9)

Requirements: Students will:

- Successfully complete three (3) tests. (CO 1) and a final exam. (CO 1)

COURSE EVALUATION

150 Points Total - 3 Tests (Each test is worth 50 points) - (CO 1-9)

40 Points Total - 8 Sets of Discussion Questions (each set of chapter's discussion Q's are worth 5 points) - (CO 1-9)

10 Points Total - 1 Deaf Social Event Summary Form - (CO1)

10 Points Total - 1 Field Experience/Observation Summary Form - (CO 1)

10 Points Total - 1 Book Review - (CO 3 & 7)

5 Points Total - 1 Communication Strategies Form - (CO 7)

10 Points Total - 1 Reaction Paper to a Cultural Video (CO 6 & 7)

15 Points Total - 1 Summary Sheet/Deaf Awareness Quiz - (CO 1 & CO6)

15 Points Total - 3 Abstracts (5 points each) - (CO 1-9)

15 Points Total - 1 Interview with Deaf/HH Individual or Teacher of Deaf/HH (CO 1-9)

5 Points Total - 1 Research Article on Technology – (CO 1-9)

15 Points Total - 1 Organization/Resource Review Sheet - (CO1)

100 Points Total - 1 Final Exam - (CO 1)

400 Points – Maximum Total Points Possible

FINAL GRADING SCALE

371 – 400 A	331 – 370 B	291 – 330 C
251 – 290 D	Below 250 F	

ATTENDANCE POLICY

The University 20% absence policy regarding attendance will be strictly adhered to during the course.

1. Regular attendance at all scheduled chat rooms is expected. Participation in class activities has an impact on your grade. Two unexcused absences during the on-ground (or distance accessed) classes will result a grade of F. Arriving later than 10 minutes or leaving earlier than 10 minutes will be recorded as an “incident of tardiness”. Two incidents of tardiness constitute one absence. Make up quizzes/exams will only be provided in the following special circumstances:
 - a. Death or serious illness of immediate family member
 - b. Doctor’s verification of accident, illness, or hospitalization
 - c. Natural disaster.
2. Participation in discussion board activities has an impact on your grade. Fewer than 2 substantive postings per week will result in the final grade being lowered by one letter.
3. Failure to read assigned materials before class and/or failure to participate in discussion due to this will adversely affect your grade. Participation is an essential element of this course.
4. You are responsible for **all** activities. Assignments are due on due dates.
5. If you experience any problem in this course, please make an appointment with the instructor to discuss solutions.

PROFESSIONALISM

STATEMENT ON ACADEMIC INTEGRITY

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Professionalpractices/NEthics.asp>) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.

- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

DESCRIPTION OF ACADEMIC DISHONESTY

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW and GOML. For more information on the use of SafeAssign at VSU see [SafeAssign for Students](http://www.valdosta.edu/academic/SafeAssignforStudents.shtml) (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up

and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall- South. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY).

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at

<http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

INSTRUCTOR

Cecil Bradley
Email Via Blaze-View/Net
Or cfbradley@valdosta.edu
(H) 850-270-6450 VP (M-TH, 5-7p)

If Need Immediate Assistance, contact:

Nanci Scheetz
Education Building
229-219-1322
nascheet@valdosta.edu

IMPORTANT NOTES ON ASSIGNMENTS

1. On **ALL** due dates, you will have until midnight of that day to complete unless otherwise noted.
2. Throughout the semester, additional media materials, links and other assignments will be announced in future Web CT messages so watch for them.

IMPORTANT NOTE ON WATCHING VIDEO CLIPS

In this syllabus, you will see a variety of video URL links in some weeks that are converted to Share Stream. To view each video URL link, you need to login using your Blaze-view username and password.

If you are unable to click onto the URL link or it does not respond to your username and password on this syllabus (as viewed on your computer), you may need to copy and paste the video URL link onto your internet browser (on the top of your computer screen) and then enter. You should then see a box asking for your username and password. Then type such and enter.

Week 1 (August 12- August 19)

1. Introduce yourself to the class on the Discussion board: **DUE August 19**
2. Read Chapter 1: Overview
3. **Discussion questions (#1)** for Chapter 1: **DUE August 19**
4. You may want to start searching for a local individual who is Deaf or hard of hearing, or a teacher of Deaf/hard of hearing kids who is willing to be interviewed. You will do the interview assignment during Week 5. (See Week 5 with this assignment due Sept. 16)

Week 2 (August 20 – August 26)

1. Read Chapter 4: The Science of Hearing
2. **Discussion questions (#2)** for Chapter 4: **DUE August 26**
3. Watch a set of 7 mini-videos on hearing loss (totaling 28 minutes). Go to internet and type the following in your internet broer:
<http://www.hearingloss.org/content/video-series-learn-about-hearing-loss>
Then scroll down the screen until you see 7 video links that you can watch.
4. Submit a short **Reaction Paper** to these 7 videos. Share your comments and state what you learned from watching this video: **DUE August 26**
5. View the following 2 videos (click onto these titles):
 - a. w5p1: **The Anatomy of the Ear**
<https://valdosta.sharestream.net/ssdcms/ip.do?u=1060122f73fa4c3>
(https://valdosta.sharestream.net/ssdcms/ip.do?u=1060122f73fa4c3)

b. w5p2: **Diseases of the Ear**

<https://valdosta.sharestream.net/ssdcms/ip.do?u=0d6b4cf4b63de416>

Week 3 (August 27 - September 2) (Sept. 2 - Labor Day)

1. Read Chapter 5: Family Dynamics
2. **Discussion questions (#3)** for Chapter 5: **DUE September 3**
3. View the following 2 videos (click onto these titles):

a. w6p1: **Family Dynamics - Part 1**

<https://valdosta.sharestream.net/ssdcms/ip.do?u=03a3e4178c9949a>

b. w6p2: **Family Dynamics - Part 2**

<https://valdosta.sharestream.net/ssdcms/ip.do?u=a5f0bbe1eac847b>

Week 4 (September 3 - September 9)

1. **Test I:** Chapters 1, 4, 5. You have 3 hours to complete. **DUE Sept. 9**
2. **Abstract #1** for Chapters 1, 4, 5 **DUE September 9**
3. Read Chapter 3: Field of Deaf Education

Week 5 (September 10 - September 16)

1. Read Chapter 8: Educational Settings
2. **Discussion questions (#4)** for Chapter 8: **DUE September 16.**
3. Find a local individual who is Deaf or hard of hearing, or a teacher of Deaf/HH kids who is willing to be interviewed, and you do a long **Interview** to ask/learn his/her perspectives or experiences on a wide range of topics, including: 1) Deaf Education, 2) Deaf Culture/hearing loss, 3) communication controversy (ASL versus Oral), 4) community services or resources, 5) hearing aids, 6) vocational rehabilitation or employment, 7) the impact of new technology (i.e. Videophone) on his/her life, and 8) his/her involvement with others who are Deaf or hard of hearing. Write a two-page report of this assignment. **Due September 16.**
4. Do a field observation assignment by watching "Lake Park Video" which is a videotaped classroom activity with Deaf students in a mainstreaming setting. **Watch this video before September 16. Lake Park Video:**
<https://valdosta.sharestream.net/ssdcms/ip.do?u=818d5a1aa5104b6>

A field observation summary for Lake Park Video will be due on September 23 – see Week 6 for details.

5. Also view the following 5 videos (click onto these titles):

a. w3p1: **Historical Perspectives on Deaf ED - Part 1**

<https://valdosta.sharestream.net/ssdcms/ip.do?u=7b8dcb907dff456>

- b. w3p2: **Historical Perspectives on Deaf ED - Part 2**
<https://valdosta.sharestream.net/ssdcms/ip.do?u=a5cf0c08f04472>
- c. w3p3: **Historical Perspectives on Deaf ED - Part 3**
<https://valdosta.sharestream.net/ssdcms/ip.do?u=46a1a9aff601490>
- d. w7p1: **Educational Environment - Part 1**
<https://valdosta.sharestream.net/ssdcms/ip.do?u=2032f68113fc4e9>
- e. w7p2: **Educational Environment - Part 2**
<https://valdosta.sharestream.net/ssdcms/ip.do?u=f18a69a75c124d8>

Week 6 (September 17 - September 23)

1. Read Chapter 6: Language and Communication
2. Visit a Deaf Social or a Special Event. Details or other optional events may be announced by the course instructor. If you are unable to attend one, watch the "Language & Traditions" (language.rm) video (click onto this title). Be sure to inform the instructor which activity you chose to do. Write a **Deaf Social/Special Event Summary. DUE September 23**
3. Write a 1-page **Communication Strategies Paper**. List 4 examples of communication issues that individuals with hearing loss face daily, and propose at least one communication strategy for each issue that will enable the individual with hearing loss to communicate, participate, and interact with others. **Due September 23.**
4. **Summary of Field Observation Classroom Video DUE September 23**
5. Watch a video on 'You-Tube' via internet: "**Through Your Child's Eyes: American Sign Language.**" Type this title on 'You-Tube' search to access and link to this video.

Week 7 (September 24 - September 30)

1. Read Chapter 9: Literacy
2. Examine a Children's Book (Pre K - Grade 3)
3. Complete a **Book Review Form** on presenting a Children's Book (Pre-K to 3rd grade level). You describe how and what activities you may implement to ensure maximum comprehension, using questioning and conversational skills: **DUE September 30**
4. **Abstract #2** for Chapters 3, 6, 8, 9 **DUE September 30**
5. View the following 1 video (click onto this title):

- a. w9p1: **Art of Reading**
<https://valdosta.sharestream.net/ssdcms/ip.do?u=837c3921864f45a>

Week 8 (October 1 - October 7)

1. **TEST II:** Chapters 3, 6, 8, 9. You have unlimited hours to complete this test. **DUE October 7**
2. Read Chapter 10: Cognition and Intellectual Functioning
3. **Discussion questions (#5)** for Chapter 10: **DUE October 7**
4. View the following 2 videos (click onto these titles):
 - a. w10p1: **Condition of Intellectual Functioning Pt.1**
<https://valdosta.sharestream.net/ssdcms/ip.do?u=900bdd82b5324dd>
 - b. w10p2: **Condition of Intellectual Functioning Pt.2**
<https://valdosta.sharestream.net/ssdcms/ip.do?u=f75f5fd79ebc419>

Week 9 (October 8 - October 14)

1. Read Chapter 11: Individual Development and Identity
2. **Discussion questions (#6)** for Chapter 11: **DUE October 14**
3. View the following 3 videos (click onto these titles):
 - a. w11p1: **Moral Develop. & Values Clarification Pt.1**
<https://valdosta.sharestream.net/ssdcms/ip.do?u=16b42ea8eb1f456>
 - b. w11p2: **Moral Develop. & Values Clarification Pt.2**
<https://valdosta.sharestream.net/ssdcms/ip.do?u=88b93738d0c143a>
 - c. w11p3: **Moral Develop. & Values Clarification Pt.3**
<https://valdosta.sharestream.net/ssdcms/ip.do?u=1ece5888b7e2454>

Week 10 (October 15 - October 21)

1. No Chapter Reading This Week. Watch several short videos via internet. First open You-Tube on your search engine. Then, type in these words in You-Tube Browser Box and search for: "**World of Deaf Culture.**" This video is divided into 4 parts. Watch all four videos.
1. Submit a short **Reaction Paper** to these videos. Share your comments and state what you learned from watching this video: **DUE October 21**

Week 11 (October 22 – October 28)

2. Read Chapter 2: Myths and Misconceptions
3. Complete **Deaf Awareness Quiz: DUE October 28**
4. Watch a video on the internet called: "**Gallaudet: The Film.**" Go to the internet and type the following, or click onto this link:
<http://movie.gallaudet.edu>.
5. Also view the following video (click onto the title):
(Go to next page)

- a. w12: **Misconceptions of Deaf People & Deaf Students**
<https://valdosta.sharestream.net/ssdcms/ip.do?u=4d923b0e1e254e8>

Week 12 (October 29 - November 4)

1. **TEST III:** Chapters 2, 10, 11. You have unlimited hours to complete this test. **DUE November 4**
2. Read Chapter 12: Economics, Post-Secondary Options, and Work
3. **Discussion questions (#7)** for Chapter 12 (this includes a review of a website for Georgia Rehabilitation Services and one other state vocational rehabilitation agency). **DUE November 4**
4. Also view the following video (click onto the title):

- a. w13: **World of Work**
<https://valdosta.sharestream.net/ssdcms/ip.do?u=9239be592a3947c>

Week 13 (November 5 - November 11)

1. Read Chapter 13: Individuals who are Deaf with Additional Disabilities
2. You are to watch a video called "**Unrealized Dreams**" which address challenges in serving individuals who are Deaf and at-risk. Copy this link on your internet browser: <http://www.pepnet.org/dfd> and click onto the video. The video is about 30 minutes long.
3. **Discussion questions (#8)** for Chapter 13 **DUE November 11**
4. **Abstract #3** for Chapters 2, 10, 11, 12, & 13. **DUE November 11**

Week 14 (November 12 - November 18)

1. Read Chapter 7: Hearing Aids and Modern Technology
2. Research one of the technologies listed in the chapter (e.g., hearing aid, FM system, individual assistive listening device, cochlear implant) and write a **Research Article on Technology DUE Nov 18**
3. View the following videos (click onto these titles):

- a. w5p3: **Hearing Testing**
<https://valdosta.sharestream.net/ssdcms/ip.do?u=357a7a94512e4d6>
- b. w14: **Hearing Aids and Modern Technology**
<https://valdosta.sharestream.net/ssdcms/ip.do?u=3ce4cdc3e1944fd>

Week 15 (November 19 – November 25)

1. Read Chapter 14: Preparing Personnel to Work with Deaf or Hard of Hearing
2. Read Chapter 15: Epilogue

3. Do an internet search and access one organization. Go to List of Organizations in the back of this text (pages 278-285) to find one. Review the organization website and do the assignment below (#4).
4. Complete **Organization Resource Review** form: **DUE November 25**

November 25 to 29 - THANKSGIVING HOLIDAYS!

Week 16 Extended (November 26 - December 6)

1) No Chapter Reading This Week. However, you are to watch a special webcast called "**Reflections on Past, Present, and Future Challenges in Educating and Rehabilitating 'At-Risk' Individuals who are Deaf and Deaf-Blind.**" Copy this link: <http://www.pepnet.org/training/train100101/> and paste this on your internet browser. Scroll down the screen and look for/click onto Webcast 4 Archive Link. I am the presenter in this webcast which is 1.5 hours long.

2) **STUDY AND PREPARE FOR FINAL EXAM**

3) **FINAL EXAM. Take on December 3-6.** You have 3 hours to complete this exam.