

**DEAF 3120**  
**LEARNING, COGNITION AND SOCIAL DEVELOPMENT IN DEAF**  
**CHILDREN**  
**THREE SEMESTER HOURS**

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**College of Education**  
**Valdosta State University**  
**Department of Middle, Secondary, Reading, & Deaf Education**  
**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.

## **REQUIRED TEXTBOOKS**

Scheetz, N. (2003). *Psychosocial Aspects of Deafness*. Boston, MA: Allyn & Bacon.

Marschark, M., Lang, H., & Albertini, J. (2002). *Educating Deaf Students: From Research to Practice*. New York, New York, Oxford University Press.

## **COURSE DESCRIPTION**

An introduction to the study of the growth and development of deaf and hard of hearing children and how being deaf may affect an individual's psychological, cognitive, social and educational development. The focus of this class is towards a general understanding of how being deaf or hard of hearing is influential in shaping the life experiences of individuals. Various perspectives regarding being deaf will be explored and examined in light of general theories of psychological and social development.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers 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 recognize, participate in, and contribute to teaching as a profession.

## **COURSE OBJECTIVES (CO)**

The student will:

CO 1. demonstrate in writing and through participation in class discussions how the meaning of the phrase "Psychosocial Aspects of Deafness" is socially constructed.  
(CFS I, II, IV)

- CO 2. demonstrate in writing and through participation in class discussions an understanding of the social, emotional, vocational, educational, and linguistic aspects of the deaf experience. (CFS I, II, IV)
- CO 3. demonstrate in writing, through participation in class discussions and through answering test questions an understanding of the potential social, psychological, and emotional aspects of deafness and how these consequences may be avoided.. (CFS I, II, IV)
- CO 4. demonstrate in writing, through participation in class discussions and through answering test questions an understanding of psychological evaluations and implications for deaf and hard of hearing children. (CFS IV)
- CO 5. demonstrate in writing, through participation in class discussions and through answering test questions An understanding of personality development as it relates to deafness. (CFS I, II, IV)
- CO 6. demonstrate in writing, through participation in class discussions, through answering test questions and through research and presentation on an aspect of the deaf experience an understanding of how members of the Deaf world view themselves, their educational, vocational, and social experiences living within the larger hearing society. (CFS I, II, IV)

### **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

1. Successfully complete all tests and a final exam. (COs 1 – 6)
2. Actively participate in online discussion board weekly contributing to the discussion with thoughtful and clearly written analysis of issues. (COs 1 – 5)
3. Submit three abstracts (Cos 1-6)
4. Submit one lesson plan or interpreter preparation plan
5. Research, develop and post a PowerPoint presentation regarding a topic of interest pertinent to the course content. (COs 1 - 6)
6. Complete all required class activities and assignments. (COs 1 – 6)

### **METHOD OF INSTRUCTION**

This course will be conducted as a hybrid course. Weekly lectures will be held from 2:00 – 3:15 every Tuesday in the Education Center, Room, 200. Students attending via WebCT will be able to access the lectures through Live Classroom. In the event you cannot attend the live lecture, you will be able to access them through the archives. I strongly encourage you to listen to each lecture as the information provided there will assist you in your examinations and in completing classroom assignments.

## **DISCUSSION BOARD**

One topic will be posted on the Discussion Board each week. You will be asked to post your reflections on the topic on the Discussion Board and then come to class prepared to discuss the topic further.

## **COURSE EVALUATION**

1. Tests 50 points/ Test (150 Points)
2. Reflective Writing Assignment (20 Points)
3. Power Point Presentation (50 Points)
4. Discussion Online (50 Points)
5. Abstracts 10 points/ Abstract (30 Points)
6. Lesson Plan or Interpreter Plan (25 Points)
7. Total Points 325

Note: If you are a VSU student in the Interpreting or Deaf Ed majors you will be required to post your Powerpoint Presentation in LiveText before a grade can be awarded in the course.

### Final Grading Scale

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Below 60%	F

### ATTENDANCE POLICY

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

### INSTRUCTOR

Nanci A. Scheetz, Ed.D., CSC

Professor & Program Director

Deaf Education & ASL/Interpreting

Department of Middle, Secondary, Reading & Deaf Education

Office Number: Department of Middle, Secondary, Reading & Deaf Education

Office Number: 1047

Office Hours: M/W 9:00 – 12:00 & T/R 9:00 – 11:00

Telephone Number: 229-219-1322 E-mail: [nascheet@valdosta.edu](mailto:nascheet@valdosta.edu)

### SPECIAL NEEDS STATEMENT

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

## DIVERSITY STATEMENT

The Department of Middle, Secondary, Reading and Deaf Education maintains a strong and sustained commitment to value the diverse and unique nature of the learner and to include all students in the high expectation for success.

## DEPARTMENTAL PLAGIARISM POLICY

The Department of Middle, Secondary, Reading and Deaf Education has a policy statement on plagiarism and a document identifying the characteristics of plagiarized work and the penalties for such actions. The penalty of plagiarism in undergraduate course work is a zero (0) on the assignment for the first offense, for the second offense the consequence is a letter grade of “F” for the course; for the third offense a letter grade of “F” for the course as well as further appropriate action involving referral of the matter to the appropriate university officials within the administrative structures. For graduate work, a letter grade of “F” for the course will be given for the first offense, and a letter grade of “F” for the course as well as further appropriate action involving administrative structure will occur for the second offense. The entire Departmental Policy, which include examples and non-examples of plagiarism, is available on the Departmental Home Page.

## APA STYLE

The Department of Middle, Secondary, Reading and Deaf Education has officially endorsed the style of the American Psychological Association (APA) for the completion of all written assignments unless otherwise stated. Procedures for APA style are found in:

American Psychology Association. (1994). Publication Manual of the American Psychological Association (5<sup>th</sup> ed.). Washington, D.C: Author.

**COURSE SEQUENCE** (Note: The course sequence is subject to change based on progress made in the class. If the course sequence changes a revised course sequence for the remainder of the semester will be posted and students will be notified.)

### **Week 1**

Unit 1: Introduction and Overview  
Framing the Course – Who we are?  
Social Constructivism

#### **Homework:**

**READ:** “Do Deaf People Have a Disability?” Harlan Lane  
“Introduction” – Both of these articles are under the Readings for January 12th

### **Week 2**

Discussion: Social Constructivism  
Do Deaf People indeed have a disability?

Unit 2: The Emerging Self: A lifelong process

**Homework:**

**READ:** Scheetz, Chapter 1: The Emerging Self  
Marschark, Chapter 1: Educating Deaf Students an Introduction

**VIEW:** Video: “Identity”

**WRITE:** Reflective Paper: Identity – How did you form yours? How do deaf people form theirs. Compare and contrast the similarities and differences

**Week 3**

Discussion: Identity

**Identity Paper Due**

Unit 3: Family Dynamics and Deafness

**Homework:**

**READ:** Scheetz, Chapter 2, Family Dynamics and Deafness  
Marschark, Chapter 4, Education Begins at Home

**VIEW:** Video: Part 1 – Jeanne Ames Tape

**WRITE:** Abstract # 1 “Topic – Identity or anything to do with Family Dynamics”

**Week 4**

Discussion: Family Dynamics and Deafness

**Abstract # 1 Due**

Unit 4: Sociolinguistics & Deafness

**Homework:**

**READ:** Scheetz, Chapter 3, Sociolinguistics & Deafness  
Marschark, Chapter 5, Language Development & Deaf Children

**VIEW:** Video “Language & Traditions”

**WRITE:** Complete Test I

**Week 5**

Discussion: Sociolinguistics & Deafness

**Test I Due**

Unit 5: Cognitive Development & Deaf Children

**Homework:**

**READ:** Schirmer, Chapter Four, Cognitive Abilities  
Marschark, Chapter 6, Cognitive Development and Deaf Children

**VIEW:** Part II – Jeanne Ames Tape

**Week 6**

Discussion: Cognitive Development & Deaf Children

Unit 6: The Educational Domain

**Homework:**

**READ:** Scheetz, Chapter 4, The Educational Domain  
Marschark, Chapter 7, Educational Programs and Philosophies

**VIEW:** Video “Values”

**WRITE:** 2<sup>nd</sup> Abstract “Topic – Cognitive Development or topics related to education”

### **Week 23**

Discussion: The Educational Domain  
Settings that impact psychosocial development of deaf students

**Abstract #2 Due**

Unit 7: Teaching the Curriculum

**Homework:**

**READ:** Marschark, Chapter 9

### **Week 7**

Discussion: Teaching the Curriculum

How to Write a Lesson Plan

How to effectively interpret a lesson

Unit 8: Social Development & Deafness

**Homework:**

**WRITE:** Education majors – write a lesson plan based on information provided  
Interpreting majors – work with education majors to determine what you  
would need to do to prepare to interpret the lesson

**VIEW:** Video “Rules of Social Interaction

**READ:** Scheetz, Chapter 6, Social Development and Deafness

**WRITE: Test II**

### **Week 8**

Discussion: Social Development & Deafness

**Lesson Plan & Educational Interpreter Preparation Piece Due**

Unit 9: Psychological Assessment of Deaf Individuals

**Homework:**

**READ:** Scheetz, Chapter 8, Psychological Assessment of Deaf Individuals  
Marschark, Chapter 8, Reading, Writing & Literacy

### **Week 9**

**SPRING BREAK – NO CLASS**

### **Week 10**

Discussion: Psychological Assessment of Deaf Individuals

Unit 10: Mental Illness & Counseling Techniques

**Homework:**

**READ:** Scheetz, Chapters 9 and 10

### **Week 11**

Discussion: Mental Illness & Counseling Techniques

Unit 11: Crisis and Intervention

**Abstract #3 Due**

**Homework:**

**READ:** Scheetz, Chapter 11

### **Week 12**

Discussion: Crisis and Intervention  
Unit 12: Sexuality & Sex Education

**Homework:**

**READ:** Scheetz, Chapter 5

**Week 13**

**Powerpoint Projects Due**

Student discussion of Powerpoint projects

**Week 14**

**Powerpoint Projects Due**

Student discussion of Powerpoint projects

**Final Exam distributed**

**Week 15**

**Final Exam Due**



