

**Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education**

**DEAF 3150
DEAF COMMUNITY, CULTURE, AND HISTORY
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(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 lifelong 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.

CCIE LEARNING OUTCOMES DEVELOPED DURING THIS COURSE:

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.

CCIE3. PROFESSIONAL KNOWLEDGE CONTENT:

- c. Human relations, dynamics of cross-cultural interaction, and intercultural communication knowledge and competency.
- d. Human services and community resources.

CCIE4. PROFESSIONAL EDUCATION COMPETENCIES

- a. LANGUAGE
 - ii. Ability to express oneself correctly, fluently, clearly, and with poise in the target language.

INSTRUCTOR

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COURSE DESCRIPTION

Prerequisites: ASLS 3170, ASLS 3180, and INTP 2999 or DEAF 2998

The course provides an in-depth study of the lives and experiences of deaf and hard of hearing persons and examines the reasons why many deaf people consider themselves to belong to a unique cultural group. Characteristics of the culture are examined along with the impact of hearing loss on one's relationships with family and friends, and on employment and social activities. Multi – cultural issues are covered since the impact of hearing loss is addressed differently in various ethnic groups. Also examined are societal attitudes regarding disability in general and hearing loss and communication difficulties in particular.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Bahan, B., Bauman, H., & Montenegro, F. (2008). Audism: Unveiled. Dawn Sign Press.
ISBN 978-1-58121-047-7

Lane, H., Hoffmeister, R., & Bahan, B. (1996). A Journey into the Deaf-World. Dawn Sign Press.
ISBN 978-0-91503-563-2.

COURSE OBJECTIVES

Course Objective	CCIE Learning Outcomes
CO1. Examine society's attitudes towards disability in general and deafness in particular.	CCIE 1.a, 1.b, 1.c, 1.e, 2.a, 2.b, 2.c, 3.c, 4.a.ii
CO2. Explore the concept of audism from the individual to the institutional level, and the opposing concept of "deafhood" being embraced by the Deaf community.	CCIE 1.a, 1.b, 1.c, 1.e, 2.a, 2.b, 2.c, 3.c
CO3. Define culture in general and within the Deaf community, including rules for membership, social interaction, norms, and values.	CCIE 1.a, 1.b, 1.c, 1.e, 2.a, 2.b, 2.c, 3.c
CO4. Compare the sign systems and signed languages that have historically been used in educational settings, including the role they played, and the forms and functions of these communication methods.	CCIE 1.d, 2.b, 2.c
CO5. Examine the history and variety of individuals, organizations, arts, and literature within the Deaf community.	CCIE 1.c, 1.d, 1.e, 2.a, 2.b, 3.c., 3.d
CO6. Explore the diversity issues of the multicultural minorities within the Deaf community.	CCIE 1.c, 1.e, 2.a, 2.b, 2.c, 3.c, 3.d
CO7. Differentiate the social, psychological, and educational impact on families with deaf children at home and in the various education systems.	CCIE 1.b, 1.d, 1.e, 2.a, 2.b, 2.c, 3.c, 3.d

CO8. Explain the educational and communication philosophies behind the decisions made at home and in schools.	CCIE 1.a, 1.d, 1.e, 2.c, 3.d
CO9. Evaluate the positive and negative impact and stresses of technology on the Deaf community.	CCIE 1.a, 1.b, 2.b, 3.d

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Quizzes (100) - (CO 1, CO 2, CO 3, CO 4)

In each module of the course you will complete a series of readings and assignments. After completing the readings and assignments, you will take a comprehension quiz on the material. There will be a total of five (5) quizzes, worth 20 points each. Quizzes are open book, but there will be a time limit so you must study and be familiar with the material in order to answer all of the questions within the set time frame. **Quizzes are NOT group assignments**, and anyone caught cheating (i.e. getting answers from anywhere other than your own books and notes) will be penalized per the Departmental policy on plagiarism.

2. Discussion board/participation (70 points) - (CO 1, CO 2, CO 3, CO 4)

There will be seven (7) online discussions during the semester, worth 10 points each. The discussions will ask you to reflect on and apply what you've learned about in your readings and assignments. You may also be asked to research information and then post your findings on the discussion board to share them with your classmates. Some of your discussions may be in written English, some may be in spoken English (via a YouTube video link), and others may be in ASL (via a YouTube link). You should use the online discussions to ask clarifying questions which I or your fellow classmates will respond to. Part of your grade will depend on these interactive discussions, so make sure you read your classmates' posts and respond thoughtfully. Simply responding to another students' post with a "yes/no" or "I agree/disagree" type of answer will not be sufficient to earn you full participation credit for the week. I expect thoughtful questions and answers, and a lively back-and-forth discussion between you and your fellow students. I will try to make the topics conducive to this type of exchange, but if you have other ideas for topics that would generate more discussion, please feel free to post these, as well. Review the discussion board rubric online to see how these posts will be evaluated.

Grading

To get full credit on the discussion (10 points), you must do the following:

- 1) Post one personal response to the prompt during the first week that the discussion is available.
- 2) Post responses to your peers as directed in the individual discussion board assignments – sometimes you will be asked to respond to one person, other times you will need to respond to all of your classmates. Be sure to read the instructions for each discussion carefully.
- 3) Continue to respond to all threads posted in response to your original post (even after the initial discussion). The discussion never "closes" – you should continue to respond as long as others are responding. If you do not respond, it is within my discretion to go back and change your grade.
- 4) Follow the 8 Netiquette Rules listed below.
- 5) Re-read and spell check your posts before submitting them.

Netiquette Rules for Discussions and Emails

Adopted from Core Rules of "Netiquette" by Virginia Shea. <http://www.albion.com/netiquette/corerules.html>

Rule 1: Remember that behind every post is a person. Treat your peers and professor with respect.

Rule 2: Adhere to the same standards of behavior online that you would in person. Be courteous and use your manners.

Rule 3: Know where you are in cyberspace. You are a University student completing an assignment for an academic class. Act accordingly.

Rule 4: Respect other people's time and bandwidth. Use your discussion posts to meet course objectives.

Rule 5: Make yourself look good online. Your first impression is what you type.

Rule 6: Share expert knowledge. Don't be afraid to share something you know a lot about. Your group will appreciate your expertise if you use your manners when sharing.

Rule 7: Help keep flame wars under control. If emotional reactions arise, do not judge or perpetuate the outbursts. Move on.

Rule 8: Be forgiving of other people's mistakes. If someone's post seems rude, try to let it go. It may be the case of "lost in translation" that sometimes occurs with on-line interactions. Give them the benefit of the doubt.

DISCUSSION BOARD RUBRIC

Criteria	Excellent [10 points]	Satisfactory [6 points]	Unsatisfactory [3 points]	Incomplete [0 points]
Content	Discussed respectfully, thoughtfully and with insight; key issues within the prompt were identified and answered, discussion consistently clear with no digressions (4)	Discussed respectfully at surface level, the key issues within the prompt were identified but not all were answered, discussion clear most of the time (2)	Post was confusing, hard to follow, key issues within the prompt were not identified or answered; post was not respectful (1)	Not submitted (0)
Context	Posted by the due date, few stylistic errors, organized, direct & clear communication (3)	Posted by the due date, several stylistic errors, weak organization, not always direct & clear communication (2)	Posted late; or many stylistic errors, not organized, limited clarity (1)	Not submitted (0)
Community responses	Responses to peers are respectful, relevant to discussion and posted by the due date; appropriate number of peer responses based on assignment requirements; continues to respond to posts after due date (3)	Limited participation in discussion but respectful and posted by the due date; fewer peer responses than required; continues to respond to posts after due date (2)	Response is not respectful; or response posted after the due date (1)	Not submitted or does not respond to posts after the due date (0)

3. Deaf events (50 points) – (CO2, CO3)

In order to gain more exposure to the Deaf community, you must attend two (2) Deaf events (silent dinners, deaf clubs, etc.) during the semester (see the course schedule for due dates). You will then record a 3-5 minute video **in ASL** on what you did at the event and what you learned (i.e. new signs, Deaf culture, interpreting).

NOTE: An ASL club meeting or "silent signing time" on campus will not count for this assignment. It must be a Deaf-hosted event, with a majority of Deaf individuals in attendance in order to fully experience and appreciate aspects of Deaf Culture. Upload the video to YouTube and submit the link in the assignment area. Watch your email and the announcements for information on these events, and feel free to pass along information about events you find out about to your classmates, too.

DEAF EVENT RUBRIC

Criteria	Excellent [25 points]	Satisfactory [18 points]	Unsatisfactory [12 points]	Incomplete [0 points]
Content	Video thoroughly addresses event and reaction; includes significant information learned (20)	Video adequately addresses event and reaction; includes minimal information learned (15)	Video superficially addresses event; reaction and information learned is minimal (10)	Not submitted (0)
Context	Video is in ASL and is between 3-5 minutes long; uploaded and posted appropriately (5)	Video is in ASL and is between 2-3 minutes long; uploaded and posted appropriately (3)	Video is less than 2 minutes long; may or may not have been uploaded and posted appropriately; or may not be in ASL (2)	Not submitted (0)

4. Presentation (25 points)

There are many Deaf individuals who have made great contributions to the Deaf community, yet they are often overlooked. You will be working in pairs or small groups to research one of these individuals and present the information about his/her life and achievements via a recorded audio/visual presentation.

PRESENTATION RUBRIC

Criteria	Excellent [25 points]	Satisfactory [19 points]	Unsatisfactory [13 points]	Incomplete [0 points]
Content	Presentation includes relevant information from research; significant contributions to Deaf history are provided (8)	Presentation includes some relevant information from research; some significant contributions to Deaf history are provided (6)	Presentation includes minimal information from research; examples may or may not be provided or appropriate (4)	Presentation not completed, or does not include any relevant information from research (0)
Length	Presentation is 5-8 minutes long (8)	Presentation is 3-5 minutes long (6)	Presentation is 2-3 minutes long (4)	Presentation is less than 2 minutes long, or is not completed (0)
Professionalism	PowerPoint is professionally done; group members are all included; presenters are professional; presentation is well-organized (9)	PowerPoint is semi-professionally done; group members are all included; presenters are not professional; and/or presentation is not well-organized (7)	PowerPoint is not professional; group members may or may not all be included; presenters are not professional; and/or presentation is not well-organized (5)	No PowerPoint is used, or presentation is not completed (0)

5. Timeline (25 points)

Given a specific time period, you will create a timeline of important events in Deaf history. This can be done by hand (and then scanned and uploaded as a PDF), in PowerPoint or Word, or by using an online timeline creator.

TIMELINE RUBRIC

Criteria	Excellent [25 points]	Satisfactory [18 points]	Unsatisfactory [12 points]	Incomplete [0 points]
Content	Identifies key events in Deaf history during the assigned time period; includes dates, events, and descriptions (20)	Identifies some key events in Deaf history during the assigned time period; includes dates, events, and descriptions (15)	Identifies a limited number of key events in Deaf history during the assigned time period; may or may not include dates and descriptions for each event (10)	Not submitted (0)
Context	Timeline is neat, clear, and organized (5)	Timeline is somewhat neat, clear, and organized (3)	Timeline lacks neatness, clarity, and organization (2)	Not submitted (0)

6. Reflective journals (20 points)

Two times during the semester you will write a reflective journal addressing your personal connection to the topics being discussed (10 points each).

a. After watching the movie “Audism: Unveiled” and reading the articles on audism that are posted, you will write a reflective journal addressing your thoughts, feelings, and reactions to the movie and articles. You will also need to discuss a time when you exhibited audist thoughts or behaviors, and what you will change to ensure you behave in an empowering rather than oppressive way in the future.

b. After watching the NMIP videos on multicultural issues in interpreting, you will write a reflective journal addressing where you fit culturally. You will also need to talk about any preconceived notions or prejudices you held/hold regarding any specific cultural groups, and what you can do to become educated about these groups and/or let go of your prejudices.

REFLECTIVE JOURNAL RUBRIC

Criteria	Excellent [10 points]	Satisfactory [8 points]	Unsatisfactory/late [5 points]	Incomplete [0 points]
Content	Discussed thoughtfully and with insight; key issues within the prompt were identified and answered, discussion consistently clear with no digressions (5)	Discussed at surface level, the key issues within the prompt were identified but not all were answered, discussion clear most of the time (4)	Response was confusing, hard to follow, key issues within the prompt were not identified or answered; or was submitted late (3)	Not submitted (0)

Context	Response is 2-3 pages in length; double spaced, 12 point font; few stylistic errors (5)	Response is 2-3 pages in length; double spaced, 12 point font; several stylistic errors (4)	Response is less than 2 pages in length; may or may not be double spaced, 12 point font; many stylistic errors (2)	Not submitted (0)
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7. Article abstracts (20 points)

In order to examine issues within the Deaf community in greater detail, you will be required to complete two (2) article abstracts (10 points each). These articles must be scholarly articles (i.e. articles from a journal), not websites or Wikipedia articles.

ARTICLE ABSTRACTS RUBRIC

Criteria	Excellent [10 points]	Satisfactory [8 points]	Unsatisfactory/late [5 points]	Incomplete [0 points]
Content	Article is scholarly and appropriate; paper addressed all the key ideas presented in the article; clear examples and facts from the articles are presented to support key ideas (5)	Article is scholarly and appropriate; paper addressed most of the key ideas presented in the article; clear examples and facts from the articles are presented to support key ideas (4)	Article is not scholarly and/or not appropriate; paper addressed some of the key ideas presented in the article; may or may not provide clear examples and facts from the articles to support key ideas (3)	Not submitted (0)
Context	Paper is 1-2 pages in length; double spaced, 12 point font; written in proper paragraph format; few stylistic errors; follows APA format (5)	Paper is 1-2 in length; double spaced, 12 point font; written in proper paragraph format; several stylistic errors; follows APA format (4)	Paper is less than 1 page in length; may or may not be double spaced, 12 point font; many stylistic errors; may or may not follow APA format (2)	Not submitted (0)

8. Final paper (100 points)

As the culminating project in this course, you will need to write a formal paper about what you learned from this course. Your paper should be 3-4 pages, typed, double-spaced, 12 point font, and should be in APA style. Talk about your previous knowledge/understanding of Deaf culture, audism, and Deafhood, and how your views have changed. What specific knowledge did you gain? How will this course influence your future work within the Deaf community? How can you apply this to your career as an interpreter?

Criteria	Excellent [100 points]	Satisfactory [80 points]	Unsatisfactory/late [65 points]	Incomplete [0 points]
Content	Discussed thoughtfully and with insight; key issues within the prompt were identified and answered, discussion consistently clear with no digressions; application to	Discussed at surface level, the key issues within the prompt were identified but not all were answered, discussion clear most of the	Response was confusing, hard to follow, key issues within the prompt were not identified or answered; or was submitted late; may or may not have addressed	Not submitted (0)

	future career addressed (75)	time; application to future career addressed (60)	application to future career (50)	
Context	Response is 3-4 pages in length; double spaced, 12 point font; few stylistic errors; follows APA format (25)	Response is 3-4 pages in length; double spaced, 12 point font; several stylistic errors; follows APA format (20)	Response is less than 3 pages in length; may or may not be double spaced, 12 point font; many stylistic errors; may or may not follow APA format (15)	Not submitted (0)

Extra Credit Deaf Events (5 points each – 10 points max)

Attend up to two additional deaf events (silent dinners, deaf clubs, etc.) during the semester and write a 1 page paper (double spaced) on what you did at the event and what you learned (i.e. new signs, Deaf culture, interpreting). Watch your email and the announcements for information on these events, and feel free to pass along information about events you find out about to your classmates, too. **NOTE:** A deaf event is an event in which the majority of those in attendance are Deaf, and ASL is the majority language used. It is an event sponsored/hosted by the Deaf community.

COURSE EVALUATION

Your grade in this course will be determined based on a point system. Each activity, assignment, test, and quiz is assigned a point value. It is your responsibility to keep up with your grades. If you see a mistake on BlazeView, inform the instructor immediately. Requests for reconsideration may be granted in situations where there has been a mistake on the instructor's part (i.e. grade entered incorrectly, correct quiz answers marked as incorrect), but these requests must come from the student via email immediately after the error is identified. **No requests for reconsideration will be granted more than two weeks after the grades have been posted, so be sure to check your grades on a weekly basis.**

All assignments must be submitted ***by the due date*** through the appropriate location on BlazeView – **NO EMAILED ASSIGNMENTS WILL BE ACCEPTED. I do not accept technical issues as an excuse for missed or late assignments.** Typed assignments must be submitted in Microsoft Word. YouTube links must be accessible (either as public or unlisted, **not private**). **If I am not able to open your YouTube link, you will get a zero for that assignment**, so check your links before submitting them.

Grade	Percentage	Points
A	90%-100%	367-410
B	80%-89%	326-366
C	70%-79%	285-325
D	60%-69%	244-284
F	Below 60%	0-243

ATTENDANCE POLICY

The University 20% absence policy regarding attendance will be strictly adhered to during the course. **Because this is an online class, attendance will be measured by participation in online discussions.**

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

Professionalism - Ethics

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/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

Professionalism – Dress code

In this course, classes are held in public schools. Professional dress code is required.

Professionalism - Communication

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Professional Improvement Plan

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the [Professional Improvement Plan Process](http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php) on the COEHS website.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION

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](http://www.nea.org/home/30442.htm) at <http://www.nea.org/home/30442.htm>). 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 within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see [Turnitin for Students](http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php) (<http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php>).

ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

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>.

STUDENT RESPONSIBILITIES

In this course, you will complete an introductory module and four (4) course modules. Assignments within each module will be organized by weeks. Each weeks assignments will be posted by 8:00am on Monday, and you will have until **the following Monday at 11:59pm** to complete and submit your assignments. You are responsible for remembering these dates (without reminders) and completing all work on time and per course policies. Each module will include quizzes, discussions, readings, and assignments. Make sure you plan ahead and submit your work early so that you do not miss an assignment due date. **I encourage you to complete and submit all work at least 2-3 days before the due date.** This will account for any technical, personal, health, or family issues and leaves plenty of time to email me and get any issues resolved so that you can complete your work on time. It is your responsibility to check your grades in BlazeVIEW to ensure that assignments you think you have submitted have been received and graded by me.

Course

- Read and understand the entire syllabus during the first week of class. This is your responsibility as a student enrolled in this course. If you have questions about the syllabus, please ask me within the first 1-2 weeks of class. If you have questions about a module or assignment, it is your responsibility to ask for clarification before the due date.
- Purchase the required text books and materials by the end of the first week of classes.
- Prepare for online quizzes in advance by carefully reading the assigned chapters by (or before) the scheduled due date. Take quizzes within the allotted time frame (Monday 8:00am – the following Monday 11:59pm). Late quizzes will not be accepted.
- Complete all quizzes and submit all work well before deadlines to account for any potential computer, internet, or other technical issues. Always have a “back-up” plan (i.e. go to the library, friend’s house, café) in the event that you run into technical issues when work is due. I strongly encourage you to complete work by Friday before the Monday deadline. Friday leaves plenty of time to email me and get the issue resolved so that you can complete your work.
- Work will only be accepted late if you have documentation of a technical problem with BlazeView (that you have contacted ITS about – you will need to provide me with your ticket number), if you have documentation of a serious illness or hospitalization the day the assignment is due, or if you have made arrangements with me in advance (i.e. before the due date). Make-up work must be completed within two weeks of the original assignment due date.
- Keep track of your grades through the online grade book under GRADE BOOK. Keep track of your grade by dividing your total earned points (at that moment) by the total points possible (at that moment). Calculate your final grades by dividing your total earned points by 410 (your points/410).
- Be respectful of your peers at all times, and especially when communicating in discussion boards. (See the “Netiquette” guidelines for more information.)
- Be respectful and professional when you communicate with me, especially through email. Use this general “professional rule” when you email anyone in a professional setting (anyone that is not your friend or family member). General Rule: Use a greeting and address the person with their formal name and conclude with a closing and your full name. In a university setting, you should address your instructors as “Dr.” or “Professor” last name. You can call me “Mrs. Jackson” or “Professor Jackson”. You should also always spell check, edit for grammar and punctuation, etc. I suggest you use these guidelines for all of your courses at VSU and other professional experiences.

Technical

- To access the course, go to <https://vsu.view.usg.edu/> and login.
- Check BlazeView and your VSU email on a daily basis. I encourage you to have your VSU email forwarded to your mobile device. If you have questions about this, contact the Help Desk <http://www.valdosta.edu/helpdesk/>.
- Everyone, especially those new to on-line courses or BlazeView, should review these resources and tips on taking Distance Learning (DL) courses: http://www.valdosta.edu/vista/online_success.shtml
- You must have access to PDF (.pdf) or Word (.doc, .docx, .rtf). No other document file types will be accepted. (Note: You can download a free PDF converter to your personal computer by going to www.cutepdf.com)
- If you have technical problems or a question on how to use BlazeView, call the Help Desk at 229-245-4357. Do not contact the professor. If you cannot resolve the issue, go to a campus computer lab. It is your responsibility to understand how to use BlazeView correctly.
- It is your responsibility to watch/listen to the lectures that are posted. Even though there is no point value assigned, this is still a required component of the course. Any material included in the lectures (whether or not it is covered in the book) may appear on your quizzes and tests.

- If you have any questions or concerns, please send me an email (LBJackson@valdosta.edu). If you'd like to meet with me, choose the option that works best for you and send me an email to let me know:
 - ooVoo: create a free ooVoo account (www.ooVoo.com). Once you have an account, search for my ooVoo name (laura.jackson) and set up a time to video-call me.
 - Phone: email me your phone number and a day and time you would like me to call you.

Carefully review all of the above responsibilities and pay special attention to:

- no late or emailed work accepted
- only correct files accepted (Word, PDF, public/unlisted YouTube links)

I have an ethical obligation to follow these printed policies in order to be fair and consistent to every student. For your benefit, think and work ahead and read this syllabus word-for-word during the first week.

INSTRUCTOR RESPONSIBILITIES

- I will review and respond to email messages daily (Sunday-Saturday). You should have an email response within 24-48 hours. **While I do check my email on the weekend, and will do my best to respond, you may not receive a response until Monday.** This means you must email me no later than 5pm on Friday if you need help with an assignment you will be working on over the weekend. Sending your email after Friday at 5pm is "at your own risk" – I may or may not respond before Monday at 8:00 am. Plan your time accordingly.
- I will not extend a due date for a student regardless of personal, health, or technical issues. I have an ethical obligation to follow the printed policies to maintain a fair/consistent learning environment for every student. I encourage you to submit your work before the deadline (by Friday). I strongly encourage you to work ahead.
- For consistency, I will review and grade all students' projects and discussions after the due date. I will not check or grade work before the deadline.
- Quizzes, assignments, and discussion posts will generally be graded and posted 7-10 days after the due date.
- I will provide you with detailed feedback on your assignments. Check through the GRADE BOOK.
- I will notify students of any changes in the course at least 2 weeks in advance.
- I will use the ANNOUNCEMENT function on BlazeView to regularly communicate and provide additional resources and information as they become available. Check this on a daily basis when you log into BlazeView.
- I will provide evaluation criteria (rubrics) and specific directions for all course assignments (in this syllabus and on BlazeView). Read this information carefully before contacting me with questions.
- Because I am not on campus, I won't have regular office hours for you to come to my office and talk with me in person. However, I will be available to meet with students via ooVoo, by phone, or by email. Email me to set up an appointment. I welcome the opportunity to help you!

SYLLABUS AND COURSE SCHEDULE MODIFICATIONS

The instructor reserves the right to modify the syllabus or class schedule pending class needs and progress. Any modification will be provided to the student, in writing, to supersede previous information, prior to any changes being implemented.

DEAF COMMUNITY, CULTURE, AND HISTORY (DEAF 3150)

Tentative Schedule – Spring 2014

All assignments are due on Monday at 11:59pm.

Date	Assignments	Due
Introductory module		
Week 1 – January 13	Readings: Syllabus Discussion: Introductions	1/20/14
Week 2 – January 20	Readings: Journey Ch. 1 <i>Quiz 1</i>	1/27/14
Module 1 – Attitudes and Oppression		
Week 3 – January 27	Readings: Journey Ch. 12 and Ch. 14 Assignment: Timeline	2/03/14
Week 4 – February 3	Watch: <i>Audism: Unveiled</i>	2/10/14
Week 5 – February 10	Assignment: Reflective Journal (audism) <i>Quiz 2</i>	2/17/14
Module 2 – ASL and Signed Systems		
Week 6 – February 17	Readings: Journey Ch. 3 and Ch. 4 (p. 78-100) Discussion: ASL and Signed Systems Watch: NMIP videos	2/24/14
Week 7 – February 24	Readings: Journey Ch. 9 Assignment: Reflective journal (Diversity and multicultural minorities)	3/03/14
Week 8 – March 3	Assignment: Article abstract Assignment: Deaf Event 1 <i>Quiz 3</i>	3/10/14
Module 3 – Families and Education		
Week 9 – March 10	Readings: Journey Ch. 2 Discussion: Videophone and VRS Assignment: Presentation	3/17/14
Week 10 – March 17	Spring Break	
Week 11 – March 24	Readings: Journey Ch. 7 Discussion: Educational and communication philosophies Assignment: Article abstract	3/31/14
Week 12 – March 31	Readings: Journey Ch. 8 and Ch. 10 Discussion: How does mainstreaming effect Deaf culture? <i>Quiz 4</i>	4/07/14
Module 4 – Deaf Culture and the Deaf Community		
Week 13 – April 7	Readings: Journey Ch. 4 (p. 116-123), Ch. 5 Discussion: Local organizations and events	4/14/14
Week 14 – April 14	Readings: Journey Ch. 13 Discussion: Find and analyze examples of artistic ASL Assignment: Article abstract	4/21/14
Week 15 – April 21	Readings: Journey Ch. 15 and Ch. 16 Assignment: Deaf Event 2	4/28/14
Week 16 – April 28	Assignment: Final Paper <i>Quiz 5</i>	5/05/14