

California State University, Fresno
 College of Health and Human Services
 Department of Communicative Sciences and Deaf Studies

CSDS 263 (Hybrid) – Spring 2019
Language Development and Instruction for Deaf and Hard of Hearing Students (3 units)

SYLLABUS	
Spring 2019	California State University, Fresno
CSDS 263: Section 01 Class# 36115 Section 02 Class# 36116	Dr. Janice Smith-Warshaw
3 Units	Office Number: PHS 234
Day/Time: Hybrid course Online (80%) & Face-to-Face (20%)	E-mail: jsmithwarshaw@csufresno.edu E-mails will be answered promptly within 24 hours except weekends.
Classroom location: Digital course/TBA	Phone: (559) 387-5303 (VP)
Website: http://www.fresnostate.edu/chhs/csds/ Canvas: https://fresnostate.instructure.com/	Office Hours: T/TH 9:30 – 11:30 AM, or by appointment (for virtual or face-to-face)

Introduction and Course Description

Class Meetings: This is an 80/20 web-based course (80% online and 20% face-to-face meetings) which dates and times to be arranged. All class materials, including quizzes and exams, are accessible on Canvas Learning Management.

Course Description: This 3-unit course focuses on the language issues of deaf and hard of hearing children; techniques of remediation; use of specialized equipment/methods/approaches and development of teaching materials.

Course Rationale: This course provides participants with instruction and practice in pedagogical theory and practices specifically adapted towards the needs of Deaf and Hard of Hearing (DHH) children specifically in the acquisition and learning of language. The use of critical pedagogy and reflective teaching is not only encouraged but expected of the future teachers in this course. Topics to be covered are: various language development theories, functions of language, optimal linguistic environments, and various methods/approaches/and strategies to be used in a DHH classroom.

Prerequisite: CSDS 163 and permission of instructor.

Student Learning Outcomes

By the completion of the course, students will be able to:

1. Distinguish and critically examine current literature on the pedagogy of DHH students particularly in regards to research-based practices in deaf bilingual (ASL/English) instruction.
2. Reflect critically on what was learned on the application of theory to practice.
3. Develop a repertoire of skills and practical approaches (ie. language experience approach, natural approach, and structured/analytical approach) to the pedagogy of DHH students.
4. Identify and describe the social, cultural, political, and economic factors that influence schooling in a diverse society.
5. Explain social justice issues within educational settings
6. Write appropriate goals and objectives for an Individualized Education Program (IEP) based on the Present Level of Performances (PLOPs).
7. Design and construct a unit on a grade level topic that incorporates thematic approaches and differentiated instruction.
8. Present a lesson plan and demonstrate class activities for DHH students.

Website Information and Support:

To access the course login to Canvas (<https://fresnostate.instructure.com/>) using your Fresno State username and password.

For help with Canvas Learning Management System, contact Technology Innovations for Learning and Teaching at 278-7373 or send an email to tiltsupport@csufresno.edu.

Technical Requirements:

To take this class, you must have the following:

1. A computer with a good quality webcam and a high-speed internet access.
2. Firefox web browser on your computer. Free download at <http://www.mozilla.com/> Be careful about updates. Keep an old copy of the web browser in case the newer update has bugs that interfere with Blackboard.
3. An e-mail account with CSUFRESNO per University Policy. Keep in mind that all e-mails related to this course will be done via this account.
4. Microsoft Office (You may purchase Microsoft Office at a steep discount from CVIP or at the bookstore with your Fresno State ID). Note: *Microsoft WORKS is not compatible with Microsoft Office applications*. Alternatively, you may use Open Office which is a free download from www.openoffice.org Remember to save documents from Open Office as .doc or .rtf format so others can open them.
5. Adobe Acrobat Reader. If you do not have the Adobe Acrobat Reader go to: <http://www.adobe.com> and download the free reader. You will need this plug-in to access documents posted in this class.
6. Quicktime Player. If you do not have this, it is free and available at www.apple.com/quicktime/download/ You will need this to view the video clips.

7. Your web browser may prompt you to add or update plugins like Flash, Real Player, etc. If so please follow the directions given to update.
8. Zoom video conference. You will need to download the Zoom video conference for remote group discussion as needed. Go to: www.zoom.us and download the free video conference program.
9. It is **your** responsibility to resolve **any** technical difficulties you may have by the end of the second week of the semester. After this, technical difficulty will not be accepted as an excuse for missed deadlines for submissions or lack of participation.

Canvas postings:

Canvas postings will be used throughout this course. Students can find this by clicking on Assignments to upload papers and links. Some assignments will need to be submitted to Safe Assign, which allows the instructor to identify content that is plagiarized. Students need to be sure that APA format and citations are used correctly.

Required Textbook:

To be determined

Required Readings:

These readings and/or their internet links will be posted in Course Documents on Canvas. More readings to be added as the instructor sees fit.

1. Andrews, J.F. & Rusher, M. (2010). Codeswitching techniques: Evidence-based practices for the ASL/English bilingual classroom. *American Annals of the Deaf*, 155(4).
2. Ausbrooks, M., Gentry, M.A., & Martin, M. (2014). Exploring linguistic interdependence between American Sign Language and English through correlational and multiple regression analyses of the abilities of biliterate deaf adults. *International Journal of English Linguistics*, 4(1).
3. Ausbrooks-Rusher, M. (2012). Language interdependence between American Sign Language and English: A review of empirical studies. *Education Resources Information Center (ERIC)*, #ED416553.
4. Ausbrooks-Rusher, M., Schimmel, C., & Edwards, S. (2012). Utilizing Fairview as a bilingual response to intervention: Comprehensive review and example data. *Journal of Theories and Practice in Language Studies*, 2(7), 1317-1329.
5. Bailes, C. (2001). Integrative ASL-English Language Arts: Bridging paths to literacy. *Sign Language Studies*, 1(2), 147-174.
6. Bennett, J., Gardner III, R., & Rizzi, G. L. (2013). Deaf and hard of hearing students' through-the-air English skills: A review of formal assessments. *American Annals of the Deaf*, 158(5), 506-521.
7. DeLana, M., Gentry M., Andrews, J. (2007). The efficacy of ASL/English bilingual education: Considering public schools. *American Annals of the Deaf*, 152(1), 73-87.
8. Easterbrooks, S., & Beal-Alvarez, J. (2012). States' reading outcomes of students who are d/Deaf and hard of hearing. *American Annals of the Deaf*, 157(1), 27-40.
9. Hoffmeister, R. & Caldwell-Harris, C. (2014). Acquiring English as a second language via print: The task for deaf children. *Cognition*, 132(2), 229-242.

10. Knoors, H. & Marschark, M. (2012). Language planning for the 21st century: Revisiting bilingual language policy for deaf children. *Journal of Deaf Studies and Deaf Education*, 17(3), 291-305.
11. Lange, C., Lane-Outlaw, S., Lange, W., & Sherwood, D. (2013). American Sign Language/English bilingual model: A longitudinal study of academic growth. *Journal of Deaf Studies and Deaf Education*, 18(4), 532-544.
12. Nikolarazi, M., Vekiri, I., & Easterbrooks, S. (2013). Investigating deaf students' use of visual multimedia resources in reading comprehension. *American Annals of the Deaf*, 157(5), 458–473.
13. Nover, S. & Ruiz, R. (1994). The politics of American sign language in deaf education. In *The use of sign language in instructional settings: Current concepts and controversies*, Eds. B. Schick and M. P. Moeller. Omaha, NE: Boys Town National Research Hospital.
14. Smith, D. & Ramsey, C. (2004). Classroom discourse practices of a deaf teacher using ASL. *Sign Language Studies* 5(1), 39–62.
15. Williams, C. (2011). Adapted interactive writing instruction with kindergarten children who are deaf or hard of hearing. *American Annals of the Deaf*, 156(1), 23–34.

California Department of Education Websites:

California Department of Education, State Special Schools Division. (2000) *Programs for Deaf and Hard of Hearing Students: Guidelines for Quality Standards*. Retrieved from www.cde.ca.gov/sp/ss/dh/documents/proguidlns.pdf

Go to the following website to find frameworks <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>

Assignments and Examinations

Class Participation during the Face-to-Face Classes: This is defined as a student who comes to class prepared, contributes readily to the discussion but does not dominate it, makes thoughtful contributions that advance the conversation, shows interest in and respect for others' views, and participates actively in small groups. **All communication will take place using ASL. Voice interpreters will not be provided.**

Demo Lessons: Students will create a lesson plan and carry out the lesson plan using appropriate materials. Classmates will be expected to participate in the lesson and give feedback. You will be expected to show a good understanding of characteristics of K-12 DHH students. You will be graded not only on the lesson plan you develop, but also on the delivery of your lesson plan in ASL during your 2nd face-to-face class in April. Your demo lesson must model the anticipatory set, direct instruction, guided practice, independent practice and then discuss your assessment. While we will work on lesson plans appropriate for K-12 DHH students, you will choose a specific grade level when doing your demo lesson. You will upload your assignment in Canvas learning management system.

Research Paper: Read Humphries (2013) "Schooling in ASL" paper wherein he describes a paradigm shift from a deficit model to a bilingual model in deaf education. Also, read the manuscript in preparation prepared by Ausbrooks (2014), "Where's the Deaf in Deaf Education" and the article by Jose Lalas (2007), "Teaching for Social Justice in Multicultural Urban

Schools: Conceptualization and Classroom Implication.” You are expected to submit a research paper following APA 6th edition rules with 2,000-3,000 words (7-10 pages). Please explain how you can promote ASL in your classroom instruction and ensure to teach for social justice in your classroom. Also, you can include a section of your personal reflections and any paradigm shift(s) you may have experienced during the process of this assignment. Your research paper will be emailed to me **on or before February 24 at midnight**.

Student Presentations: You will research a topic related to Deaf/Hard of Hearing (DHH) children and language issues. Your presentation must be research based and include some practical application for a DHH classroom. You will: a) discuss the history of the topic; b) explain the prevalence of use in DHH classrooms; and c) model how it is to be used in a DHH classroom. You must provide your classmates with notes, or a PowerPoint of your presentation. You must also provide them with materials they will be able to utilize in their own classroom (i.e. a list of websites, a variety of worksheets, sample writing prompts, etc.) A separate page with 15 well-designed multiple choice/true-false test questions developed from your presentation will be provided to each student and the instructor. These questions must reflect higher level thinking, and may be used on the final exam. Your one-hour seminar will occur when we meet online as a class. Dates will be assigned once groups have been established. You will present using ASL. You will be graded on content, form and use. You must obtain approval of your topic from your professor prior to beginning your research.

Tests: Tests will be based on assigned readings, lecture materials, Canvas postings and peer presentations. The questions may be multiple choices, true/false, and/or short essays. Test will be posted on the Canvas a day before the due date. You need to complete it by midnight of the due date. **Test 1 – Due February 10th, Test 2 – Due March 24th, Test 3 – Due May 5th.**

Vlogs: You are expected to become familiar with current and upcoming reading assignments. For each assigned reading, you will respond in ASL via YouTube video and post on Canvas. Students will also contribute to posted responses, make thoughtful contributions that advance conversations, and show interest in and respect for others’ views. Each response should include at least one 1) general response and 2) reflection or question. I will provide some feedback on ASL skills (if needed). If responses include a specific page in the readings or URL address to a website, students should make that a note of those references.

Final Exam: The final exam will consist of multiple choice and true false questions submitted by you and your classmates. The test will cover information you presented during your class presentations focusing on Deaf and Hard of Hearing children and language development and education. **Your Final Exam will be due by midnight on May 15th.**

Grading

Task:	Points Possible:
Class Participation (Face-to-Face & Virtual)	10
Demo Lesson	40
IEP PLOP and Goals & Objectives	10
Vlogs (7 x 10 points)	70
Student Presentations	40
Research Paper	30
Tests (3 x 75 points)	225
Final Exam	75
<i>Total Possible Points:</i>	<i>500</i>

All assignments are expected to be completed and submitted to the instructor by the due date. Extenuating circumstances will be taken into consideration if the instructor is notified **before** the deadline. Late submissions will have the grade reduced by 50%. No submissions will be accepted after the last day of classes as posted in the university schedule.

Final grades will be awarded based on the following point totals:

90 – 100 = A (Points: 450 – 500)

80 – 89 = B (Points: 400 – 449)

70 – 79 = C (Points: 350 – 399)

60 – 69 = D (Points: 300 – 349)

Below 60 = F (Below 299)

Tentative Course Schedule: (Subject to change)

NOTE: The contents and schedule are subject to change as circumstances warrant. It is the responsibility of the student to make note of any changes announced by the instructor.

Date	Topic	Readings	Assignments
1/18 & 19	Face-to-Face Class Meeting: Introduction and Syllabus Module 1 Language Development Theories Application to Early Intervention and Education Comprehensible Input (i+1, ZPD, scaffolding) Bloom’s Taxonomy Halliday’s Function of Language	<i>Orientation Module / Syllabus</i> <i>Language Development and the Goals of Language Instruction</i> <i>Language Acquisition – Krashen</i>	Early Language Acquisition and Language Development for group discussion
Week of 1/21-27	Module 2 The Education Systems for Deaf children: Past, Present and Future Two articles	<i>Selection of Curriculum: A Philosophical Position</i> <i>The Politics of ASL and Language Planning for the 21st Century: Revisiting bilingual language policy for deaf children</i>	VLOG #1 D. Moores & D. Martin book (p. 15-25) due Jan 25 VLOG #2 Articles by Nover & Ruiz and Knoors & Marschark due Jan. 27th
Week of 1/28-2/3	Module 3 Cummins’ Model and Practical Application Acquiring English as a Second Language via print for deaf children	<i>Language Development Within the Classroom Setting</i> <i>Second Language Acquisition</i> <i>Acquiring English as a second language via print: The task for deaf children</i>	Article by Hoffmeister & Caldwell-Harris (2009) for VLOG #2 due January 30th Peer Responses due 2/3/19 Determine your class presentation topic for May 3 & 4 – Approval by Instructor

Week of 2/4-10	Study for Test #1		Test due Feb 10th before midnight
Week of 2/11-17	Read three articles and view PPT slideshows	<i>Schooling in ASL, Where's the Deaf in Deaf Education, and Teaching for Social Justice</i>	Articles by Humphries, Ausbrooks, and Lalas.
Holiday: 2/18 Week of 2/19-24	Discuss three articles via Zoom video conference on 2/20/19 @ 6:30 p.m.	<i>Work on Research Paper</i>	Research Paper due Feb 24 before midnight
Week of 2/25-3/3	Module 4 Bilingual Deaf Education Read two articles	<i>The Efficacy of ASL/English Bilingual Education: Considering Public Schools</i> <i>Codeswitching techniques: Evidence-based practices for the ASL/English bilingual classroom</i>	Articles by DeLana et. al and Andrews & Rusher for VLOG #3 due Feb 27th Peer Responses due 3/3/19
Week of 3/4-10	Module 4 Cont'd. Read an article	<i>Deaf and hard of hearing students' through-the-air English skills: A review of formal assessments</i>	Article by Bennett et. al for VLOG #4 due March 6th Peer Response due 3/10/19
Week of 3/11-17	Module 5 Individual Family Service Plans Individual Educational Plans Multidisciplinary Team Present Level of Performance/Statement of Needs IEP Goals/Objectives Transition Plans Due Process Procedures	<i>IFSPs and IEPs</i> <i>S.M.A.R.T. Goals</i> <i>Utilizing Fairview as a bilingual response to intervention: Comprehensive review and example data</i>	Article by Ausbrooks-Rusher et. al for VLOG #5 due March 13th Peer Responses due 3/17/19

Week of 3/19-24	Module 5 Cont'd. Share DHH Students writing samples Present Level of Performance Using Writing Samples to create PLOP Using PLOP to create IEP Goals/Objectives	<i>Monitoring the Learning Process in Reading and Writing</i>	PLOP, IEP Goals and Objectives Due on Sunday, March 24 before midnight
Week of 3/25-31	Study for Test #2		Test #2 Due on March 31 before midnight
Week of 4/1-7	Module 6 DRTA, Language Experience Approach, Interactive Writing, Natural Approach, Structured/Analytical Approach and Bilingual Approaches Read two articles	<i>Principles for Reading Investigating deaf students' use of visual multimedia resources in reading comprehension</i> <i>Adapted interactive writing instruction with kindergarten children who are deaf or hard of hearing</i>	Articles by Nikolarazi et. al and Williams for VLOG #6 due April 3 Peer Responses due 4/4/19 CalED Conference in Riverside (April 5-7)
Week of 4/8-14	Module 6 Cont'd. Bilingual Approaches Read two articles	<i>American Sign Language/English bilingual model: A longitudinal study of academic growth</i> <i>Language interdependence between American Sign Language and English: A review of empirical studies</i>	Articles by Lange et. al and Ausbrooks for VLOG #7 due May 1 Peer Responses due Friday, May 3
Week of 4/15-21	SPRING BREAK	----->	SPRING BREAK
Week of 4/22-28	Lesson Planning based on IEP and State Standard		Demo Lesson Plan Due on April 28th before midnight

Week of 4/29-5/4	Prepare for class presentation & class activities	<i>Use your demo lesson plan and class activities for your class presentation</i>	FACE-TO-FACE MTG (May 3 - 4) Class Presentations <i>Prepare for Test #3 & Final Exam</i>
Week of 5/5-8	Study for Test #3 Last day of instruction (May 8 th)		Test #3 due on Wednesday, May 8 before midnight
Week of 5/13-16	Final Examination		Final Exam due on Wednesday, May 15 before midnight

Course Policies & Safety Issues

Classroom conduct:

In order to enhance the learning environment of the classroom and to show respect for others, a few standards have been established:

- Participants will use a manual form of communication at all times in the classroom regardless of the nature of the topic.
- Respect toward instructor and classmates are fully expected of everyone; this includes adherence to Deaf Cultural norms and values.
- Avoid the following
 - **Use of cell phones, pagers, or any type of wireless communication devices. Smartphones are not to be visible during class time;** please leave them in your bag or pocket. If they are seen, then they may be taken away for the duration of the class.
 - Reading of subject matter that is not related to this course (e.g. newspapers, magazines, texts/homework from other courses).

University Policies

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Audio and video recordings of class lectures are prohibited unless I give you explicit permission to do it. If you have an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service.

Honor Code:

“Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism:

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](http://www.fresnostate.edu/adminserv/technology/) (<http://www.fresnostate.edu/adminserv/technology/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://libguides.csufresno.edu/copyright) (<http://libguides.csufresno.edu/copyright>).

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