CSDS 263 COURSE SYLLABUS

FUNDAMENTALS OF TEACHING MATHEMATICS LITERACY TO DHH STUDENTS

Semester: Fall 202X	**California State University, Fresno** Communicative Sciences and Deaf Studies Department / Deaf Education Program
Course Section:	**Instructor Name:**
Units: 3	**Office Location:** Virtual meeting
Time: Asynchronous/Synchronous online course	**E-Mail:** @csufresno.edu
Location: 100% Online	**Telephone**
Website: www.fresnostate.edu/chhs/csds [To access the course login to Canvas (https://fresnostate.instructure.com) using your Fresno State username and password. For help with Canvas, contact the Academic Technology Resource Center at 278-7373 or send an email to canvas@mail.fresnostate.edu]	**Office Hours:** E-mail to schedule an appointment for a virtual meeting.

COVID-19 RELATED TOPICS

Health Screening: Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days, you are not allowed to come to campus. Please complete the campus online reporting form. A campus official will reply to provide guidance and information.

Safety Measures: Consistent with the Governor's order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Please see university website for the most updated information
www.fresnostate.edu/coronavirus

Course description: This course is designed to provide instruction in pedagogical strategies/methods/approaches for teaching math concepts such as number systems, math reasoning, problem solving, basic algebra, geometry, probability and statistical concepts to deaf and hard of hearing students. Integration of math with other core content areas will also covered.

MY TEACHING PHILOSOPHY:

My teaching philosophy based on three approaches - the Direct Method, Total Physical Response Method, and Communicative Language Learning. I also utilize differentiated instruction and promote to use technology effectively. Ongoing student feedback helps me consistently improve my instructional practices. It is important that students feel comfortable and safe in the online course and they can see a teacher as an adult that cares and one that they can trust. I also support social justice dialogues in my virtual classroom.

REQUIRED COURSE MATERIAL:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: American Psychological Association.

ISBN-13: 978-1433832161
ISBN-10: 143383216X

REQUIRED READINGS:

Weekly peer-reviewed articles and other readings posted in Canvas.

COURSE SPECIFICS:

Course goals: Teacher candidates will develop instructional practices for teaching mathematics concepts to deaf and hard of hearing students in a variety of educational settings. Teacher candidates will learn to create dynamic math lessons which promote DHH students to work towards the state standards. Teacher candidates will explore lesson plans covering math concepts such as number systems, reasoning, problem solving, basic algebra, geometry, probability and statistical concepts. Students will understand how accommodations and modifications can be utilized to meet the diverse and individualized needs deaf students with additional special needs. Students will explore a variety of ways to integrate math into other core content areas.

Since this is a 3-unit course, you should expect to study an average of 6 hours outside of class each week.

Student Learning Outcomes:
CSDS 263 candidates:

- will reflect on their past experiences with mathematics and explore their personal perspectives and beliefs about mathematics and teaching mathematics to students *(TPEs 1.3, 1.6, 1.7, 2.1 –2.9, 3.2, 3.6, 4.1, 4.2, 4.4 – 4.8, 6.1 – 6.8)*

- will explore how developmental, social, emotional, cognitive, linguistic, and pedagogical factors impact student learning outcomes, and how a teacher's beliefs, expectations, and instructional skill strongly affect individual learning. *(TPEs 1.1-1.8, 2.1-2.9, 3.2, 3.6, 4.1, 4.2, 4.4-4.8, 6.1-6.8)*

- will demonstrate a professional perspective that encompasses an ethical commitment to teach all students effectively through universal design and differentiated instruction. *(TPEs 1.1-1.7, 2.1-2.9, 3.2, 3.6, 4.1, 4.2, 4.4 -4.8, 6.1-6.8)*

- will learn to utilize California Common Core State Standards for creating appropriate math lesson plan objectives for deaf and hard of hearing students *(TPEs 1.1, 1.2, 1.6, 1.7, 2.1-2.9, 3.1-3.8, 6, 4.1, 4.2, 4.4- 4.8, 6.1-6.8)*

- will learn about the main strands of the mathematics curriculum (number sense, numbers and operations, geometry, measurement, data management, and algebra) in order to teach mathematics concepts and procedures with appropriate linguistic support for deaf and hard of hearing students. *(TPEs 1.1, 1.2, 1.6, 1.8, 2.1 –2.9, 3.1-3.8, 4.1- 4.4, 5.1-5.6, 6.5-6.8)*

- will explore methods to plan, develop, implement and assess instructional practices which maximize learning of mathematics for deaf and hard of hearing students, while meeting the diverse and individual needs through effective accommodations and modifications, as needed. *(TPEs 1.1- 1.8, 2.1-2.7, 3.1-3.8, 4.1-4.4, 5.1-5.6, 6.5-6.8)*

- will explore connections between mathematics and real life, including integration of other core content areas, which promote the ability of deaf and hard of hearing students to make real world connections *(TPEs 1.-1.3,1.7, 1.8, 2.1-2.9, 3.1-3.8, 4.1-4.4, 5.4-5.6, 6.5-6.8)*

- will learn about best practices and various teaching paradigms for mathematics instruction including traditional (teacher-centered instruction) approaches and constructivist (student-centered instruction) approaches and meeting the needs of diverse deaf and hard of hearing learners. *(TPEs 1.1- 1.8, 2.1-2.7, 3.1-3.8, 4.1-4.4, 5.1-5.6, 6.5-6.8)*

- will become familiar with a repertoire of informal, formal, formative and summative assessments to evaluate students procedural and conceptual and procedural math abilities. *(TPEs 1.1, 1.2, 1.6, 1.8, 2.1-2.6, 3.2, 3.6, 4.1, 4.2, 4.4-4.8, 5.1-5.6, 6.1-6.8)*

COURSE CONTENT:

Module 1: Math Topics in Deaf Education

a. Fundamental Math Vocabulary in ASL
b. ASL number systems
c. Exploration of resources to support DHH students in math
d. Use of technology to teach math

Module 2: Math Pedagogy and progression of math topics

a. CCSS Math Exploration
b. Traditional vs. Constructivist Perspectives
c. Supporting students with diverse needs
d. Lesson Planning

Module 3: **Mathematical Concepts**

a. Number Concepts, Number sense
b. Mathematical Discourse
c. Mathematical Operations
d. Whole Number, Fractions, Decimals
e. Mathematical Patterns
f. Integers
g. Basic Algebraic Concepts
h. Basic Geometry Concepts
i. Probability and Basic Statistical Concepts

In this course, the following Teaching Performance Expectations (TPEs) are variously introduced, practiced, and assessed (as shown below):

TPE 1: Engaging and Supporting All Students in Learning	
1. Provide and sustain a language rich environment in American Sign Language (ASL) and/or English for deaf students to foster social and academic discourse and comprehension, using multimodal instruction, skill training (signed/viewing, spoken/listening, and/or written language as a **heritage language**), **research-based bilingual education methodology**, **translanguaging** practices and current effective learning.	Introduced & Practiced
2. Communicate proficiently in American Sign Language (ASL) and/or English and engage with students using multimodal instruction (signed, spoken, and/or written) scaffolding, multiple ways of representing content, and teaching strategies to address the specific needs of student learning, as stipulated in the IFSP/IEP/ITP/504 Plan.	Introduced & Practiced
3. Collaborate with students and families to make instruction learner-centered, developmentally appropriate, and meaningful, reflecting home and school connections, knowledge of child development (linguistic, cognitive, socio-emotional, & cultural development) and additional special needs.	Introduced & Practiced
4. Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.	Introduced & Practiced
5. Develop and implement the IFSP, IEP, ITP, or 504 Plan collaboratively with families with an emphasis on **language planning** that provides equal access to the general education core curriculum with accommodations and modifications, and progress monitoring, taking into consideration all educational/communication options available (including the use of **Assistive Technology** and **Augmentative and Alternative Communicative** Devices as appropriate).	Introduced & Practiced
6. Connect subject matter to deaf-related events and experiences to make learning personal, meaningful, and culturally relevant to students.	Introduced & Practiced
7. Differentiate instruction and curriculum access for all students by emphasizing multimodal instruction (auditory, visual, tactile, gestural) activities and incorporating various funds of	Introduced, Practiced & Assessed

knowledge from diverse home backgrounds, cultures, styles or learning, and perspectives into curricular activities.	
8. Prepare effective transition plans from birth to age 22 through the IFSP/IEP/ITP/504 Plan with students and their families, including goals for self-advocacy, independent living, post-secondary education, and career assessment and vocational evaluation, with appropriate connections between the school curriculum and life beyond school.	Introduced
TPE 2: Creating and Maintaining Effective Environments for Student Learning	
1. Establish a caring, stimulating, and safe community for diverse deaf learners in which students assume responsibility for learning and self-advocacy, show willingness to take intellectual risks, develop self-confidence, and learn to work collaboratively and independently.	Introduced & Practiced, & Assessed
2. Design learning environments that maximize opportunities to progress from emerging to a formal language, and using **translanguaging techniques** appropriate to each student to further ASL and/or English competency.	Introduced & Practiced, & Assessed
3. Establish, maintain, and monitor an inclusive environment which cultivates **language equity** by demonstrating communication skills that enable diverse language learners to access, comprehend, and apply information; acquire knowledge; and develop and maintain interpersonal relationships.	Introduced & Practiced, & Assessed
4. Recognize and appropriately address instances of intolerance and harassment among students, based on awareness of the diverse cultural and linguistic identity and **intersectionality** among students.	Introduced
5. Select, adapt, create and use culturally relevant language-rich resources to support deaf students with diverse language and learning needs.	Introduced & Practiced
6. Assume accountability for establishing, maintaining, and demonstrating the use of any assistive technology (visual, auditory, and/or tactile) to develop self-advocacy for deaf students and their families.	Introduced & Practiced
7. Maintain high expectations for learning with appropriate support for the full range of deaf students (including students who experience language deprivation, behavior, and/or **mental health** and **medical** needs) in the classroom by making effective use of support specialists, other service providers, available non-certificated staff, and other community resources.	Introduced & Practiced, & Assessed
8. Provide ongoing opportunities for safe, meaningful social interactions between language-model peers and adults who are deaf, as appropriate to each student's identity.	Introduced & Practiced
9. Utilize and embed collaborative discussions surrounding the unique leadership contributions of positive, diverse Deaf community role models within the classroom to support the development of self-identity and well-being in each deaf student.	Introduced
TPE 3: Understanding and Organizing Subject Matter for Student Learning	
1. Master technical vocabulary and key concepts in content areas of instruction, effectively using social and academic language (ASL and/or English) to enhance vocabulary knowledge.	Introduced & Practiced, & Assessed
2. Demonstrate the ability to effectively deliver content knowledge (core general education curriculum) in the language of instruction (ASL and/or English) utilizing strategies appropriate to deaf students based on current evidence-based research.	Introduced & Practiced, & Assessed
3. Demonstrate knowledge of appropriate expressive (signed, spoken, and written) and receptive (listening, reading and viewing) language skills strategies and **assessments** based on the language of instruction (ASL and/or English).	Introduced & Practiced, & Assessed
4. Demonstrate knowledge of **translanguaging** and **transliterating techniques** (ASL-printed English and/or spoken language-printed English) in the delivery of content knowledge.	Introduced & Practiced, & Assessed
5.Demonstrate knowledge of auditory, tactile and visual accommodation, differentiation, and/or modification of instruction to meet the linguistic, cognitive, social, and emotional needs of each student.	Introduced & Practiced, & Assessed
6. Construct accessible learning experiences that incorporate use of **auditory**, **tactile**, and **visually** assistive materials, resources, and technology to facilitate meaningful and authentic learning for all students.	Introduced & Practiced, & Assessed
7. Use appropriate multimedia tools to provide language access and support conceptual knowledge.	Introduced & Practiced, & Assessed
8. Use current culturally relevant and appropriate deaf-related materials (literature, linguistics, culture, anthropology), to foster a healthy positive identity.	Introduced & Practiced, & Assessed
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	
1. Demonstrate the ability to design and implement effective individual, social, academic, cognitive, and language learning activities using appropriate auditory/tactile/visual strategies for diverse learners all ages (birth to 22) taking into account different backgrounds, learning preferences, and learning environments while using essential elements of instruction that are culturally relevant, data driven, and standards-related.	Introduced & Practiced, & Assessed

2. Understand and apply knowledge of typical and atypical language development (signed, spoken, and written) among deaf students, to help inform instructional planning and learning experiences.	Introduced & Practiced, & Assessed
3. Design reasonable language and content objectives and benchmarks for instruction implementation and conducting ongoing assessment to strengthen the interconnectedness of academic content areas, critical thinking and language scaffolding using a variety of resources (ESL and ELL techniques, ASL/English bilingual strategies) accessible to all learners.	Introduced & Practiced, & Assessed
4. Plan and design instruction that develops students' self-advocacy skills and learning needs from birth to 22.	Introduced & Practiced, & Assessed
5. Access resources for planning and instruction, including the expertise of Deaf, hard-of-hearing and deafblind communities and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	Introduced
6. Plan instruction that promotes a variety of receptive and expressive language development skills and strategies.	Introduced & Practiced
7. Coordinate, collaborate, co-teach and communicate effectively with other agencies, educators, service providers, parents, students, and Deaf community agencies for instructional planning and planning for successful deaf student transitions.	Introduced
TPE 5: Assessing Student Learning	
1. Apply knowledge of federal and state special education laws and regulations, assessment terminology, legal provisions, and ethical principles in selecting, adapting, administering, interpreting, and explaining **assessments** for placement and progress monitoring.	Introduced & Practiced, & Assessed
2. Gather relevant information through reading, interpreting and using informal and formal assessment data from IFSP, IEP, ITP, and 504 plans develop differentiated instruction, and to make appropriate accommodations or modifications.	Introduced & Practiced, & Assessed
3. Develop and administer linguistically and culturally appropriate **assessments** in the language understood by the students guide instruction and monitor progress.	Introduced & Practiced, & Assessed
4. Evaluate instructional practices, record, monitor, and share evidence of academic, linguistic, and socioemotional progress to all **stakeholders.**	Introduced & Practiced, & Assessed
5. Assess and design measurable and appropriate language (sign, spoken, and written, as appropriate for each student) and content goals based on **assessments** of student growth to determine level of proficiency for each deaf student.	Introduced & Practiced, & Assessed
6. Evaluate and design, with the interdisciplinary team, a high school transition plan that includes language and communication skills to enhance self-advocacy, access and independence.	Introduced
TPE 6: Developing as a Professional Educator	
1. Demonstrate knowledge of the history of deaf education including trends, philosophies, and legal foundations, and the ways in which these issues continue to positively and negatively influence policy and practice today.	Introduced
2. Demonstrate the ability to present unbiased information to families on the differences in **perspectives on deafness**, the range of educational opportunities available for deaf children, and support families in their decision-making process by providing information on the linguistic, cognitive, social, and emotional needs of deaf children, federal and state special education regulations, and connections with parent support groups, community agencies, and deaf role models.	Introduced
3. Demonstrate the ability to work collaboratively with families, support providers, general education professionals, community agencies and the Deaf community, recognizing and respecting their roles and responsibilities in meeting the needs of students.	Introduced & Practiced
4. Demonstrate the ability to manage, monitor, and maintain assistive auditory technologies, to apply information from audiograms to develop listening expectations, maximize use of residual hearing, and develop auditory processing and comprehension skills, as well as self-advocacy skills in both social and academic contexts.	Introduced
5. Demonstrate knowledge of universal design for learning, and common accommodations and modifications to meet the linguistic, cognitive, social, and emotional needs of deaf student.	Introduced
6. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.	Introduced
7. Demonstrate knowledge of deafblind as a unique disability requiring specialized assessment and teaching strategies, as well as a team approach in collaboration with other **service providers** and community agencies to design assessment and instruction.	Introduced
8. Demonstrate knowledge of current research in evidence-based teaching practices, technologies, policies, and trends in deaf education.	Introduced & Practiced, & Assessed

DHH TPEs Glossary Terms (from bolded terms in TPEs) in the last page of syllabus.

Course requirements:
Candidates are expected to develop group norms and actively participate in collaborative learning peer groups via Zoom video conferencing. Candidates submit evidence of work from activities, modules for formative review and to demonstrate achievement on the Teaching Performance Expectations (TPEs).

Zoom: This course requires the use of Zoom, which is a video and web conferencing program that can be used for any type of online meeting. Zoom functionality includes synchronous (live) or asynchronous (pre-recorded) lectures, online class meetings, virtual office hours, student presentations, etc. For additional details and guidelines on using Zoom, review the **Zoom at Fresno State Start Guide**.

Access your Zoom account using this link: **fresnostate.zoom.us**
Candidates complete assignments asynchronously (pre-recorded) but within a time frame to allow effective collaboration with peers. Work in collaborative groups is guided by group developed norms and requires effective communication and time management.

Canvas postings: 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.
It is not recommended to access and take tests/quizzes through the Canvas app or on a mobile device.

GRADING CRITERIA:

Grading scale	Grade	Points
90% - 100%	A	500 – 600
80% - 89%	B	400 – 499
70% - 79%	C	300 – 399
60% - 69%	D	200 – 299
Below 60%	F	Below 199

ASSIGNMENT AND EXAMINATION SCHEDULE

Due Date	Assignment	Points
See dates	Math Journal Entries (5 entries x 10 points each)	50
Continuous	Math lesson observations (5 observations x 30 points each)	150
	Math lessons (4 lessons x 50 points each)	200
	Final Project and Presentation	200
	Total Points	**600**

SUMMARY OF CLASS ACTIVITIES AND ASSIGNMENTS:

A. Math Journal (5 entries, 10 points per entry = 50 points total)
You will be instructed to write a journal entry after reading a specific article, or watching a demo math lesson. Your journal entry should summarize the content you read/watched and explore any emotions, memories, biases you recognized in yourself as you work through the assignment. You will be asked to share your reflections peers from class in small groups, or whole class discussions. Math journal entries will be shared only with the instructor via Canvas.

B. Math Lesson Observations (5 observations, 30 points each = 150 points)
Throughout the semester you will be required to observe five math lessons. The instructor will either provide you with a video or ask that you observe a DHH teacher in vivo, with instructor approval. After each observation you be asked to fill out the Math Lesson Observation report, indicating specific information pertinent to content covered in the Modules in Canvas.

C. Math Lessons (4 Lessons, 50 points each = 200 points)
You will develop math lessons aligned with specific CCSS math standards for various grade levels and specific topics throughout the semester. You will be given specific instructions for each math lesson design (Explicit Direct Instruction or Constructivist). Instructions and Rubric can be located in Canvas, in Assignments. You will submit the written lesson plan to Canvas and will share your lesson plan with other students in the course in order to receive feedback.

D. Final Project and Presentation (200 points)
Your final presentation will be done with a partner. You will turn in a written portion and present the project to the class. Your project will contain each of the following:

1. Grade level identified
2. Theme
3. Description of class set up (Technology used, centers set up, instructional style, curriculum used)
4. Description of students (This is to be detailed and can be hypothetical, or created from real students you know, names need to be made up)
5. 3 – lesson plans (including CCSS, lesson plan objective, materials needed, multiple options for differentiated instruction, assessment of skill)
6. 3 – lessons in which a math skill is integrated into a real-world concept or task (this can also be in the form on integrating math with another core content area)
7. Considerations for deaf and hard of hearing students, reflection about how to meet the needs of diverse learners (i.e., learning disabilities, visual impairment, emotional disturbance, and autism spectrum disorder)
8. Supplemental materials that would be compliment the lesson
9. A teacher made assessment tool for the lessons

You will present during the synchronous class meeting (Zoom) on November 6. A copy of MS PowerPoints (or Google Slides) of what will be covered and should be provided to the instructor at least one week in advance.

COURSE POLICIES & SAFETY ISSUES

Responsibility to Engage and Be Active Online:

- Failure to be active in the first 10 days of the semester will result in an administrative withdrawal from the course. Inactivity online for **two consecutive weeks** at any time in the semester will also result in one full letter grade reduction in overall points.

Online Communication Guidelines:

- In all email/online communication, place the name of the course, "CSDS 273" in the subject line. Address your instructor as "Dr. _____" or "Professor _____."
- Expect a reply within 36 hours. Emails received on weekends or holidays will not receive a response until the following regular workday, between the hours of 9 a.m. and 5 p.m.
- Be clear with your requests or questions for clarification.
- If errors are identified in calendar dates on the syllabus, please notify me immediately. Some dates are from vendors and partner organizations and are beyond the control of the professor or the university.
- Treat all communication with fellow students, faculty, and school district(s) as professional business communication and elevate your style and format to reflect your professionalism.

Course Website:

- To access the course login to Canvas (https://fresnostate.instructure.com) using your Fresno State username and password. For help with Canvas, contact the Academic Technology Resource Center at 278-7373 or send an email to canvas@mail.fresnostate.edu.

Late work and make-up work policy:

- Course policies on attendance and make-up work follow APM232 (http://www.fresnostate.edu/academics/facultyaffairs/documents/apm/232.pdf). Reasonable accommodations will be made for authorized student absences/failure to complete online assignments by the due date. If the student has a short-term serious and compelling medical condition or when a death or serious illness in the immediate family (i.e., parent, spouse, sibling or child) prevents attending class or submitting an online assignment by the due date, the student is responsible for contacting the instructor as soon as possible and for providing documentation of the reason. Examples of authorized student absences due to University-sponsored activities include, but are not limited to, artistic performances sponsored by university performance ensembles or artistic groups; athletic events in which the student competes; field trips or competitions sponsored through an academic program, and attendance at regional or national conferences. Extensions of time may be given

within reason. All work must be completed and submitted by midnight on the last day of instruction.

Respondus LockDown Browser:

- This course requires the use of LockDown Browser for online exams and/or quizzes. This software locks down student computers by removing browser menu and toolbar options and preventing access to other applications while taking the exam. For additional details and guidelines on using LockDown Browser, review this **Student Quick Start Guide**.

- *Please be aware that Respondus LockDown Browser does not work on a Chromebook.*

- Download and install LockDown Browser from this link: **http://www.respondus.com/lockdown/download.php?id=721312624**

For free tutoring on campus, contact the Learning Center (http://fresnostate.edu/studentaffairs/lrc) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed SupportNet (http://fresnostate.edu/studentaffairs/lrc/supportnet) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

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).

The following University polices can be found at:

- Adding and Dropping Classes
- Cheating and Plagiarism
- Computers
- Copyright Policy
- Disruptive Classroom Behavior
- Honor Code
- Students with Disabilities
- Title IX

UNIVERSITY SERVICES

The following University services can be found at:

- Associated Students, Inc.
- Dream Success Center
- Learning Center Information
- Student Health and Counseling Center
- Writing Center

Intellectual Property provision - As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classrooms instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Services for Students with Disabilities (SSD) working in conjunction with the student and faculty member.

Department Chair

If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.

Communicative Sciences and Deaf Studies Department
Dr. Steven Skelton, Department Chair
Email: sskelton@mail.fresnostate.edu
CSDS Phone number: (559) 278-2423

Fall 2021 Tentative Course Schedule

The schedule is tentative and is subject to change, according to the progress of the class and at the discretion of the instructor.

DATE	TOPICS	ASSIGNMENTS
Module 1 8/26 – 8/27	Introduction to Course	Read Syllabus, TPEs, Language Policy Review Zoom Online Class Expectations Review different technology tools (Tutorials)

DATE	TOPICS	ASSIGNMENTS
Module 1 8/30 – 9/6	Math Topics in Deaf Education Fundamental Math Vocabulary in ASL ASL number systems	**Asynchronous Class meeting** Assigned Readings in Canvas *Math Lesson Observation #1 Due*
Module 1 Continued 9/7 – 9/10	Math Topics in Deaf Education Continued Fundamental Math Vocabulary in ASL ASL number systems	***Synchronous Class meeting*** **Assigned Readings in Canvas** *Math Journal Entry #1 Due*
Module 1 Continued 9/13 – 9/17	Math Topics in Deaf Education Continued Exploration of resources to support DHH students in math Use of technology to teach math	**Asynchronous Class meeting** Assigned Readings in Canvas ***Math Lesson #1 Due by _____pm on _____ in Canvas***
Module 2 9/20 – 9/24	Math Pedagogy and progression of math topics CCSS Math Exploration Traditional vs. Constructivists Perspectives	***Synchronous Class meeting*** Assigned Readings in Canvas Discuss Feedback for Math Lesson #1 *Math Journal Entry #2 Due*
Module 2 Continued 9/27 – 10/1	Supporting students with diverse needs Lesson Planning	**Asynchronous Class meeting** Assigned Readings in Canvas *Math Lesson Observation #2 Due* ***Lesson Plan #2 Due by _____pm, on _____in Canvas***

DATE	TOPICS	ASSIGNMENTS
Module 3 10/4 – 10/8	Mathematical Concepts Number Concepts and Number Sense Mathematical Discourse	**Asynchronous Class meeting** Assigned Readings in Canvas *Math Journal Entry #3 Due* *Math Lesson Observation #3 Due*
Module 3 Continued 10/11 – 10/15	Mathematical Concepts Continued Mathematical Operations Whole Number, Fractions, Decimals	***Synchronous Class meeting*** Assigned Readings in Canvas Discuss Feedback for Math Lesson #2 *Math Journal Entry #4 Due* *Math Lesson Observation #4 Due*
Module 3 Continued 10/18 – 10/22	Mathematical Concepts Continued Mathematical Patterns Integers	**Asynchronous Class meeting** Assigned Readings in Canvas Discuss Feedback for Math Lesson #2 ***Lesson Plan #3 Due by _____pm, on _____in Canvas***
Module 3 Continued 10/25 – 10/29	Mathematical Concepts Continued Basic Algebraic Concepts Basic Geometry Concepts	***Synchronous Class meeting*** Assigned Readings in Canvas Discuss Feedback for Math Lesson #3 *Math Journal Entry #5 Due* *Math Lesson Observation #5 Due*
Module 3 Continued 11/01 – 11/05	Mathematical Concepts Continued Probability and Basic Statistical Concepts	**Asynchronous Class meeting** Assigned Readings in Canvas Discuss Feedback for Math Lesson #3 ***Lesson Plan #4 Due by _____pm, on _____in Canvas***
11/08 – 11/12	Final Project Prep	**Asynchronous Class meeting** **Work with partner to create final project**

DATE	TOPICS	ASSIGNMENTS
11/15 – 11/19	Final Project Prep	**Asynchronous Class meeting** **Work with partner to create final project**
Nov. 25 - 26	Holiday	
11/29 – 12/03	FINAL PROJECT PRESENTATIONS BEGIN	***Synchronous Class meeting*** ***Present Final Project***
12/07	FINISH FINAL PROJECT PRESENTATIONS	***Synchronous Class meeting*** ***Present Final Project*** ***FINAL PROJECT due by 11:59 pm, on December 7 in Canvas.***

DHH TPEs Glossary Terms from CTC's Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations (2019) pp. 47-50

1. **Assessments**: Includes functional behavior assessment, informal, formal, formative, summative, diagnostic, progress-monitoring, and evidence-based performance used for the purpose of screening, referral, placement, progress monitoring, etc.

2. **Assistive technology**: Assistive technology is used to refer to a broad category of technologies that assist individuals in accessing their environment for communication and/or learning. These include technologies that enhance auditory, visual, or tactile information. Assistive auditory technologies include hearing aids, BAHAs (Bone Anchored Hearing Aids), cochlear implants, auditory brainstem implants, hearing or induction loops, wireless Bluetooth/FM/infrared systems, and personal amplifiers. Other assistive technologies may include alerting devices, such as visual alarms, vibrators, and flashing lights, computer or electronic assistive devices, computer software and hardware, such as voice recognition programs, speech generating devices, screen readers, and screen enlargement applications, closed captioning, video communication systems (e.g. FM systems, RMT). Assistive technology also includes augmentative and alternative communication devices; see Augmentative and Alternative Communication (Clerc Center, 2014)

3. **Auditory**: Auditory pertains to the sense of hearing, or to the organs of hearing, specifically what is perceived through or resulting from the sense of hearing, as well as any auditory input, such as speech, music, or environmental sounds used to enhance communication or illustrate a concept being taught.

4. **Augmentative and Alternative Communication** (AAC): Communication methods that supplement or replace speech or writing, often using a tool, such as a communication board with visual/graphic symbols, or computer programs that use synthesized/digitized speech to communicate for the user (National Joint Committee/ASHA, 2018).

5. **Deaf**: The term deaf is used in an all-inclusive manner, to include students who may identify as Deaf, deaf, deafblind, deafdisabled, hard of hearing, late-deafened and hearing impaired (NAD, 2018). We have chosen to use one term, deaf, with the goal of recognizing experiences that are shared by all members of this diverse population while also honoring all of their differences.

6. **Heritage language**: The term heritage language has been variously defined as 1) a minority language learned by its speakers at home as children, but never fully developed, because speakers grow up with a dominant language, in which they become more competent, 2) a continuum that ranges from fluent speakers to barely speaking individuals of the home language (Polinsky & Kagan, 2007), 3) the language of a person's family or community, which the person does not speak or understand but with which he/she culturally identifies (Ochs & Schieffelin, 2017). Heritage language learners (HLLs) more recently have been defined as "individuals with familial or ancestral ties to a language other than English who exert their agency in determining if they are HLLs of that language" (Hornberger & Wang, 2017).

7. **Intersectionality**: The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage, e.g., Deaf+woman+Latina.

8. **Language equity**: Language equity includes the concept of power dynamics between dominant and marginalized groups, which is often based on groups marginalized due to their language, if it doesn't match the language of the dominant group (Komesaroff, 2013). Language equity is the quality of being fair and impartial regarding students' language differences with the focus of all instruction leading to comprehension (Cervantes-Soon, et al 2017).

9. **Language planning**: is a strategy that specifies how each language will be taught in a dual language program.

10. **Mental health needs**: childhood trauma, post-traumatic stress disorder, socioemotional disorder, conduct disorder, disruptive behavior, oppositional defiant disorder, separation anxiety, generalized anxiety, depression, attention deficit hyperactivity disorder and autism spectrum, or other generalized mental health needs that may impact a student's academic success or failure.

11. **Medical**: Medical pertains to any needs that are overseen by medical professionals (physicians, nurses, psychiatrists, etc.), e.g., tracheotomies and Passy Valves, seizure disorders, cerebral palsy, etc.

12. **Perspectives on deafness**: Perspectives on deafness include a continuum of cultural identities. Cultural identity includes the traditions, customs, language, and worldview of the culture. Cultural identity for deaf children is quite divers, and may include Deaf culture, where ASL or another form of sign language (e.g., Mexican Sign Language) is the community language, or cultural identity may include the culture of the hearing family, which usually includes one or more spoken languages (English, Spanish, Mandarin, etc.). Cultural identity may include a range between these two options.

13. **Research-based bilingual education methodology:** Research-based bilingual education methods may be implemented in a variety of structures, which may include: 1) bilingualbicultural, where sign language is learned as the native, or first, language, which then serves as a foundation to access written language (Marschark, Tang, & Knoors, 2014); or 2) bilingual, where two or more spoken languages are learned, either concurrently or sequentially, e.g., ASL and a spoken language, English and Spanish, etc.

14. **Service providers**: Service providers are professional personnel who may have roles for serving the student through the IFSP, IEP, or Transition Plan, usually as related services. They include speech language pathologists, audiologists, occupational therapists, physical therapists, medical and health professionals, psychologists, interpreters, parent counseling and training personnel, orientation and mobility personnel, etc. (Parent Center Hub, 2017).

15. **Stakeholders**: anyone who is invested in the welfare and success of deaf students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, interpreters, elected officials such as school board members, city councilors or state representatives. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions.

16. **Tactile**: Tactile pertains to the sense of touch, or to the organs of touch, specifically what is perceived through or resulting from the sense of touch, and any tactile input, such as pressure, movement, temperature to enhance communication or illustrate a concept being taught.

17. **Translanguaging techniques**: the use of a variety of language strategies and practices that foster linguistic diversity within the classroom that values multiple languages by leveraging students' full language repertoire (not to be confused with code-switching), i.e., read thematically in multiple languages, process language in multiple languages, multilingual word walls, multilingual writing.

18. **Transliterating techniques**: code-switching; mapping from one system of language to another: i.e., reading an English text utilizing ASL signs or transliterating spoken language using Cued Speech.

19. **Visual**: Visual pertains to the sense of seeing, specifically what is perceived through the or resulting from the organs of vision, and any visual input, such as a symbol, picture, sign, video clip, or display used to enhance or accompany communication or illustrate or a concept being taught.