

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

CSDS 264 (Hybrid) – Spring 2019
Curriculum and Instruction for Deaf and Hard of Hearing Students (3 units)

SYLLABUS	
Spring 2019	California State University, Fresno
CSDS 264: Section 01: Class#: 36117	Dr. Janice Smith-Warshaw
3 Units	Office Number: PHS 234
Day/Time: Hybrid course	E-mail: jsmithwarshaw@csufresno.edu
Online (80%) & Face-to-Face (20%)	E-mails will be answered promptly within 24 hours except weekends.
Classroom location: TBA	Phone: (559) 387-5303 (VP)
Website: www.fresnostate.edu/cdds/ 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 three-unit course focuses on the issues and techniques of adapting K-12 school curriculum to the needs of learners who are deaf and hard of hearing (D/HH). Demonstration and practice of techniques are included.

Course Rationale: This course provides students with instruction and practice in pedagogical theory and practices specifically adapted towards the needs of D/HH students. The use of critical pedagogy and reflective teaching is not only encouraged but expected of the future teachers in this course. Among the topics covered are: classroom communication and discourse, differentiated instruction, active learning strategies, curriculum and content methods, assessment, and academic goals and objectives for Individualized Education Programs (IEPs).

Prerequisite:

CSDS 164 and permission of instructor.

Student Learning Outcomes

By the end of this course, the students will be able to:

1. Distinguish and critically examine current literature on the pedagogy of children who are D/HH particularly regards to research-based practices in content area instruction.
2. Reflect critically on what was learned, on the application of theory to practice, and on the work completed as part of the graduate program, including previous field experiences.
3. Develop a repertoire of skills and practical approaches to the pedagogy of D/HH students, including differentiated instruction, as adapted from current best practices in general and special education.
4. Design and construct a unit on a grade level topic that incorporates thematic approaches and differentiated instruction.
5. Develop academic goals and objectives for Individualized Education Programs (IEPs).
6. Demonstrate ways to adapt differentiated instruction of state mandated curriculum to fit student IEPs.

Website Information and Support:

To access the course login to Canvas, 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 Canvas.
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. 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:

Moore, D. F., & Martin, D. S. (Eds.) (2006). *Deaf learners: Developments in curriculum and instruction*. Washington, DC: Gallaudet University Press.

Herrell, A. L., & Jordan, M. L. (2007). *Fifty strategies for teaching English Language Learners* (5th ed.). NJ: Prentice Hall.

Recommended Literature:

- a. Ansell, E. & Pagliaro, C. (2006). The relative difficulty of signed arithmetic story problems for primary level deaf and hard of hearing students. *Journal of Deaf Studies and Deaf Education*, 11(2), 153-170.
- b. Batten, G., Oakes, P., & Alexander, T., (2014). Factors associated with social interactions between deaf children and their hearing peers: A systematic literature review. *Journal of Deaf Studies and Deaf Education*, 19(3), 285-302.
- c. Beal-Alvarez, J., Lederberg, A., & Easterbrooks, S. (2012). Grapheme-phoneme acquisition of deaf preschoolers. *Journal of Deaf Studies and Deaf Education*, 17(1), 39-60.
- d. Berke, M. (2013). Reading books with young deaf children: Strategies for mediating between American Sign Language and English. *Journal of Deaf Studies and Deaf Education*, 18 (3), 299-311.
- e. Eriks-Brophy, A., & Whittingham, JoAnne, "Teachers' perceptions of the inclusion of children with hearing loss in general education settings," 63–97.
- f. Friedman, N. & Szterman, R. (2011). The comprehension and production of WH-questions in deaf and hard of hearing children. *Journal of Deaf Studies and Deaf Education*, 16(2), 212-235.
- g. Guardino, C. & Antia, S. (2012). Modifying the classroom environment to increase engagement and decrease disruption with students who are deaf or hard of hearing. *Journal of Deaf Studies and Deaf Education*, 17(4), 518-533.
- h. Hrastinski, I., & Wilbur, R. B. (2016). Academic achievement of deaf and hard of hearing students in an asl/english bilingual program. *Journal of Deaf Studies and Deaf Education*, 1-15.
- i. Ingber, S., & Eden, S. (2011). Enhancing sequential time perception and storytelling ability of deaf and hard of hearing children. *American Annals of the Deaf*, 156(4), 391–401.
- j. Kelly, R., Lang, H., & Pagliaro, C., (2003). Mathematics word problem solving for deaf students: A survey of practices in grades 6-12. *Journal of Deaf Studies and Deaf Education*, 8(2), 104-119.
- k. Kyle, F. & Harris, M. (2011). Longitudinal patterns of emerging literacy in beginning deaf and hearing readers. *Journal of Deaf Studies and Deaf Education*, 16(3), 289-304.
- l. Lang, H. (2006). Criterion-referenced tests in science: An investigation of reliability, validity, and standards-setting. *Journal of Research in Science Teaching*, 19(8), 665-674.

- m. Lang, H., Hupper, M., Monte, D., Brown, S., Babb, I., Scheifele, P. (2007). A study of technical signs in science: Implications for lexical database development. *Journal of Deaf Studies and Deaf Education*, 12(1), 65-79.
- n. Lang, H. & Pagliaro, C. (2007). Factors predicting recall of mathematics terms by deaf students: Implications for teaching. *Journal of Deaf Studies and Deaf Education*, 12(4), 449-460.
- o. Lang, H. & Steely, D. (2003). Web-based science instruction for deaf students: What research says to the teacher. *Instructional Science*, 31(4), 277-298.
- p. Lederberg, A., Miller, E., Easterbrooks, S., Connor, C., (2014). Foundations for Literacy: An early literacy intervention for deaf and hard-of-hearing children. *Journal of Deaf Studies and Deaf Education*, 19(4), 438-455
- q. Luckner, J. & Ayantoye, C. (2013). Itinerant teachers of students who are deaf or hard of hearing: Practices and preparation. *Journal of Deaf Studies and Deaf Education*, 18(3), 409-423.
- r. Mounty, J., Pucci, C. & Harmon, K. (2014). How deaf American Sign Language/English bilingual children become proficient readers: An emic perspective. *Journal of Deaf Studies and Deaf Education*, 19(3), 333-346.
- s. Nielson, D., Luetke, B., Stryker, D. (2011). The importance of morphemic awareness to reading achievement and the potential of signing morphemes to support reading development. *Journal of Deaf Studies and Deaf Education*, 16(3), 275-288.
- t. Pagliaro, C. & Ansell, E. (2002). Story problems in the deaf education classroom: Frequency and mode of presentation. *Journal of Deaf Studies and Deaf Education*, 7(2), 107-119.
- u. Pagliaro, C., & Ansell, E. (2011). Deaf and hard of hearing students' problem-solving: Strategies with signed arithmetic story problems. *American Annals of the Deaf*, 156(5), 438-458.
- v. Pagliaro, C. & Ansell, E. (2012). Deaf and hard of hearing students' problem-solving strategies with signed arithmetic story problems. *American Annals of the Deaf*, 156(5), 438-458.
- w. Pagliaro, C. & Kritzer, K. (2005). Discrete mathematics in deaf education: A survey of teachers' knowledge and use. *American Annals of the Deaf*, 150(3), 251-259.
- x. Pagliaro, C. & Kritzer, K. (2012). An intervention for early mathematical success: Outcomes from the hybrid version of the building math readiness parents and partners (MRPP) project. *Journal of Deaf Studies and Deaf Education*, 18(1), 30-46.
- y. Pagliaro, C. & Kristzer, K. (2013). The math gap: A description of the mathematics performance of preschool-aged deaf/hard of hearing children. *Journal of Deaf Studies and Deaf Education*, 18(2), 139-160.
- z. Rabinsky, R. J. (2013). "Itinerant Deaf educator and general educator perceptions of the d/hh push-in model," *American Annals of the Deaf*, 158(1), 50-62.
- aa. Rinaldi, P., Caselli, M., Di Renzo, A., Gulli, T., & Volterra, V. (2014). Sign vocabulary in deaf toddlers exposed to sign language since birth. *Journal of Deaf Studies and Deaf Education*, 19(3), 303-318.
- bb. Schirmer, B., Schaffer, L., Therrien, W., & Schirmer, T. (2011). Reread-adapt and answer-comprehend intervention with deaf and hard of hearing readers: Effect on fluency and reading achievement. *American Annals of the Deaf*, 156(5), 469-475.
- cc. Trussell, J. & Easterbrooks, S. (2014). The effect of enhanced storybook interaction on signing deaf children's vocabulary. *Journal of Deaf Studies and Deaf Education*, 19(3), 319-332.

- dd. Wang, Y. (2011). Inquiry-based science instruction and performance literacy for students who are deaf or hard of hearing. *American Annals of the Deaf*, 156(3), 239–254.
- ee. Wolbers, K., Dostal, H., & Bowers, L. (2012). I was born deaf. Written language outcomes after one year of strategic and interactive writing instruction. *Journal of Deaf Studies and Deaf Education*, 17(1), 19-38.
- ff. Yie, Y., Potměšil, M., & Peters, B. (2014). Children who are deaf or hard of hearing in inclusive educational settings: A literature review on interactions with peers. *Journal of Deaf Studies and Deaf Education*, 19(4), 423-437.
- gg. Review Text Selections from LRP Publications' Special Education Resource Guide. This is the premier locale for up to date information regarding IDEA compliance and special education resources. www.shoplrp.com/speced

Course Requirements and Assessments

Participation and completion of course assignments are essential to accomplishing student learning outcomes and completing this course with a satisfactory grade. All works must be submitted through Canvas as explained in the assignments. Missed assignments past due are subjected to a 10% deduction for every 24 hours. There have been very few problems with the stability of Canvas. To minimize the likelihood that technology issues prohibit students from completing assignments on time, students are advised to submit as early as possible to allow time to contact tech support. However, if students cannot log onto Canvas to complete the assignment, students need send the instructor an email with the assignment attached. Your name should be typed in the subject of the email. Be aware that difficulty logging in may be an ISP or connection issue. I cannot accept work through email if Canvas is functional. It is difficult for me to verify personal technology issues, but I can verify with tech support regarding to issues with Canvas at a given day and/or time.

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.

Grading

Task:	Points Possible:
A. Class Participation (F2F/Virtual meetings)	15 points
B. Weekly assignments (8 DB x 10 points)	80 points
C. Science and Math Inquiry Project	25 points
D. Lesson Plans (4 x 5 pts = 20 pts) + SRC (10 pts) + Unit Plan (15 pts)	45 points
E. Quizzes (2 x 50 pts)	100 points
F. ePortfolio	35 points
<i>Total Possible Points:</i>	<i>300 points</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

80-89 = B

70-79 = C

60-69 = D

< 60 = F

Summary of class activities and assignments

A. Class participation during face-to-face and synchronous meetings

This is defined as a student who comes to class meetings prepared, contributes readily to the discussion but does not dominate the conversations, makes thoughtful contributions that advance conversations, shows interest in and respect for others' views, and participates actively in small groups. Face-to-face meetings are mandatory.

B. Weekly assignments

On a weekly basis, students will complete readings from the textbooks and respond via ASL in YouTube video and post it in the discussion board.

C. Science & math inquiry project

Students will be asked to conduct a scientific experiment throughout the semester and present findings. The purpose for this project is for students to experience authentic science and math investigations and reflect on integrating effective hands-on, minds-on science/math lessons in accordance to science standards.

D. Lesson Plans / Unit plan and SRC chart

Students will learn how to develop and write a lesson plan following each module, i.e. Module #4: English Language/Literacy, Module #5: Science, Module #6: Mathematics, and Module #7: Social Studies. In the Module #8, students will learn how to combine these four lesson plans when creating a thematic unit plan that incorporates differentiation, active learning strategies, modifications for D/HH students, and assessment including rubrics. Students are expected to include the Deaf community, Deaf culture, and/or Deaf role models into lesson activities. Lastly, students must include a Classroom Behavioral Management Plan section, which lists strategies/techniques/tools, etc. that promote a positive classroom environment. Students will be asked to present one of the preferred content areas at the face-to-face class meeting in April.

As for the Stimulus-Response-Consequence (SRC) chart, you will observe one DHH student in the classroom (any grade level, any setting). You will complete the SRC chart and write an analysis based on your observations. You must include possible replacement behaviors you might attempt to model if he/she were your student. You must also come up with 3 possible consequences that might diminish the negative behavior(s) and reinforce with positive behavior(s).

E. Quizzes

Students will take two quizzes this semester. The two quizzes are divided into two groups of modules (Modules #1 - #4 and Modules #5 - #9). The test format is a mixture of multiple choices true/false, fill-in-the-blanks, and short essays.

F. ePortfolio Showcase

Your ePortfolio will show the progression of what you learned in this course. As you complete each of the modules, you should keep a record of your efforts or “artifacts” in your e-Portfolio. You will also be given prompt questions that will ask you to summarize what you learned during the module and at the conclusion of a unit. At the end of the course you will also be provided with a prompt that provides a final overview to what you learned in this course. The advantage of the ePortfolio is that you can then use it to demonstrate your knowledge and abilities in deaf education that will help you when you become a teacher.

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances. It is your responsibility to check your syllabus on Canvas LMS.

Course Schedule:

MODULE 1 (Face-to-Face: January 18 & 19) and (1 week: January 21 - 27)	
Course introductions, Canvas Learning Management System, Review Modules 1-3, Trends in curriculum & instruction, learning theories, unit & lesson planning, IEPs Seven Principles of Effective Language Teaching and Learning, Language Acquisition Theories, and Bloom's Taxonomy	
Readings	1. Read assigned chapters, articles, and/or links in Canvas
To do	1. Review PPTs 2. DB #1 - January 23
MODULE 2 (1 week: January 28 - Feb 3)	
Reflective teaching, classroom discourse, Deaf culture, storytelling	
Readings	1. Read assigned chapters, articles, and/or links in Canvas
To do	1. Review PPTs 2. DB #2 - February 3
MODULE 3 (2 weeks: February 4 - February 10)	
Differentiation, active learning approaches, classroom technology, classroom behavior management	
Readings	1. Read assigned chapters, articles, and/or links in Canvas
To do	1. Review PPTs 2. DB #3 - February 10
MODULE 4 (2 weeks: February 11 - 24)	
Literacy	

Readings	1. Read assigned chapters, articles, and/or links in Canvas
To do	<ol style="list-style-type: none"> 1. Review PPTs 2. DB #4 – February 17 3. Proposal for unit plan topic – February 20 4. Literacy lesson plan (Google Slides) – February 23 5. Modules 1 - 4 quiz – February 24
MODULE 5 (1 week: February 25 - March 3)	
Science	
Readings	1. Read assigned chapters, articles, and/or links in Canvas
To do	<ol style="list-style-type: none"> 1. Review PPTs 2. DB #5 – March 1 3. Science lesson plan (Google Slides) – March 3
MODULE 6 (2 weeks: March 4 - 17)	
Mathematics	
Readings	1. Read assigned chapters, articles, and/or links in Canvas
To do	<ol style="list-style-type: none"> 1. Review PPTs 2. Math lesson plan (Google Slides) – March 10 3. DB #6 “Response Paper” – March 17 (before midnight)
MODULE 7 (2 weeks: March 18 - 31)	
Social Studies	
Readings	1. Read assigned chapters, articles, and/or links in Canvas
To do	<ol style="list-style-type: none"> 1. Review PPTs 2. DB #7 – March 24 (before midnight) 3. Social Studies lesson plan (Google Slides) – March 31
MODULE 8 (2 weeks: April 1 - 12)	
SRC Chart and Unit Plan	
Cal-ED Conference in Riverside, CA April 5 - 7	
Readings	1. Read assigned chapters, articles, and/or links in Blackboard

To do	<ol style="list-style-type: none"> 1. Review PPTs 2. SRC Chart – April 10 3. Unit plan – April 12
SPRING BREAK April 15 – 21	
MODULE 9 (2 weeks: April 22 – May 7)	
California Standards for Teaching Profession #1-#6 and California School f/t Deaf #7 & Individual Development Plan (IDP)	
Face-to-Face meeting (Date: May 3 - 4)	
Review CSTP #1- #6 and CSD #6, Presentation of your unit plan, and prepare for the quiz	
Readings	1. Read assigned chapters, articles, and/or links in Canvas
To do	<ol style="list-style-type: none"> 1. Review PPTs 2. DB #8 – May 1 (before midnight) 3. Class presentations for F2F class meeting 4. Modules 5 – 9 quiz – May 6 before 11:59 p.m. 5. Complete survey 2 – May 7 6. ePortfolio – May 8 before 11:59 p.m. 7. Final Exam - TBA

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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