

TOPICCSDS 273 COURSE SYLLABUS
TOPICS AND TRENDS IN CURRICULUM AND INSTRUCTION
FOR DHH LEARNERS

Semester: Fall 2021	California State University, Fresno Communicative Sciences and Deaf Studies Department / Deaf Education Program
Course Section: 03 (77481)	Instructor Name: Dr. Janice Smith-Warshaw
Units: 3	Office Location: Virtual meeting
Time: Asynchronous/Synchronous online course	E-Mail: jsmithwarshaw@csufresno.edu
Location: 100% Online	Telephone: 559-387-5303
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: M (9:30-11:30AM) W (1:30-2:30PM) and F (1:00-3:00PM) E-mail to schedule an appointment for a virtual meeting.

COVID-19 RELATED TOPICS

The following sections regarding COVID are subject to change given changing circumstances on-campus and in the community. Please check the COVID website for the most up-to-date information at:

www.fresnostate.edu/coronavirus

Vaccination: In order to create a safe environment on campus, all students must be vaccinated against the SARS-CoV-02 virus, or obtain an exemption, in order to attend classes on campus or access any services on campus. Documentation of the first dose of the vaccination must be uploaded to the student portal by Aug 20, and documentation of the final dose by Sept 30. Students may request an exemption to the vaccine requirement by going to their student portal to complete the COVID self-certification. Students with vaccination exemptions are subject to weekly COVID testing. You are not allowed to come to campus if any of the following is true:

- You have not been vaccinated, and have not been granted an exemption, or
- You have been granted an exemption, but have not completed your required weekly testing.

Health Screening: Students who come to campus and/or are participating in off-campus in-person experiential learning will be required to complete a [daily health screening](#)

before coming to campus or learning site. You are not allowed to come to campus if any of the following is true:

- If you are experiencing COVID-19 symptoms (vaccinated or not).
- If you have tested positive within the past 10 days.

If you have a suspected or confirmed case of COVID-19, please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures: Face coverings are required to be worn indoors on-campus and during in-person classes (vaccinated or not), and/or in accordance with learning site requirements if participating in off-campus experiential learning, to reduce the risk of community spread of COVID-19. The [Student Health and Counseling Center](#) has complimentary masks available for students who need them. The mask requirement may be modified if/when transmission rates in Fresno County drop below the threshold identified by the CDC.

Please remember that the same student conduct rules for in-person classroom 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 laws. 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 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 Student Disability Services working in conjunction with the student and faculty member.

Course description: This course is designed to provide an in-depth exploration of current best practices, current trends and topics in the field of Deaf Education. Emphasis will be placed on application of those topics in practical ways to meet the needs of diverse deaf and hard of hearing students (without or with visual impairment and/or additional disabilities) across a variety of educational settings and work with collaborative members of teams who provide support to deaf and hard of hearing students and their families. Strategies for making integrated cross curricular content accessible through universal design will be included. This course will also include considerations necessary for creating educational environments which foster optimal learning by exploring language, cognitive, social emotional, mental health and mindset of DHH students.

MY TEACHING PHILOSOPHY:

My teaching philosophy centers around the belief education only comes through impactful experiences. As a teacher I view my students as the most critical part of the equation. Students must take an active role in the learning process, but what that looks like depends on the learners individual learning style. It is important that students see the value in learning what is being covered and that they feel their contribution to the learning process is a critically important part. Additionally, my teaching philosophy centers around not viewing students through a deficit thinking paradigm. All students can contribute to the learning experience. Regardless of a student's background they bring value to the classroom and diversity creates a dynamic environment from which all of us can learn. Social justice dialogues are strongly encouraged 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:

Peer-reviewed articles posted in CANVAS

Weekly peer-reviewed articles selected by students, shared via CANVAS

COURSE SPECIFICS:

Course goals: The course will introduce various current topics and trends pertinent to deaf education across a variety of service delivery models in a variety of educational settings, including early education, general education classrooms, special day class, residential schools and adult transition programs. Educational standards across the curriculum will be explored for cross curricular connections. Factors impacting social emotional learning will also be explored.

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 273 candidates:

- begin to develop a professional perspective on teaching that includes an ethical commitment to teach every student effectively.
(*TPEs 6.1-6.8.*)
- learn 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, 1.2, 1.6, 1.8, 2.1 –2,6, 3.2, 3.6, 4.1, 4.2, 4.4 – 4.8, 6.1 – 6.8*)

- learn about positive interventions and supports that promote optimal social-emotional growth, development, and individual responsibility to create a caring classroom environment that promotes productive student learning for a diverse and inclusive student population.
(TPEs 1.1, 1.3, 1.6, 2.1 – 2.6, 4.1-4.8, 5.8, 6.3, 6.5, 6.6, 6.8)
- learn about their own values and biases to develop positive behavior supports and plan effective strategies and techniques for crisis prevention, conflict management, and resolution in ways that contribute to respectful, effective learning environments, including recognizing and defusing situations that may lead to student conflict or violence.
(TPEs 2.1 – 2.6 4.1-4.8, 6.2, 6.5)
- develop strategies that encourage ongoing communication with deaf students and their families, student engagement, and interdisciplinary learning activities that incorporate the arts, are relevant, meaningful, and that address deaf students’ individual backgrounds, needs, and interests.
(TPEs 1.1 – 1.8, 2.1 – 2.9, 3.1 – 3.8, 4.1 – 4.7, 6.1 – 6.8)
- read, analyze, discuss, and evaluate professional literature pertaining to teacher effectiveness research and use sources of professional information to develop a practical Classroom Management Plan that includes effective research-based classroom strategies, diverse and inclusive teaching techniques, optimal classroom environment design, parent involvement strategies, and positive classroom management procedures.
(TPEs 1.1 – 1.7, 3.1 – 3.8, 4.1 – 4.8, 5.1 – 5.3, 5.5 – 5.6, 6.1 – 6.8)
- learn ways to collaborate with multidisciplinary educational team members, including families/caregivers to create learning environments which meet the developmentally appropriate linguistic, cultural, cognitive, social, emotional, and physical needs of diverse deaf and hard of hearing.
(TPEs 1.1 – 1.8 2.1 – 2.9, 3.3 – 3.8, 4.1 – 4.8, 5.1 – 5.6, 6.1 – 6.8)

COURSE CONTENT:

Module 1

Health Framework/Content Standards
 PE Framework/Content Standards
 Mental Health Literacy
 Mindfulness
 Impact of Poverty/Homelessness/Trauma
 Student Self-Advocacy

Module 2

NGSS Framework/ Content Standards
 Science Literacy
 Safety in Science Classrooms
 Novel Engineering
 Providing Access for All Students (Students with Specific Learning Needs)

Module 3

Reading Framework/English Language Arts Content Standards

Content Area Reading
 Literacy Across the Curriculum
 Literacy Case Study

Module 4

Emergent Literacy
 Balanced Literacy
 Diversity / English Language Learners (EL) / Standard English Learners (SEL)
 Instructional Strategies
 RICA Preparation

In this course, the following Teaching Performance Expectations (TPEs) may be 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 & Assessed
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 & Assessed
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 & Assessed
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 & Assessed
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 knowledge from diverse home backgrounds, cultures, styles or learning, and perspectives into curricular activities.	Introduced & Practiced
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, Practiced & Assessed
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, Practiced, & Assessed
5. Select, adapt, create and use culturally relevant language-rich resources to support deaf students with diverse language and learning needs.	Introduced, Practiced, & Assessed
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, & Assessed
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, & Assessed
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, Practiced, & Assessed
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
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
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
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
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 & Practiced
6. Plan instruction that promotes a variety of receptive and expressive language development skills and strategies.	Introduced, Practiced, & Assessed
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, Practiced, & Assessed

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
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
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 & Practiced
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, Practiced, & Assessed
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, Practiced, & Assessed
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, & Assessed
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, Practiced, & Assessed
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, Practiced, & Assessed
6. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.	Introduced, Practiced, & Assessed
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, Practiced, & Assessed
8. Demonstrate knowledge of current research in evidence-based teaching practices, technologies, policies, and trends in deaf education.	Introduced, Practiced, & Assessed

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, complete assignments from modules for formative review and demonstrate achievement related to 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**](https://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 locate Canvas postings by navigating to Announcements, Discussions or Assignments in Canvas to upload papers and links. Some assignments will be required to submit through Safe Assign, which checks for content that has been plagiarized. Students are expected to follow the most recent version of APA format and be sure citations are formatted correctly. **Any tests/quizzes assigned for this course should be taken through a desktop, or laptop. Taking tests through the Canvas app or on a mobile device is discouraged due to glitches that may occur.**

GRADING CRITERIA:

Grading scale	Grade	Points
90% - 100%	A	900 – 1000
80% - 89%	B	800 – 899
70% - 79%	C	700 – 799
60% - 69%	D	600 – 699
Below 60%	F	Below 599

ASSIGNMENT AND FINAL PROJECT

Due Date	Assignment	Points
See dates	Discussion Posts (5 x 20 points each)	100
Sept. 21	Signature Assignment #1	100
Oct. 17	Signature Assignment #2	100
Oct. 30	Signature Assignment #3	100
See dates	FINAL PROJECT - Thematic Unit with identified SEL support/resources (500 points) and class presentation (100 points)	600
Total Points		1000

SUMMARY OF CLASS ACTIVITIES AND ASSIGNMENTS:

A. Discussion Posts (5 posts, 20 points each = 100 total points possible)

Topics posted in Canvas Discussions will require synthesis and evaluation of knowledge gained from class lectures, reading assignments (peer-reviewed article(s) and/or websites), information shared by peers and personal experience from fieldwork in Deaf Education settings. The student must post a thread in response to the prompt. The student is encouraged to read other students' threads. For Discussions, the student is required to post 1 thread of at least 400 words. The student must support their assertions with 1 – 2 citations in the current APA format for each thread. The student must post 2 replies of at least 150-200 words each. Discussions should be well written (free of spelling errors, grammatically correct, organized, etc.) and appropriate for a graduate-level course.

B. Signature Assignments, (3 Signature Assignments, 100 points each = 300 total points possible)

At the end of each module, you will complete a signature assignment. Each signature assignment will contain the following:

- A 2 or 3-page (double-spaced) Summary Paper (based on one topic contained in the module or a combination of topics and the interview responses).
- Interview responses from a Deaf Education teacher currently working in the field (Interview protocol will be developed together as part of a class activity).
- A mini thematic unit including 5 complete lesson plans in which core content area and social-emotional learning activities are embedded.

Rubrics for each Signature Assignment can be found in ASSIGNMENTS in Canvas.

C. Final Project - Thematic Unit (600 points total)

This is a group project. You and your class partners need to provide a student profile. Student profile will include background information (i.e., language deprivation), grade level, and identification of strengths and areas of needed improvement. Specific educational setting will be indicated (i.e.: Residential School, Traditional campus SDC or Gen Ed, Special Day School, etc.). Be sure to include a DHH student with additional disabilities such as Autistic, Deafblind, Intellectual Disability, and/or mental health with medical needs. You need to incorporate with TPE #1 - #5. Based on the student profile, you and your group will do the following:

A) IDENTIFY A THEME, appropriate for specified grade level.

B) DESCRIBE YOUR CLASSROOM

- How will your room be set up (consider Universal Design Learning)?
- What kinds of spaces will you have to allow students to de-escalate, work on social emotional health, and mindset?

- What kinds of routines and structures will you have in place to promote social emotional development and allow students to communicate and interact with their peers?

C) CORE CONTENT INSTRUCTION (centered around a theme)

- 5 ELA lessons (Include usage of technology in a minimum of 2 lessons)
- 5 Health Lessons (Include usage of technology in a minimum of 2 lessons)
- 5 Science Lessons (Include usage of technology in a minimum of 2 lessons)
- 5 PE lessons
- 5 Resources/Activities to support social-emotional development (including mindset)

D) DESCRIPTION OF SCHOOL HOME CONNECTION

- Describe and/or include resources you might suggest, or provide, to the families of your students to promote social and emotional health, physical health, development of literacy skills, and improved technology usage. *Note: This section can be general, or specifically tied to the overall theme of our Thematic Unit.*

E) CLASS PRESENTATION

- Rubrics can be found in ASSINMENTS in Canvas.

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. Smith-Warshaw” or “Professor Smith-Warshaw.”
- Expect a reply within 48 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.

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

The following University policies can be found at:

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

Disruptive Classroom Behavior:

- The University Policy on Disruptive Classroom Behavior ([APM 419](#)) is available for your review. It is zero tolerance to impede other students' learning.

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.

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).

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 will be tentative and may be changed according to the progress of the class and at the discretion of the instructor.

DATE	TOPICS	ASSIGNMENTS
Week 1 8/26 – 8/27	Introduction to Course	<p>*Synchronous Zoom Class Meeting*</p> <p>August 26 (4:00 – 5:30 PM):</p> <ul style="list-style-type: none"> - Intro to Topics & Trends in Curriculum and Instruction - Four Modules / Synchronous Zoom Class Meetings - Read Syllabus / TPEs - Prepare for the Final Project Class Presentations - Develop the Interview Questions for Signature Assignments <p>August 27 (8:30 – 11:30 AM):</p> <ul style="list-style-type: none"> - An Overview of Curriculum and Instruction - An Overview of Module 1 - Schedule for Final Project Class Presentations
Week 2 8/27 – 9/4	<p style="text-align: center;">Module 1</p> <ul style="list-style-type: none"> • Health Framework/ Content Standards • P.E. Framework/ Content Standards 	<p>- Asynchronous - Complete Assigned Readings Posted in Canvas</p> <p><i>Discussion Post #1 due by 11:59 p.m. on September 4</i></p>
Week 3 9/5 – 9/11	<p style="text-align: center;">Module 1 cont'd</p> <ul style="list-style-type: none"> • Mental Health Literacy • Mindfulness 	<p>- Asynchronous - Complete Assigned Readings Posted in Canvas</p> <p><i>Discussion Post #2 due by 11:59 p.m. on September 11</i></p>
Week 4 9/12 – 9/18	<p style="text-align: center;">Module 1 cont'd</p> <ul style="list-style-type: none"> • Impact of Poverty/ Homelessness/ Trauma • Student Self-Advocacy 	<p>- Asynchronous - Complete Assigned Readings Posted in Canvas</p>
Week 5 9/19 – 9/25	<p style="text-align: center;">Module 2</p> <ul style="list-style-type: none"> • NGSS Framework/ Content Standards • Science Literacy 	<p>*Synchronous Zoom Class Meeting*</p> <p>- An Overview of Module 2</p> <p><i>Signature Assignment #1 due by 11:59pm on Sept. 21</i></p> <p><i>Discussion Post #3 due by 11:59 p.m. on September 25</i></p>

DATE	TOPICS	ASSIGNMENTS
Week 6 9/26 – 10/2	<p>Module 2 cont'd</p> <ul style="list-style-type: none"> • Safety in Science classrooms • Novel Engineering • Providing Access for all Students (Students with Special Learning Needs) 	<p>- Asynchronous - Complete Assigned Readings Posted in Canvas</p>
Week 7 10/3 – 10/9	<p>Module 3</p> <ul style="list-style-type: none"> • Reading Framework/ English Language Arts Content Standards • Content Area Reading 	<p>*Synchronous Zoom Class Meeting* - An Overview of Module 3</p>
Week 8 10/10 – 10/17	<p>Module 3 cont'd</p> <ul style="list-style-type: none"> • Literacy Across the Curriculum • Literacy Case Study 	<p>- Asynchronous - Complete Assigned Readings Posted in Canvas</p> <p><i>Discussion Post #4 due by 11:59 p.m. on October 12</i></p> <p><i>Signature Assignment #2 due by 11:59pm on Oct. 17</i></p>
Week 9 10/18 – 10/23	<p>Module 4</p> <ul style="list-style-type: none"> • Emergent Literacy • Diversity / EL • Standard English Learners 	<p>*Synchronous Zoom Class Meeting* - An Overview of Module 4</p> <p><i>Discussion Post #5 due by 11:59 p.m. on October 23</i></p> <p><i>Choose group members for Final Project, Choose Theme for Final Project - Submit to Instructor</i></p>
Week 10 10/24 – 10/30	<p>Module 4 Continued</p> <ul style="list-style-type: none"> • Balanced Literacy • Instructional Strategies • RICA Preparation 	<p>- Asynchronous - Complete Assigned Readings Posted in Canvas</p> <p><i>Signature Assignment #3 due by 11:59pm on Oct. 30</i></p> <p><i>Participate in roundtable/brainstorm session about focus student for Final Project</i></p>
Week 11 10/31 – 11/6	<p>Work on Final Project</p>	<p>Asynchronous Work with group on Final Project</p>

DATE	TOPICS	ASSIGNMENTS
Week 12 11/7 – 11/13	Work on Final Project	Asynchronous Work with group on Final Project
Week 13 11/14 – 11/20	Group Discussions & Class Presentation Preparation	*Synchronous Class Meetings* Thurs., Nov. 18 (4:00 – 6:00 p.m.) - Literacy Case Study - RICA Preparation (Guest Lecturer: Tali Chumley at 5PM) Fri., Nov 19 (8:30 – 10:50 a.m.) Case Conference with each group regarding final project
Week 14 11/21 – 11/27	Work on Final Project	Asynchronous Work with group on Final Project (Thanksgiving Holiday Nov. 24 – 26)
Week 15 11/28 – 12/04	Class Presentations	*Synchronous Class Meeting* <i>Final Project Class Presentations</i>
Week 16 12/05-08	Class Presentations Final Project submission	*Synchronous Class Meeting* <i>Final Project Class Presentations (cont'd)</i> <i>Last Day of Instruction: Wednesday, Dec. 8</i> Final Project Due – Submit in Canvas by 11:59pm on Wednesday, December 15