

CDDS 141 - EDUCATION OF DEAF CHILDREN AND THEIR PARENTS SPRING 2012

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Class Meetings: Online Only

Office Hours: By Appointment

Course Description: The course covers the basic understanding of three major areas: Children who are Deaf/Hard of hearing (D/HH) children in general, parent coping strategies, the cultural influences on family perceptions of deafness, and education and programs for D/HH students.

Course Outcomes: At the end of this course students will be able to:

- Describe the etiology (causes) of deafness in children
- Appreciate the impact of a deaf child on their immediate family members
- Explain how parents and family members can foster the communicative competence, literacy development, and independent living skills of their deaf child.
- Be able to identify some of the ethnic and cultural influences on family perceptions of deafness and how it can impact their D/HH child
- Be able to address some of the cultural issues related to how parents approach the education of their children
- Compare and contrast the various types of educational philosophies and program options for D/HH students
- Identify and describe for parents the services available to D/HH children
- Distinguish between the modes of communication used with D/HH children
- Address their own biases about deaf children in order to develop an ethical approach to educating parents and families.
- Be able to locate some widely read publications by professionals in deaf education from the library or web: American Annals of the Deaf, Journal of Deaf Studies/Deaf Education, Sign Language Studies, and Volta Review
- Develop an informative portfolio packet covering all of the choices and issues related to having a child who is deaf OR working with a deaf child/deaf children in a variety of settings (must include educational setting)

Required Readings

1. Ogden, P.W. (1996). The silent garden: Raising your deaf child. Washington D.C.: Gallaudet University Press. ISBN 1563680580
2. Christensen, K. & Delgado, G. (2000) Deaf plus: A multicultural perspective. San Diego, CA: Dawn Sign Press. ISBN 1581210175
3. Articles posted on the Blackboard site by the instructor.

Technical Requirements:

To take this class, you must have the following:

5. A computer with Internet access. High speed internet access is better. If you have no computer or an older model you may be eligible for financial aid to get a new one. Contact the Financial Aid office for more information.
6. An e-mail account with fresnostate per University Policy. You may sign up for a free account at <https://googleapps.fresnostate.edu/signup/> Keep in mind that all e-mails related to this course will be done via this account.
7. Microsoft Office (You may purchase Microsoft Office at a great 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.
8. 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.
9. 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.
10. 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.

Grades:

Category	Percent
Class Participation/Discussion Board	30
Deaf Event	5
Quizzes	20
Portfolio Project	15
Topic Presentation	20
Final Exam	10
	100 Total

Grade Scale:

- 100-90% = A
- 89-80% = B
- 79-70% = C
- 69-60% = D
- <60% = F

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.

Class Participation: Participation will be based on your involvement and contributions to the discussion boards and virtual classrooms. **THIS IS WORTH 30% OF YOUR GRADE.** Your contributions need to be more significant than just saying “I agree with what so-and-so wrote.” You need to ask questions, share experiences, and give good insights on the topic at hand. ***Note that each unit will start on a Wednesday and end with a quiz the following Tuesday.*** You will receive ten points for your initial contribution by midnight Thursday and another ten points for your reply to another contribution by midnight Sunday. (20 pts/units x 14 units = 280 points). Of course, you don’t have to limit yourself to just 2 contributions, there is nothing like a lively discussion. Warning: Flaming, rudeness, or insulting other discussion participants will result in a grade of 0 points for the week.

Deaf Event

You will attend a Deaf event either locally or elsewhere in the State. It is up to you to find these events. However the instructor may post local events to assist you in finding one. You can also search <http://fresnodeafevents.com/> For Bay Area or So Cal <http://www.deafcal.com/>

Please submit a one paragraph write up based on your observations along with evidence that you attended, via e-mail to the instructor. Usually a picture of yourself with one of the Deaf people in front of a banner/sign (or some evidence of the location) there will suffice. **Due by April 18th.**

Quizzes

There will be a weekly quiz online for each topic module worth 15 points. The quizzes consist of 15 multiple answer questions. Most quizzes will be posted at noon on each **Tuesday** for **24 hours only** unless notified otherwise by the instructor. You will have 30 minutes to attempt to complete the quiz. Please KNOW the material before you begin.

Group Project Book Write Up & Presentation

You will read a published book about a family with a child who is D/HH and how they coped with it. You will be assigned to a group and assigned a specific book. You will need to obtain a copy of the book to read. You will work with your group on a power point presentation on the book’s content, your reaction, and what kind of contribution you feel the book has made to the Deaf community and hearing society – be it positive or negative. Your presentation must be CREATIVE! **Due Date: 3/21/12.** Group Evaluation forms due: **3/28/12**

Portfolio Project

Students must compile an electronic information portfolio. This portfolio is one which would be helpful to parents or professionals you may encounter in your career. Example: If you are planning on becoming a teacher you would compile a packet of handouts, articles, resources, etc. that would be helpful to the parents of your D/HH students. If you are an Audiology major, you will compile a packet of resources that would be helpful to parents who are having their children tested and diagnosed with a hearing loss, etc. If you are hoping to become a certified interpreter, your packet will have information based

on your role, Code of Professional Conduct, RID, CCRID, etc. You must have a portion of your binder related to the educational setting.

You will email your portfolio to me in a zip file. Due date: No earlier than April 23rd and no later than May 7th.

- Your portfolio must include at least 5 different sections with a minimum of 10 pages per section (20 pts)
- Your portfolio must be neatly put together, organized, have a table of contents, and have sections clearly labeled (20 pts)
- Resources included in your portfolio must be current and up to date (30 pts) (Using a variety of sources)
- You must be creative – remember this is something that you will most likely be sharing with others in the near future, you want to make sure it is user-friendly, not overwhelming or daunting (20 pts.)

Final Exam (100 pts.)

You will be given a “take home” final exam where you pick 4 questions to answer at 250 words per question.

[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 University Center Room 5 (278-2811).

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.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

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.csufresno.edu/ITS/>) 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."

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Netiquette:

We expect other drivers to observe the rules of the road and the same is true as we travel through cyberspace. "Netiquette" is slang for network etiquette - what to do, and not do, when communicating online. Here are a few pointers to help you out:

Writing in an academic setting

Your Blackboard course is considered an academic area and is associated with California State University, Fresno. Use proper English and refrain from using slang when responding to Discussion Board prompts or participating in the Virtual Classroom. Remember that what is okay in a chat room that you might visit through your home computer might not be OK in an educational setting.

We are all human

We can't see facial expressions or body language, so jokes and sarcasm can easily be misinterpreted. If in doubt, it is probably better not to use sarcasm. It is easy to forget that there is a person behind that computer, but try to keep this in mind! To add humor and personality to your messages you can use smileys, also known as emoticons. A few popular ones include:

:-) Happy :-D Laughing :-o Surprised :-(Sad ;-) Winking

Make yourself look good

Your words are the only way that people can get to know you online so be on your best behavior.

Let the subject line work for you

Many people decide whether or not to read a discussion post by what is in the subject line, Make sure it reflects the content of the message.

Be forgiving (i.e. No "Flaming")

When someone makes a mistake, whether it's a spelling error or an unnecessarily long answer, be kind about it. If you decide to inform someone of a mistake, point it out politely. It is better to do this privately via e-mail than to post it for all to see.

DON'T USE ALL CAPS!

ON THE INTERNET, USING ALL CAPS IS THE SAME AS SHOUTING!
SHOUTING! SHOUTING! IN MOST CONTEXTS, SHOUTING IS RUDE! RUDE!
RUDE! DO NOT SHOUT! DO NOT USE ALL CAPS! THANK YOU!

We're all from different worlds

Be aware of cultural and language, and interplanetary differences! What one thing means to you, may mean something completely different in another culture. Be sensitive to all people. *Information from: <http://bbsupport.csulb.edu/stu/netiquette.php>

CDDS 141
Course Schedule

Subject to Change: YOU are responsible for keeping up with announced changes in this schedule SG = Silent Garden DP = Deaf Plus

Note that each unit will start on a Wednesday and end with a quiz the following Tuesday

Week	Topic	Dates	Assignment
Week 1	Course Introduction / Bb Introduction.	1/17/12	Unit 1 Module SG Ch 1
		1/24/12	Quiz #1
Week 2	Introduction, Diagnosis of Deafness, Coping by Parents	1/25/12	Unit 2 SG Ch 2 DP Ch 6 Sass-Lehrer Article
		1/31/12	Quiz #2
Week 3	Family Environment and Fostering Involvement	2/1/12	Unit 3 Module SG Ch 3.4 DP Ch 3
		2/7/12	Quiz #3
Week 4	The Role of Family and Siblings in Development	2/8/12	Unit 4 Module SG Ch 5, 6 Sibling articles Family Language Development article
		2/14/12	Quiz #4
Week 5	Early Intervention Individual Family Services Plans (IFSP)	2/15/12	Unit 5 Module Readings from SKI- HI Yoshinaga-Itano
		2/21/12	Quiz #5
Week 6	The Impact of Cultural Values	2/22/12	Unit 6 Module DP Ch 4,5, 9 Hmong Article
		2/28/12	Quiz #6
Week 7	Modes of		

	Communication	2/29/12	Unit 7 Module SG Ch 7, 8, 9
Week 8	Fostering Literacy Development	3/6/12	Quiz #7
		3/7/12	Unit 8 Module SG Ch 10
Week 9	Multilingual Literacy Development	3/13/12	Quiz #8
		3/14/12	Unit 9 Module DP Ch 7 Bilingual Articles
Week 10 Week 11	Choices in Educational Placement Choosing a School	3/20/12	Quiz #9
		3/21/12	<i>Group Projects Due</i>
		3/21/12	Unit 10 Module SG CH 11, 12
		3/28/12	Bodner Lehrer Article
		3/28/12	Wolfe Article <i>Group Project Evals Due</i>
SPRING RECESS April 2 nd – 6 th			
Week 12	Fostering Independent Living Skills	4/10/12	Quiz #10
		4/11/12	Unit 11 Module SG Ch 13
Week 13	Cochlear Implants	4/17/12	Quiz #11
		4/18/12	<i>Deaf Event Write up Due</i>
		4/18/12	Unit 12 Module SG Ch 14 Leigh Powerpoint

Week 14	Working with professionals and Ethics	4/23/12 – 5/10/12 4/24/12 4/25/12	<i>Portfolio Due</i> Quiz #12 Unit 13 Module Ethics Articles
Week 15	Working with Special Needs	5/1/12 5/2/12	Quiz #13 Unit 14 Module SG Ch 15 Special Needs Article
Week 16		5/8/12 Final Exam	Quiz #14 Posted on 5/9/12 Due May 14