

**Division of** **Interpreting/Sign Language**

https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/interpretingsign-language/

SLNG 1317: Introduction to the Deaf Community |Lecture| CRN 20925

Fall 2020 | 16 Weeks (8/25/20-12/10/20)

Online | | Anytime online

3 Credit Hours |Lec 3|48 hours per semester

### Instructor Contact Information

Instructor: Michael Lee Office Phone: 713-718-7616

Office: Central EDC A200 Office Hours: M/W 9:00a-10:00a, T/R 2:00p-4:00p

HCC Email: [michael.lee@hccs.edu](mailto:michael.lee@hccs.edu) Office Location: Educational Development Center

## Instructor’s Preferred Method of Contact

**Please email or call me at the information listed above.**I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings.

### What’s Exciting About This Course

You will learn a lot about the culture of the Deaf community as well as the laws. You will study the history how ASL was developed in the United States and how it lead to the establishment of Gallaudet University.

### My Personal Welcome

Welcome to Introduction to the Deaf community—I’m delighted that you have enrolled into this course. As a person who grew up in the Deaf community, I will share what life was like in the deaf world and the hearing world. Much of the times those two worlds collided and left me confused as to what is acceptable and not in each community. I learned ASL first, then English second, and I realize that you can grasp concepts and apply then in your own way; however, we must experience what deafness is all about.

I will present the information in the most exciting way I know, so that you can grasp the concepts and apply them now and hopefully throughout your life. As you read and wrestle with new ideas and facts that may challenge you, I am available to support you. My goal is for you to apply this information in your future career as a certified sign language interpreter.

### Prerequisites and/or Co-Requisites

None  
Please carefully read and consider the repeater policy in the [HCCS Student Handbook.](http://www.hccs.edu/resources-for/current-students/student-handbook/)

### Eagle Online Canvas Learning Management System

This section of SLNG 1317 will use [Eagle Online Canvas](https://eagleonline.hccs.edu/login/ldap) (<https://eagleonline.hccs.edu>) to supplement in-class assignments, exams, and activities.   
HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. It is recommended that you **USE** [**FIREFOX**](https://www.mozilla.org/en-US/firefox/new/) **OR** [**CHROME**](https://www.google.com/chrome/browser/desktop/index.html) **AS YOUR BROWSER**.

## HCC Online Information and Policies

Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

## Scoring Rubrics, Sample Assignments, etc.

Look in Eagle Online Canvas for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. <https://eagleonline.hccs.edu/login/ldap>

# Instructional Materials

### Textbook Information

|  |  |
| --- | --- |
| https://images-na.ssl-images-amazon.com/images/I/516JCNu05-L._SX348_BO1,204,203,200_.jpg | The textbook listed below is ***required*** for this course.  ***Deaf Culture, Exploring Deaf Communities in the United States***  By: Irene W. Leigh, Jean F. Andrews, Raycyhelle L. Harris  ISBN: 978-1597567916  It is included in a package that contains the text as well as an access code and are found at the [HCC Bookstore](https://hccs.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=19561&catalogId=10001&langId=-1).  Order your book here: [HCC Bookstore](https://hccs.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=19561&catalogId=10001&langId=-1). |

### Other Instructional Resources

## Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](http://www.hccs.edu/resources-for/current-students/tutoring/) website for services provided.

## Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries’ resources and services is the HCCS library web page at [http://library.hccs.edu](http://library.hccs.edu/).

## Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

# Course Overview

This course is an overview of the physical, educational, social, and cultural implications of deafness and hearing loss within the context of an individual’s personal life, family and community in today’s multicultural society. Coursework focuses on current educational and vocational programs, legislation, technology, and other pertinent issues.

### Core Curriculum Objectives (CCOs)

The ITP Advisory Board has specified that the course address the following core objectives:

* ***Critical Thinking***: Students must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively of which will generate new ideas.  **Decision making*:*** specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.  **Problem solving:** recognize problems and devise and implement plan of action. Visualize ("seeing things in the mind's eye"): organize and process symbols, pictures, graphs, objects, and other information.
* ***Communication Skills***: Communicate thoughts, ideas, information, and messages in signs. **Listening:** receive, attend to, interpret, and respond to verbal messages and other cues.   
  **Speaking:** organize ideas and communicate orally.
* **Personal Qualities:** A student must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.  **Responsibility:** exert a high level of effort and persevere toward goal attainment. Self-esteem: believe in one's own self-worth and maintain a positive view of oneself.  **Sociability:** demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.  **Self-management:** assess oneself accurately, set personal goals, monitor progress, and exhibit self-Control.  **Integrity and honesty:** choose ethical courses of action as per Code of Professional Conduct
* ***Social Responsibility***: Students will demonstrate cultural self-awareness, intercultural competency, civil knowledge, and the ability to engage effectively in regional, national, and global communities by completing social engagement forms

### Program Student Learning Outcomes (PSLOs)

1. Develop receptive and expressive skills in American Sign Language and Fingerspelling.
2. Develop knowledge and awareness of the differences between the Deaf culture/deaf community and the hearing community.
3. Accurately interpret and transliterate between ASL and English in a variety of settings:  face-to-face, small group settings, monologue and/or large group settings.
4. Apply professional standards, practices, and ethics, not limited to the tenets of the Code of Professional Conduct, to their work.

### Course Student Learning Outcomes (CSLOs)

1. The student will identify and discuss significant events in the history of Deaf people in the United States.
2. The student will describe various aspects of Deaf Culture and the Deaf Community and explain how and why this differs from their own experiences.
3. The student will be able to demonstrate a basic understanding of hearing loss including terminology, etiology and other factors related to deafness.
4. The student will demonstrate an understanding of educational challenges people who are deaf may encounter as well as the educational choices families must make.
5. The student will acquire a basic understanding of some of the Psychological and Sociological implications that a hearing loss may have on children/ adults who are deaf.

### Learning Objectives

Learning Outcomes and Performance Objectives with their methods of measurement as used to determine the students’ mastery of those outcomes.

Learning Outcomes 1:   
The student will identify and discuss significant events in the history of Deaf people in the United States

Performance objectives for this outcome: Upon completion of this course the student will be able to:

1.01 Identify mental health and psychiatric issues that deaf people may have faced.

1.02 Recognize the existence of deaf culture.

Method of measurement: Quizzes

Learning Outcome 2:   
The student will describe various aspects of Deaf Culture and the Deaf Community and explain how and why this differs from their own experiences.

Performance objectives for this outcome: Upon completion of this course the student will be able to:

2.01 Identify characteristics of the Deaf community.

2.02 Identify characteristics of Deaf culture.

2.03 List and are able to use appropriately terminology used to identify members of the Deaf community.

2.04 Articulate the difference between a cultural and pathological view of Deafness.

2.05 Describe the values and customs of Deaf culture.

Method of measurement: Quizzes

Learning Outcome 3:   
The student will be able to demonstrate a basic understanding of hearing loss including terminology, etiology and other factors related to deafness.

Performance objectives for this outcome: Upon completion of this course the student will be able to:

3.01 Identify the physical characteristics of hearing loss.

3.02 Explain possible causes of hearing loss.

3.03 List the different types of hearing loss.

3.04 Discuss the phases families go through when their child has been identified as having a hearing loss.

Method of measurement: Quizzes

Learning Outcome 4:   
The student will demonstrate an understanding of educational challenges people who are deaf may encounter as well as the educational choices families must make.

Performance objectives for this outcome: Upon completion of this course the student will be able to:

4.01 Identify and discuss the background variables that may affect one’s deafness.

4.02 Identify key components of language acquisition for deaf children.

4.03 Demonstrate an elementary understanding of effects of hearing loss on cognition.

4.04 Explain how language development of a deaf child may be impacted by hearing loss.

4.05 Describe challenges deaf people may encounter regarding literacy.

4.06 Identify and list the various school placement choices parents of deaf children must make.

4.07 Recognize and recall the key differences between American Sign Language and English.

4.08 Compare the differences between a monolingual and a bilingual approach to teaching language.

4.09 Compare the differences between American Sign Language and invented sign systems.

4.10 Be able to identify and list the basic components of each sign system.

4.11 Summarize the key points of the Individual with Disabilities Education Act.

4.12 Recall and list the qualifications necessary to be an interpreter in an educational setting.

4.13 Describe the impact of multicultural issues in Deaf Education.

4.14 State the qualifications necessary to be a teacher of the deaf.

Method of measurement: Quizzes

Learning Outcome 5:   
The student will acquire a basic understanding of some of the Psychological and Sociological implications that a hearing loss may have on children/ adults who are deaf.

Performance objectives for this outcome: Upon completion of this course the student will be able to:

5.01 Discuss the impact a deaf child may have on families.

5.02 Explain the role that early intervention programs play in a deaf child’s life.

5.03 Recall the key points regarding the psychosocial development of deaf children.

5.04 Recognize and identify the challenges of psychological evaluations of deaf children.

5.05 Define the term “deaf identity” and what factors may influence the use of the term.

5.07 Describe mental health issues as well as mental health services in the deaf community.

5.08 Recall the history of the Deaf President Now movement and its impact on the deaf community.

5.09 List and describe the purpose of various Deaf organizations and clubs.

5.10 Explain how occupational choices for deaf people have changed through the years.

# Method of measurement: Quizzes, exams, and final exam

# Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for interpreting assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

#### **Accept Responsibility** Remember that you alone are responsible for your academic achievement. Your instructor is your guide and your classmates may help you to understand your assignments; however, you are responsible for your own success.

#### **Discipline Yourself**

#### Discipline yourself to study everyday at least two hours or until you understand your assignment. Study to know and to understand, not merely to get a particular grade.

#### **Manage Your Time**

Manage your time well, so that you allow time for your personal responsibilities and time to study. Remember procrastination is a subtle thief that will steal your academic success.

#### **Help Yourself Then Ask for Help**

If you are not keeping up in class, do all that you can do to help yourself to improve your academic performance. (For example: increase your study time, form a study group, study with a partner, and use all support services available to you.) If you continue to experience difficulty, make an appointment with your instructors to talk about your academic performance.

#### **Be Present and Prompt**

Avoid being absent or tardy. You are required to attend classes from the first day that classes begin for the semester. Good attendance will give you first-hand knowledge of your instructors' comments and responses to questions. Also, good attendance shows

#### **Don't Quit**

Do not stop coming to class because of a personal crisis, problem, or frustration. The instructor can help you determine how to manage or cope with these situations. If you stop coming to class you will earn an "F," which will lower your GPA and course repeat is a must.

#### **Communicate with Instructors**

If you cannot come to class because you are ill, notify your instructors. Try to make arrangements to make up your missed assignments.

There is no short cut for success in this course; it requires reviewing, practicing, re-practicing. Above all, study the material using the course objectives as your guide.

### Instructor and Student Responsibilities

As your Instructor, it is my responsibility to**:**

* Provide the grading scale and detailed grading formula explaining how student grades are to be derived
* Facilitate an effective learning environment through learner-centered instructional techniques
* Provide a description of any special projects or assignments
* Inform students of policies such as attendance, withdrawal, tardiness, and make up
* Provide the course outline and class calendar which will include a description of any special projects or assignments
* Arrange to meet with individual students before and after class as required

As a student, it is your responsibility to**:**

* Attend class in person and/or online
* Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
* Read and comprehend the textbook
* Complete the required assignments and exams
* Ask for help when there is a question or problem
* Keep copies of all paperwork, including this syllabus, handouts, and all assignments
* Attain a raw score of at least 50% on the departmental final exam
* Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](http://www.hccs.edu/resources-for/current-students/student-handbook/)

# Assignments, Exams, and Activities

### Written Assignment

**There will be no written assignments, however, there will be an Expository Paper due May 5, 2020.**

### Exams

**Exams will be written, multiple choice, fill in the blank, or matching. Some short answers.**

### In-Class Activities

**No in class activities.**

### Final Exam

**The final exam will be comprehensive over all materials presented over the course of the semester.**

### Grading Formula

Exams 4 (150 pts) 600 points  
Expository Paper 100 points

Departmental Final Exam 300 points

|  |  |
| --- | --- |
| **Grade** | **Total Points** |
| A | 900-100 |
| B | 800-899 |
| C | 700-799 |
| D | 600-699 |
| F | <600 |

## HCC Grading Scale can be found on this site under Academic Information:

[**http://www.hccs.edu/resources-for/current-students/student-handbook/**](http://www.hccs.edu/resources-for/current-students/student-handbook/)

# Course Calendar

|  |  |  |
| --- | --- | --- |
| **Week** | **Dates** | **Topic/What’s due** |
| 1 | 8/25/20 | Syllabus, Overview of the Deaf Community |
|  | 8/27/50 | Chapter 1-Deaf Community Past and Present |
| 2 | 9/1/20 | Chapter 2-Causes of being Deaf |
|  | 9/3/20 | Auditory Innovations |
| 3 | 9/8/20 | Anatomy of the Ear/Audiology |
|  | 9/10/20 | **Review** |
| 4 | 9/15/20 | **Exam 1** |
|  | 9/17/20 | Chapter 3- American Sign Language |
| 5 | 9/22/20 | Chapter 4-Deaf Education and Deaf Culture |
|  | 9/24/20 | Texas Education Agency-Texas School for the Deaf |
| 6 | 9/29/20 | Chapter 5-How Deaf Children Think, Learn, and Read |
|  | 10/1/20 | Continue Chapter 5 |
| 7 | 10/6/20 | **Review** |
|  | 10/8/20 | **Exam 2** |
|  | 10/13/20 | Chapter 6 Deaf Identities |
|  | 10/15/20 | Chapter 7- Navigating Deaf and Hearing Worlds |
| 8 | 10/20/20 | Video-Beyond Deaf Eyes answer questions |
|  | 10/22/20 | Gallaudet University Deaf President Now  **Discuss Expository Paper** **Beyond Deaf Eyes Answers** |
| 9 | 10/27/20 | Chapter 8-Technology and Accessibility |
|  | 10/29/20 | Chapter 9-Arts, Literature and Media |
| 10 | 11/3/20 | **Review** |
|  | 11/5/20 | **Exam 3** |
| 11 | 11/10/20 | Chapter 10-Advocating and Career Opportunities |
|  | 11/12/20 | Chapter 11-Final thoughts Deaf Culture and Its Future |
| 12 | 11/17/20 | Sign Communication (different types of sign language) |
|  | 11/19/20 | **Review** |
|  |  |  |
| 13 | 12/1/20 | **Exam 4** |
|  | 12/3/20 | **Expository Paper Due** |
| 14 | 12/8/20 | **Review** |
|  | 12/10/20 | **Final Exam** |
| 15 |  |  |

## Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

# Instructor’s Practices and Procedures

## Missed Assignments

**Assignments that are not turned in on time can be turned in the next class. Understand there will be -10 points. If the assignment is not turned in by the next class time, it will not be accepted.**

## Expository Paper

***There is an Expository Paper that will be due 5/5/2020. This paper will be written in APA format, and on a topic of your choosing. The paper will be 2-3 pages in length not including the cover page and reference page.***

**Missed Exams  
There are no make up for missed exams**

## Academic Integrity

Scholastic Dishonesty will result in a referral to the Dean of Student Services. See the link below for details.

Here’s the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

## Attendance Procedures

It is important that you attend class everyday this summer session. Classes are condensed and a lot of information will be presented. If you miss 3 days, you can be automatically withdrawn from class. If you stop coming to class and you do not withdraw, a grade of F will automatically be given.

## Student Conduct

Students will behave according to HCC’s policy and disruptive behavior will not be tolerated.

## Instructor’s Course-Specific Information (As Needed)

**Exams will be graded and returned within 7 days.**

## Electronic Devices

Please respect students and the instructor and limit use of cell phone use in class.

# Interpreting Program Information

* Interpreter Student Association (ISA)
* Careers in Sign Language Interpreting
* Interpreting Scholarships

# HCC Policies

Here’s the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

|  |  |
| --- | --- |
| Academic Information | Incomplete Grades |
| Academic Support | International Student Services |
| Attendance, Repeating Courses, and Withdrawal | Health Awareness |
| Career Planning and Job Search | Libraries/Bookstore |
| Childcare | Police Services & Campus Safety |
| disAbility Support Services | Student Life at HCC |
| Electronic Devices | Student Rights and Responsibilities |
| Equal Educational Opportunity | Student Services |
| Financial Aid TV (FATV) | Testing |
| General Student Complaints | Transfer Planning |
| Grade of FX | Veteran Services |

## EGLS3

The EGLS3 ([Evaluation for Greater Learning Student Survey System](http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS3 surveys are only available for the Fall and Spring semesters. EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

## Campus Carry Link

Here’s the link to the HCC information about Campus Carry: <http://www.hccs.edu/departments/police/campus-carry/>

## HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](http://www.hccs.edu/resources-for/current-students/student-e-maileagle-id/) and activate it now. You may also use Canvas Inbox to communicate.

## Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

# Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<http://www.hccs.edu/departments/institutional-equity/>)

## disAbility Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/support-services/disability-services/>

## Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence.  Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual’s fundamental rights and personal dignity.  Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities.  If you require an accommodation due to pregnancy please contact an Abilities Services Counselor.  The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator.  All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross  
Director EEO/Compliance  
Office of Institutional Equity & Diversity  
3100 Main  
(713) 718-8271  
Houston, TX 77266-7517 or [Institutional.Equity@hccs.edu](mailto:Institutional.Equity@hccs.edu)

<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

# Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>

# Department Chair Contact Information

Department Chair’s name, email address, and office phone number

Danielle Stagg, Ed.D.   
Faculty Division Chair

Speech/Communication/Sign Language Interpreting

#### Email

[danielle.stagg@hccs.edu](mailto:danielle.stagg@hccs.edu)

713/718-5478