College of Education and Human Development
Division of Special Education and disAbility Research

Fall 2019
EDSE 410 001: Deaf History
CRN: 80486, 3 – Credits

Instructor: Kevin Taylor	**Meeting Dates**: 08/26/2019 – 12/18/2019
Phone: 571-723-4311	**Meeting Day(s)**: Tuesday/Thursday
E-Mail: ktaylo2@gmu.edu	**Meeting Time(s)**: 5:55 pm – 7:10 pm
Office Hours: By Appointment	**Meeting Location**: Fairfax, HNOVR L003
Office Location: Krug 103B	**Other Phone**: N/A

> ➢ Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s): EDSE 315 with a minimum grade of "C"
Co-requisite(s): EDSE 315 with a minimum grade of "C"

Course Description
Studies the history of the Deaf people in Europe and its influence on the Deaf people in the United States. Explores the Deaf people's experience as an oppressed minority similar to the experience of many oppressed populations. Applies knowledge to understanding the attitudes toward Deaf people today.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Course Delivery Method
Face-to-face
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports

5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes
Upon completion of this course, students will be able to:
1. Identify and explain historical events and significant people within the American Deaf community (C2.1, C2.2).
2. Understand the different etiologies related to hearing loss, age of onset and identification: the provision of hearing services: and the modalities of communication used for Deaf people (DH1K3, DH2K2, C2.2).
3. Discuss and reflect how people and events of the past have significantly influenced Deaf people (DH1K2, DH1S1, C3.1, C4.1, C4.2, C5.1).
4. Identify various services, organizations, and networks that support individuals who are deaf or hard of hearing (DHH.7.K1, C2.2).
5. Recognize and define attitudes toward the Deaf community (DH1S2, C2.2, C3.1).

Professional Standards
Goals, objectives, and assignments in this class address the Council for Exceptional Children (CEC) skill standards and the American Sign Language Teachers Association (ASLTA) competencies. Code for CEC Standards: DH = Deaf and Hard of Hearing; Code for ASLTA Standards: C1 = Communication, C2 = Culture, C3 = Connections, C4 = Comparisons, C5 = Communities.

Required Textbooks
Nomeland, M. M., & Nomeland, R. E. (2012). *The deaf community in America: History in the making.* Jefferson, NC: McFarland & Company, Inc.

Recommended Textbooks
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources
Sign up and register Livebinders
www.livebinders.com

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement
There is no required performance-based assessment for this course.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)
None

College Wide Common Assessment (TK20 submission required)
None

Performance-based Common Assignments (No Tk20 submission required)
None

Other Assignments

Quizzes:
Students will have quizzes on textbook materials read and discussed in class.

Assignments:
Chapter Summary Papers - The paper should be one page, double spaced with a general summary of what you read. The due dates are listed on the schedule.
Reaction Papers - Students will write reaction papers for Deaf related videos shown in class or articles provided. The paper should be one page, double spaced.

Scavenger Hunt:

Students will meet at Gallaudet University for a Scavenger Hunt activity. Students will meet the instructor at Gallaudet and need to complete the scavenger hunt by filling out a document with various questions. Students will need to search for the answers on campus. There will be no class the week of the scavenger hunt.

Deaf Events:

Students are expected to attend **three (3)** Deaf events. Students can find events using the websites below detailing location, type and time of events.

Here are some websites students can check to find upcoming events:

Fairfax ASL Social:
https://www.facebook.com/groups/aslclub2015/

ASL Dinner (MD/DC):
http://asldinner.webs.com/

ASL Bridge:
https://www.meetup.com/ASLBridge/

Silent Dinner-Alexandria/Woodbridge/Stafford:
https://www.meetup.com/Silent-Dinner-Alexandria-Lorton-Woodbridge/

Northern Virginia Resource Center for Deaf & Hard of Hearing Persons (click on community events calendar):
https://nvrc.org/news/

Gallaudet University:
https://my.gallaudet.edu/calendar

ASL Trivia (must be 21+ to participate):
https://www.facebook.com/ASLTriviaDC/

Deaf Coffee -Winchester
https://happy.deafcoffee.com/listing-category/virginia/

Another option is to Google the following – Silent Dinner in (city, VA), Silent Supper in (city, VA), or Deaf Event in (city, VA).

The following do not count as a Deaf event:

- Church settings
- Deaf plays
- Interpreted events
- Captioned movies

The purpose of this event is for students to practice their signing skills.

For the event, students will write a paper detailing their experience. The paper should be one page, double spaced. Include a comprehensive answer to each question below.

1. Name of the Deaf Community Event
2. When the event occurred
3. The purpose of the event
4. Describe the people who attended.
5. What observations were made?
6. Describe the feelings evoked.
7. Thoughts and feeling toward this event (before and after)
8. What was learned from this experience?
9. Describe any differences between a hearing event and a Deaf event.
10. Other keen observations, thoughts or unanswered questions

It is the student's responsibility to find a Deaf event to attend. If you do not meet the requirements above, the assignment will result in a zero. The due date is shown on the schedule below.
Post: On Blackboard

Deaf Newspaper and Presentation:
Throughout the semester, students will compile Deaf resources. Students will research and collect resources in the categories listed below to address Deaf History. The electronic resource newspaper will include the following tabs. Each tab will also include a brief summary of the topic and its corresponding article/resource, approximately 60-75 words with a maximum of 75. Students will need a minimum of 8 tabs.

- A spotlight on a famous or prominent Deaf individual
- Current Event
- Historical Event
- Assistive Technology Device for Deaf or hard of hearing
- Sports Section
- Lifestyle/Entertainment
- Two (2) wild cards – your choice (education, economy, politics, comics, religion, etc., anything you find interesting)

Instructions:
1. Go to www.livebinders.com website.
2. Create an account.
3. Click "Start a Blank Binder" option on the left side bar.
4. Enter name: student's name + Deaf Resource Newspaper (e.g., KT's Deaf Resource Newspaper)
5. Create the tabs (examples are provided above).
6. Start populating the pages with information described above. In order to add content to the tab, click "Add Content" button on top of the screen >>Choose Set Text Layout option >>Choose the layout and start adding text.

Post: On Blackboard under the Newspaper tab

Details for presentation:
- Prepare a presentation to share with the class that summarizes the information your newspaper.
- Presentation must include visuals to demonstrate highlighted points of your newspaper.
- Presentation will be conducted in American Sign Language.

Course Policies and Expectations
Attendance/Participation

It is expected that students will attend each class on time.

Students will be allowed three (3) absences without penalty. Each absence afterwards will result in a 10% deduction from the total grade as shown below:

First Absence – no penalty

Second Absence – no penalty

Third Absence – no penalty

Fourth Absence – 10% deduction of the final grade

Fifth Absence – Additional 10% deduction of the final grade (20% off the final grade)

Sixth Absence – Withdraw or fail the course depending on the date

Two (2) late arrivals will be equivalent to one (1) absence which will be applied to the policy stated above.

If a student arrives more than 30 minutes late, it will count as one (1) absence.

Late Work

Any papers, videos, or assignments will not be accepted past due dates.

Other Requirements

No Voicing Policy:

To enhance students' language acquisition of ASL, a "no voicing" setting will be enforced. Respect the instructor and classmates by refraining from voicing or interpreting for others. If students do not understand the instructor or classmates (or missed a portion of information), please ask the instructor for clarification. Students can ask a classmate by using signs or writing back and forth.

Students are expected to cease voicing the moment they walk into the classroom until the moment they exit the classroom. Students are also expected to continue signing until the instructor has left the room after the class session. It is expected that students will practice ASL with classmates during times they are in the classroom and the instructor is not present.

If voicing becomes a persistent problem, the instructor will ask the student to leave the class for the day; this will count as an absence for the day.

Grading Scale

A+	97-100
A	94-96
A-	90-93
B+	87-89
B	84-86
B-	81-83
C+	79-80
C	76-78
C-	74-75
D	70-73
F	Below 70

Grade Distribution:

Grading:
1. Quizzes   40%
2. Assignments/Deaf Event   20%
3. Scavenger Hunt   10%
4. Deaf Newspaper/Presentation 30%

<div align="center">Total: 100%</div>

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see https://catalog.gmu.edu/policies/honor-code-system/).

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/.

Class Schedule
*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

NOTE: Students are expected to have completed the required reading before the beginning of class that day.

Assignments are to be turned in at the beginning of class that day.
Post: on Blackboard.

Week 1	27-Aug	Syllabus Introduction/Overview	Syllabus
	29-Aug	Deaf History Activity	
Week 2	3-Sept	Chapter 1: Earliest Known History of Deaf People	Read pp. 3-16 Assignment: Chapter 1 Summary
	5-Sept	Chapter 1: cont'd	Read pp. 16-26
Week 3	10-Sept	Chapter 2: Origins of Deaf Learning in America	Read pp. 27-38 Assignment: Deaf Newspaper – 2 tabs Chapter 2 Summary
	12-Sept	Chapter 2 cont'd	Read pp. 39-47
Week 4	17-Sept	**Chapter 1 & 2 Quiz**	
	19-Sept	No Class	Read pp. 48-58 Assignment: Chapter 3 Summary
Week 5	24-Sept	Chapter 3: Historical Issues in Deaf Education	Read pp. 59-71
	26-Sept	Chapter 3 cont'd	Read pp. 72-86

			Assignment: Chapter 4 Summary
Week 6	1-Oct	Chapter 4: Life in Deaf Communities	Read pp. 87-100
	3-Oct	Chapter 4 cont'd	
Week 7	8-Oct	**Chapter 3 & 4 Quiz**	Assignment: Deaf Newspaper – 4 tabs
	10-Oct	Chapter 5: Recognition of ASL as a Language	Read pp. 101-115 Assignment: Chapter 5 Summary
Week 8	15-Oct	No Class	
	17-Oct	Chapter 5 cont'd	Read pp. 116-130 Assignment: Chapter 6 Summary
Week 9	22-Oct	Chapter 6: Expansion of Visual Languages	Read pp. 131-140
	24-Oct	Chapter 6 cont'd	Assignment: Deaf Newspaper – 6 tabs
Week 10	29-Oct	**Chapter 5 & 6 Quiz**	Read pp. 141-155 Assignment: Chapter 7 Summary
	31-Oct	Chapter 7: Emergence of Colorful Communication	Read pp. 156-170
Week 11	5-Nov	Chapter 7 cont'd	Read pp. 171-177 Assignment: Chapter 8 Summary
	7-Nov	Chapter 8: Enlightenment of Independence	Read pp. 178-188
Week 12	12-Nov	Chapter 8 cont'd	Read pp. 189-199 Assignment: Chapter 9 Summary
	14-Nov	Chapter 9: Personalities Through the Years	Read pp. 200-207
Week 13	19-Nov	Chapter 9 cont'd	
	21-Nov	Through Deaf Eyes	Assignment: Deaf Newspaper Due – 8 tabs
Week 14	26-Nov	Through Deaf Eyes cont'd	Deaf Event Papers Due
	28-Nov	No Class	Thanksgiving
Week 15	3-Dec		Deaf Newspaper Presentation (if needed)
	5-Dec		Deaf Newspaper Presentation

Week 16	10-Dec	Review	
	12-Dec		Deaf Newspaper Presentation

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.

Appendix

Assessment Rubric(s)

FINAL PRESENTATION ASSESSMENT RUBRIC

		EXCEEDS EXPECTATION	MEETS EXPECTATION	DOES NOT MEET EXPECTATION
	Narrative length	5-7 minutes (1)	2-4 minutes (.5)	Less than 2 minutes
NARRATIVE/CONTENT	Storyline	Presentation is clear and well organized; Storyline is exceptionally interesting; pacing excellent (1)	Presentation is generally clear and well organized; Storyline well developed; pacing good (.5)	Overall presentation confusing, not well organized; necessary preparation not evident
	Usage of vocabulary	Accurate, relevant use of wide variety of vocabulary that enhances storyline; vocab used from all units studied (1)	Generally accurate, relevant use of vocab; fits into storyline; vocab used from more than half the units studied (.5)	Vocabulary inaccurate and not always relevant to story; vocab used covers less than half the units studied
PHONOLOGY	Use of basic parameters (hand shapes, palm orientation, location and movement in space)	Skilled, accurate, appropriate use of hand shape, orientation, location and movement; transitions smooth (1)	Generally accurate, appropriate use; errors made do not compromise meaning (.5)	Less than 50% accurate, appropriate use; errors compromise meaning; effort and practice not evident
MORPHOLOGY	Use of inflections – manners, modulations, degrees, temporal aspects	Use is consistently accurate, well-chosen and serves to enhance the story; use precisely expresses intended meaning (1)	Use is generally accurate within story; errors are few and do not compromise the intended meaning; good effort (.5)	Use is either not present or awkward; errors compromise meaning; effort and practice not evident
	Use of Non-Manual Markers	Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning (1)	Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort (.5)	Use is either not present or awkward; errors compromise meaning; effort and practice not evident
	Use of movement to indicate timeline and time	Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning (1)	Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort (.5)	Use is either not present or awkward; errors compromise meaning; practice not evident
SYNTAX/GRAMMATICAL FEATURES	Use of variety of Sentence Types (ST) – Topic, Statement, Command, Conditionals, Relative Clause	A variety of sentence types are used to enhance the understanding and enjoyment of story; solid knowledge of ST is evident (1)	A variety of sentence types are used; errors do not compromise meaning; use demonstrates effort and thought (.5)	Use is awkward and confusing; errors compromise meaning; effort and practice not evident
	Use of sign to show Orientation and Spatial Relationship, Absence,	Use is consistently accurate, appropriate and serves to enhance the	Use is generally accurate and appropriate within story; errors do not	Use is either not present or awkward; errors compromise

		EXCEEDS EXPECTATION	**MEETS EXPECTATION**	**DOES NOT MEET EXPECTATION**
	and Presence of objects/subjects	story; use precisely expresses intended meaning (1)	compromise the intended meaning; good effort (.5)	meaning; effort and practice not evident
	Use of Classifiers – Description, location, relationship, functions, tracing, shape, size, etc.	Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning (1)	Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort (.5)	Use is either not present or awkward; errors compromise meaning; effort and practice not evident