



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

Spring 2020  
EDSE 420 001: Deaf Culture  
CRN: 20372, 3 – Credits

<b>Instructor:</b> Kevin Taylor	<b>Meeting Dates:</b> 1/21/2020 – 5/13/2020
<b>Phone:</b> 571-723-4311	<b>Meeting Day(s):</b> Tuesday/Thursday
<b>E-Mail:</b> ktaylo2@gmu.edu	<b>Meeting Time(s):</b> 5:55 pm – 7:10 pm
<b>Office Hours:</b> By Appointment	<b>Meeting Location:</b> Fairfax, Finley 119
<b>Office Location:</b> Krug 103B	<b>Other Phone:</b> 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 410 with a minimum grade of “C”

**Co-requisite(s):** None

**Course Description**

Studies the cultural practices, ideology, power, identity, and heritage of Deaf people in the United States. Analyzes Deaf community as a part of societal diversity. Emphasizes issues of multiculturalism, linguistic code-switching, and language dominance.

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or [speed@gmu.edu](mailto:speed@gmu.edu) for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

**Advising Tip**

Are you completing the ASL minor? Send your Minor Declaration (<http://registrar.gmu.edu/wp-content/uploads/UMD.pdf>) to the Special Education program at [speed@gmu.edu](mailto:speed@gmu.edu).

**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. Develop and enrich cultural competency relative to the deaf community and demonstrate awareness of dynamic language, culture, and multicultural issues alive in the Deaf community today (DH1S2, C2.1, C3.1).
2. Identify and explain important aspects of Deaf culture including social structures, traditional ideas, and attitudes (DH1S2, C3.2, C4.1, C5.1).
3. Recognize and define aspects of power and oppression including cultural appropriation, hearing privilege, audism, and linguisticism (C2.2, 4.2).
4. Analyze controversial issues between the Deaf and hearing community (C4.2).
5. Identify the traditions of Deaf people such as Deaf folklore, Deaf Art/De'VIA, ASL literature, and Deaf literature (C2.1, C2.2).

### **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**

Leigh, I., Andrews, J. F., & Harris, R. (2016). *Deaf culture: Exploring deaf communities in the United States*. San Diego, CA: Plural Publishing, Inc.

Moore, M. S., Levitan, L. (2016) *For hearing people only* (4th ed., Vol. 1 and 2). Rochester, NY: Deaf Life Press.

### **Recommended Textbooks**

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

### **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 materials discussed in class as well as information from the textbooks.

#### **Assignments:**

Students will be required to respond to a stimulus question relevant to the information in the textbooks. Students will also be assigned reaction papers for Deaf related videos shown in class.

#### **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:

Deaf Coffee Chat (Severna Park - 1st Saturday each month):

<http://happy.deaffcoffee.com/category/maryland/>

ASL Dinner (MD/DC):

<http://asldinner.webs.com/>

or join (VA/DC):

<https://www.facebook.com/groups/138165812880504/>

ASL Bridge:

<https://www.meetup.com/ASLBridge/>

City Life ASL:

<https://www.meetup.com/CityLifeASL/>

Silent Suppers (Severn):

<https://www.meetup.com/Silent-Suppers/>

Gallaudet University:

<https://my.gallaudet.edu/calendar>

ASL Trivia (must be 21+ to participate):

<https://www.facebook.com/ASLTriviaDC/>

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
- Deaf Starbucks
- GMU ASL Club

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

For the events, students will post a video on GoReact for each Deaf event detailing their experience for each event (3 videos). Each video will have a 2-minute limit. Include a comprehensive answer to each of the questions 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 GoReact

### **Research Paper and Presentation**

Students will complete and submit a research paper and present their research. Students will select from the choices listed below.

Research assignments will be completed outside of class and will be evaluated for content, format, and presentation of college-level writing. The American Psychological Association (APA) style is required. All written work should be edited carefully as points will be deducted for spelling and formatting errors.

Students will collect data by using research from appropriate journals and textbooks.

Students may use any of the following:

- Interviews from Deaf/hard of hearing individuals
- Visiting/touring local schools
- Exploring local community resources

Details for written assignments:

- Submit double-spaced, 12-point font, electronic document by due date.
- Present ideas in a clear, concise, and organized manner.
- Develop points coherently, definitively, and thoroughly.
- Reference appropriate authorities, studies, and examples and avoid generalizations, assumptions, and unsupported opinions.
- Use correct capitalization, punctuation, spelling, and grammar.
- When in doubt, check the APA Manual, 6<sup>th</sup> edition.
  - Online tip resources: <http://www.apastyle.org/learn/faqs/index.aspx>  
<http://search.apastyle.org/style>

Details for presentation:

- Prepare a presentation to share with the class that summarizes the information in the written research project.
- Presentation must include visuals to demonstrate highlighted points, e.g., PowerPoint or Prezi.
- Presentation will be conducted in American Sign Language.

### **Research Paper – Choice 1**

Students will interview a Deaf individual. Highlights to include in the interview will be:

- Experiences in the mainstream environment
- Experiences in the Deaf-World
- Challenges faced in the workplace
- Experiences growing up (with a hearing or Deaf family)
- Devices used in the home
- Personal devices used

### **Research Paper – Choice 2**

Students will discuss a prominent Deaf individual (list of options are provided below).

Highlights to include will be:

- The role the Deaf person played in history
- The significance of the individual's impact on society
- How the individual has changed the future of the Deaf community
- Explain the arenas that have faced changes and explain the importance

Jean Massieu  
Dr. I. King Jordan  
Matt Hamill

Marlee Matlin  
Dummy Hoy  
Dr. Robert Davila

Dr. Andrew Foster  
Dr. MJ Bienvenu  
Curtis Pride  
Laura C. Reddin Searing  
Mary Herring Wright  
Nyle DiMarco

Dr. Glenn Anderson  
Dr. Linda Bove  
Raymond Luczak  
Sophia Fowler  
Douglas Tilden  
Phyllis Frelich

If students want to write about other famous Deaf people, their choice must be approved by the instructor.

### **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:

- |                           |     |
|---------------------------|-----|
| 1. Quizzes                | 40% |
| 2. Assignments/Deaf Event | 20% |
| 3. Research Paper         | 20% |
| 4. Final (Presentation)   | 20% |

**\*Note:** The George Mason University Honor Code will be strictly enforced (see <https://oai.gmu.edu/> and <https://catalog.gmu.edu/policies/honor-code-system/>). 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 new, original work for this course or with proper citations.

### 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.

DC – Deaf Culture Textbook  
HPO – Hearing People Only Textbook

Research papers are due at the beginning of class on the due date.

**Post on Blackboard**

	Day	Class Topic	Reading/Viewing Assignments
Week 1	21-Jan	Course Introduction/Overview	Syllabus
	23-Jan	<b>Part 1: Deaf Culture: Yesterday and Today</b> Chapter 1: Deaf Community: Past and Present	Read pp. 3-12 (stop - Multiple Communities) HPO – pp. 299-301
Week 2	28-Jan	Chapter 1 cont'd	DC - Read pp. 12-24
	30-Jan	Chapter 2: Causes of Being Deaf and Auditory Innovations	DC - Read pp. 27-38 (stop – History of Auditory Technology)
Week 3	4-Feb	Chapter 2 cont'd	DC - Read pp. 38-52
	6-Feb	<b>Quiz on Chapters 1 &amp; 2</b> <b>Part II: Signed Languages and Learning</b> Chapter 3: American Sign Language	DC - Read pp. 59-72 (stop – ASL structure) HPO – pp. 37-39, 53-55, 97-99
Week 4	11-Feb	Chapter 3 cont'd	DC - Read pp. 72-83 HPO – pp. 49-51, 61-63
	13-Feb	Chapter 3 cont'd	
Week 5	18-Feb	Chapter 4: Deaf Education and Deaf Culture	DC - Read pp. 87-102 HPO – pp. 40-45, 325-329, 339-341
	20-Feb	Chapter 4 cont'd	HPO – pp. 119-121, 123-126, 127-130, 343-345
Week 6	25-Feb	Chapter 4 cont'd	DC - Read pp. 103-119 HPO – pp. 421-425, 517-519, 599-601, 603-605, 617-621, 625-627
	27-Feb	Chapter 5: How Deaf Children Think, Learn and Read	HPO – pp. 633-635, 637-639, 649-661, 661-663 <b>Deaf Event #1 Due</b>
Week 7	3-Mar	Chapter 5 cont'd	DC - Read pp. 125-139 (stop – ASL/English Bilingualism, Literacy and Outcomes) HPO – pp. 151-155



	5-Mar	Chapter 5 cont'd	DC - Read pp. 139-150, 157-163, 165-166, 175-179
Week 8	10-Mar	No Class	Spring Break
	12-Mar		
Week 9	17-Mar	Chapter 6 cont'd	DC - Read pp. 159-170 (stop – Acculturation Model) HPO – pp. 79-81, 205-207, 213-241, 249-251
	19-Mar	<b>Quiz on Chapters 3-5 Part II: Deaf Lives, Technology, Arts, and Career Opportunities</b> Chapter 6: Deaf Identities	DC - Read pp. 170-178 HPO – pp. 101-103, 195-199, 201-203, 701-703
Week 10	24-Mar	Chapter 6 cont'd	HPO – pp. 143-145, 147-149, 309-311, 313-315, 317-319
	26-Mar	Chapter 7: Navigating Deaf and Hearing Worlds	DC - Read pp. 181-190 (stop – Health Issues) HPO – pp. 89-91, 191-193, 493-497
Week 11	31-Mar	Chapter 7 cont'd	DC - Read pp. 190-198, 135-137, 139-141, 253-255
	2-Apr	Chapter 8: Technology and Accessibility	DC - Read pp. 201-218 (stop – Alerting Devices or Systems) <b>Deaf Event #2 Due</b>
Week 12	7-Apr	Chapter 8 con'd	DC - Read pp. 218-231 HPO – pp. 257-261, 547-549
	9-Apr	<b>Quiz on Chapters 6-8</b> Chapter 9: Arts, Literature, and Media	DC - Read pp. 237-253 (stop – ASL Literature) HPO – pp. 83-84, 86-87, 433-437
Week 13	14-Apr	Chapter 9 cont'd	DC - Read pp. 253-268 HPO – pp. 353-356, 365-369, 381-383, 385-387
	16-Apr	Chapter 10: Advocating and Career Opportunities	DC - Read pp. 273-281 (stop – Audiologists) HPO – pp. 451-453, 459-461, 475-477
Week 14	21-Apr	Chapter 10 cont'd	DC - Read pp. 281-289 <b>Deaf Event #3 Due</b>
	23-Apr	Chapter 11: Final Thoughts on Deaf Culture and Its Future <b>Quiz on Chapters 9-11</b>	DC - Read pp. 291-296 HPO – pp. 359-363, 439-443, 499-514, 525-529, 537-541, 705-709, 711-713, 715-716 <b>Research Paper due</b>
Week 15	28-Apr	<b>Final Exam</b>	Final Presentation
	30-Apr	<b>Final Exam</b>	Final Presentation
Week 16	5-May	Deaf Culture Review	Cumulative Review
	12-May	<b>Final Exam</b>	Final 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 <https://ds.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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

### Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing [titleix@gmu.edu](mailto:titleix@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 <http://cehd.gmu.edu/>.

## Appendix

### Assessment Rubric(s)

#### FINAL PRESENTATION ASSESSMENT RUBRIC

		<b>EXCEEDS EXPECTATION</b>	<b>MEETS EXPECTATION</b>	<b>DOES NOT MEET EXPECTATION</b>
	Narrative length	5-7 minutes (1)	2-4 minutes (.5)	Less than 2 minutes
<b>NARRATIVE/CONTENT</b>	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
<b>PHONOLOGY</b>	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
<b>MORPHOLOGY</b>	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

<b>SYNTAX/GRAMMATICAL FEATURES</b>	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, and Presence of objects/subjects	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 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

### Research Paper Grading Rubric

**Name:**

**Course:**

**Date:**

(The Psychology Department at San Jose State University is acknowledged for the basic structure of this form.)

<b>Category</b>	<b>Excellent (Exceeds Standards)</b>	<b>Acceptable (Meets Standards)</b>	<b>Unacceptable (Below Standards)</b>	<b>Score</b>
<b>Introduction</b>	Strong introduction of key question(s) of topic, terms. Clearly delineates subtopics to be reviewed. Specific thesis statement.	Conveys topic and key question(s). Clearly delineates subtopics to be reviewed. General thesis statement.	Does not adequately convey topic. Does not describe subtopics to be reviewed. Lacks adequate thesis statement.	10 points
<b>Focus &amp; Sequencing</b>	All material clearly related to subtopic, main topic. Strong organization and integration of material within subtopics and main topic.	Most material clearly related to subtopic; main topic and may not be logically organized within subtopics. Clear, varied transitions linking to subtopics, and main topic.	Little evidence material is logically organized into topic, subtopics or related to topic. Many transitions are unclear or nonexistent.	15 points

<b>Support</b>	Strong peer-reviewed research based support for thesis.	Sources well selected to support thesis with some research in support of thesis.	Few sources supporting thesis. Sources insignificant or unsubstantiated.	15 points
<b>Conclusion</b>	Strong review of key conclusions. Strong integration with thesis statement. Insightful discussion of impact of the researched material on topic.	Review of key conclusions. Strong integration with thesis statement. Discusses impact of researched material on topic.	Does not summarize evidence with respect to thesis statement. Does not discuss the impact of researched material on topic.	10 points
<b>Grammar &amp; Mechanics</b>	The paper is free of errors in grammar, spelling, & punctuation.	Errors in grammar, spelling & punctuation are rare and do not detract from the paper.	Errors in grammar, spelling, & punctuation substantially detract from the paper.	20 points
<b>APA Style &amp; Communication Citations &amp; References</b>	No errors in APA style. Scholarly style. Writing flows and is easy to follow. All references and citations are correctly written and present.	Errors in APA style that do not detract from the paper. Scholarly style. Writing has minimal awkward, unclear passages. Two references or citations missing or incorrectly written.	Errors in APA style detract from the paper. Word choice is informal in tone. Writing is choppy with many awkward or unclear passages. References and citation errors detract significantly from paper.	10 points