



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

Fall 2020
EDSE 410 DL1: Deaf History
CRN: 77734, 3 – Credits

Instructor: Roxanne Dummett	Meeting Dates: 8/24/20 – 12/16/20
Phone: N/A	Meeting Day(s): Tuesday/Thursday
E-Mail: rdummett@gmu.edu	Meeting Time(s): 12 pm – 1:15 pm
Office Hours: Email/appointment	Meeting Location: N/A; Online
Office Location: N/A	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.**

Co/Prerequisite(s):

EDSE 315 with a minimum grade of “C” or EDSE 315 "XS"

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 in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or sped@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Course Delivery Method

Online

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

This course will be delivered online (76% or more) using synchronous and asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 21st.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
 - The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - [Adobe Acrobat Reader \(https://get.adobe.com/reader/\)](https://get.adobe.com/reader/)
 - [Windows Media Player \(https://support.microsoft.com/en-us/help/14209/get-windows-media-player\)](https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
 - [Apple Quick Time Player \(www.apple.com/quicktime/download/\)](http://www.apple.com/quicktime/download/)

Expectations

- Course Week:

Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

- **Log-in Frequency:**
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least three times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- **Participation:**
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**
Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:**
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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 Texts

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

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Course Performance Evaluation

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

VIA Performance-Based Assessment Submission Requirement

There is no required performance-based assessment for this course.

Assignments and/or Examinations

Assignments

Assignments:

Chapter Summary Papers - The paper should be two pages, double spaced with a general summary of what you read. The due dates are listed on the schedule.

Reflective Papers - Students will write reflective papers for Deaf History related videos and Black ASL history presentation. The paper should be one page, double spaced.

Additional assignments may be assigned throughout the semester.

Quizzes:

Students will have quizzes on textbook materials read and complete questions on Blackboard.

Deaf Community Research papers:

Students are expected to complete one (1) paper about the Deaf Community. The list of Deaf organization can be found under the Research paper tab on Blackboard. Information about Deaf communities can find on websites.

Deaf Community Research Papers:

Students will need to find a website from the categories listed below:

1. An organization dedicated to Deaf people.
2. An educational program school or university that serves Deaf students.
3. A website related to ASL learning the language, or research.

Note: research on oral methods or oral approach is not accepted, the focus is on sign language organizations, programs and websites- international signs are accepted**

Students will write a paper for each category (organization, educational and ASL), summarizing the website and information. The summary should be 1 to 2 pages long, size 12 font and double-spaced. The website link must be included in the paper. Due dates are shown on the Class Schedule.

Plagiarism is not allowed. Will result in a **zero** on the assignment.

Post: Blackboard

Post: On Blackboard.

Deaf History 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 information will include the following topics. Each topic 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 topics. Students will need to create a PowerPoint with slides including the following:

1. Summary for the corresponding article/resource
2. Links or references for each topic.

When your first two topics are due, you will submit it as a PowerPoint including the above information. When you submit your next two topics, you will submit a PowerPoint that should have a total of 4 topics and etc.

- 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)

Post: On Blackboard

Details for presentation:

- **Prepare a presentation to share with the class on zoom meeting that summarizes the information on your newspaper.**
- **Presentation must include visuals to demonstrate highlighted points of your articles.**
- **Presentation will be presented in American Sign Language.**
- **Rubric will be provided.**

Course Policies and Expectations

Attendance/Participation

It is expected that students will attend each scheduled class on zoom on time. Meeting dates are shown on the Class Schedule.

Students will be allowed one (1) absence without penalty. Each absence afterwards will result in a 2% deduction from the total grade as shown below:

First Absence – no penalty

Second Absence or more – 2% deduction of the final grade

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

Late Work:

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

Note: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Zoom meetings:

The class will meet following the zoom meeting schedule. A tab for the zoom meetings is posted on Blackboard. The meetings will consist of group discussion or activities such as Poll based on the previous assignments. It is important students keep up with assignments to be able to participate in-group activities. Students will participate in groups on discussion or activities every other week.

Note the following:

1. The voice option will be on mute for all meetings.
2. Students are expected to participate in the activities, cannot be on their phone or doing other activities during class time. This includes leaving a blank screen or leaving the computer.

Note: Students who do not follow the policies above will considered tardy and counted as a deduction towards their attendance policy.

Zoom Meeting dates are shown on the Class Schedule.

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. Assignment/ Deaf community research	20%
3. Game activity on Blackboard	10%
4. Deaf History reflective paper/Student Presentation	30%
TOTAL:	100%

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<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 [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>).

Class Schedule

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

Assignments: Due on **Thursday at noon (EST)**

Post: Blackboard

Note: All assignments are due at **Eastern Standard Time (EST)**.

Quizzes: 12PM(EST) in Blackboard before Zoom meetings

Zoom Meetings: 12:15PM(EST) every other week (See Zoom meeting schedule)

EDSE 410 DEAF HISTORY COURSE ONLINE			
WEEK 1	25/27 -Aug	Syllabus introduction/Overview & Deaf History trivia online	Syllabus and How much you know about Deaf History trivia online (on Blackboard)
WEEK 2	1/3-Sept	Chapter 1: Earliest Known History of Deaf people	READ PP. 3-26 Assignment: Chapter 1 Summary
WEEK 3	8/10-Sept	Chapter 2: Origins of Deaf Learning in America	READ PP. 27-47 Assignment: Chapter 2 Summary
WEEK 4	15/17- Sept	Chapter 1 & 2 Quiz	Quiz on Blackboard
WEEK 5	22/24-Sept	Chapter 3: Historical Issues in Deaf Education	READ PP. 48- 71 Assignment: Chapter 3 Summary
WEEK 6	29- Sept/1-Oct	Chapter 4: Life in Deaf Communities	READ PP. 72-100 Assignment: Chapter 4 Summary
WEEK 7	6/8- Oct	Chapter 3 & 4 Quiz Professor presentation: Black Deaf History	Quiz on Blackboard Write a reflective paper based on presentation “Black Deaf History:

WEEK 8	13/15- Oct	Chapter 5: Recognition of ASL as a Language	READ PP. 101-115 Assignment: Chapter 5 Summary
WEEK 9	20/22-Oct	Chapter 6: Expansion of Visual Languages	READ PP. 116-140 Assignment: Chapter 6 Summary
WEEK 10	27/29- Oct	Chapter 5 & 6 Quiz Special presentation: Through Deaf eyes documentary	Quiz on Blackboard Through Deaf eyes documentary can be found on YouTube for one hour and 56 minutes to view. Write a reflection paper then submit on Blackboard
WEEK 11	3/5- Nov	Chapter 7: Emergence of Colorful Communication	READ PP. 141-170 Assignment: Chapter 7 Summary
WEEK 12	10/12- Nov	Chapter 8: Enlightenment of Independence	READ PP. 171-188 Assignment: Chapter 8 Summary
WEEK 13	17/19 Nov	Chapter 9: Personalities through the years	READ PP. 189-207 Assignment: Chapter 9 Summary
WEEK 14	24- Nov	Holiday week	Prepare for your Deaf History presentation
WEEK 15	1/ 3-Dec	Student presentation	Deaf Community research paper due 11 students per day and each name will be assigned
WEEK 16	8/10-Dec	Student presentation	11 students per day and each name will be assigned

ZOOM MEETING SCHEDULE BEGINS AT 12:15PM

ZOOM MEETING SCHEDULE Note: This is part of your attendance policy and grade	
August 25th	Overview of EDSE 410 Syllabus
September 10^h	Discussion/ questions
September 24th	Discussion/questions
October 8th	Special presentation: Black ASL History
October 22st	Discussion/questions
November 5th	Discussion/questions/Chapter 7,8 &9

November 19 th	Deaf History presentation questions	
December 3 rd	Student presentation on Deaf History	11 students per day and each name will be assigned.
December 8 th	Student presentation on Deaf History	11 students per day and each name will be assigned.

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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services](https://ds.gmu.edu/) (<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 VIA should be directed to [VIA Help support@watermarkinsights.com](mailto:support@watermarkinsights.com). Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<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 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).
- For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](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 [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

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	Use is generally accurate within story; errors are few and do not compromise the	Use is either not present or awkward; errors compromise

		expresses intended meaning (1)	intended meaning; good effort (.5)	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, 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