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

Spring 2023
EDSE 420 001: Deaf Culture
CRN: 14417: 3 – Credits

Instructor: Roxanne Dummett	**Meeting Dates:** 1/23/23 – 5/17/23
Phone: N/A	**Meeting Day(s):** Tuesday
E-Mail: rdummett@gmu.edu	**Meeting Time(s):** 12 pm – 1:15 pm
Office Hours: By Appointment	**Meeting Location:** Fairfax; Horizon 1009
Office Location: Krug 103A	**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 410 with a minimum grade of "C" or EDSE 410 with a minimum grade of "XS"

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 speced@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 speced@gmu.edu.

Course Delivery Method
HYBRID

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 linguicism (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/SLL, 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 Texts
Leigh, I., Andrews, J. F., & Harris, R. (2016). *Deaf culture: Exploring deaf communities in the United States.* San Diego, CA: Plural Publishing, 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:** Students will complete weekly assignments in Blackboard. Students will check the modules on **Blackboard** for more details about the assignments.

1. **Fill in the blank questions**
   a. **Numbers** – type the number only (do not spell it out)
   b. **1-word answers** – most fill in the blank questions require 1-word answers. If you see (2 words or 3 words), the answer will be 2 words or 3 words.
   c. **Parenthesis** – pick an answer given in the parenthesis
      i. (do/don't)
      ii. (1st, 2nd, 3rd …) which means enter one of these as an answer. Not FIRST, SECOND but 1st, 2nd… If you see … means it is does not stop at 3rd, can 4th, 5th and etc.
   d. **Spelling** – will be deducted if not correct (use google to double check your spelling)
   e. **Abbreviations** – are not allowed
   f. **Capitalizations** – answers can be submitted with/without capitalization
   g. **True/False** – type the full word, not T/F
2. **Reading Assignments** – some assignments require you to read and find the answers in your textbook.
3. **Videos** - Students will watch videos on various Deaf-related topics. Students will post thoughts and comments, rubrics are posted on Blackboard.
4. **Answer Key** – for assignments, correct answers will be available after the entire class have submitted the assignment.

> **Deaf Film Review:** Students will watch a Deaf-related film (list of options posted in Blackboard). Can watch using a streaming program – (Netflix, Amazon, Hulu, etc. When watching the film, keep in mind that to look through the lens of Deaf culture. You will post your response/thought on Flip video. The instruction will be provided on Blackboard.

> **Video Assignments:** Students will complete video assignments using Flip links posted in the modules. Rubrics are posted on blackboard to be used as a guide.

> A sampling of questions to ponder while watching the film:
> 1. How is this movie different than mainstream films? How do you think the public reacted to these films? (Search online for reviews to support your position.)

2. What instances of Deaf culture did you catch throughout the film?
3. Were actors Deaf? If they weren't Deaf, what were the reactions by the Deaf communities? (Explore #deaftalent via google – social media platforms – Facebook, Twitter and etc.)
4. If the actors weren't Deaf, were they believable? Compare Deaf roles to disabled roles given to non-disabled actors. How are they similar and how are they different?
5. How are Deaf people portrayed or treated in the film? Are they portrayed positively or negatively as if they cannot be independent, etc.? What kind of message is the film portraying to the general public?
6. Would you recommend this film? Why or why not?

Quizzes: Students will have chapter quizzes on materials discussed in class as well as information from the textbooks.

Student Evaluations of Teaching:
The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at https://oiep.gmu.edu/set/

Course Policies and Expectations
Attendance/Participation
It is expected that students will attend each class on time.
   Students will be allowed two (2) absences without penalty. Each absence afterwards will result in a 5% deduction from the total grade as shown below:

   First Absence – no penalty
   Second Absence – no penalty
   Third Absence – 5% deduction of the final grade
   Fourth Absence – 5% deduction of the final grade
   Fifth Absence – 5% deduction of the final grade
   Sixth Absence – Withdraw or fail the course depending on the date

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

> **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.

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

Letter Grade	Percent Grade
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. Assignments/Flip   50%
2. Quizzes   30%
3. Final video Presentation   20%

Important note:

- Students' grades will be based on percentage for each area as shown above, not total points.
- Students needs 76% to pass the course.

*Note: The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and 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/polices-procedures/).

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

Modules: Due on **Mondays at 11:59 pm,** the day before next class.

	Day	**Class Topic**	**Weekly Assignments**
Week 1	24-Jan	Syllabus	Module 1
Week 2	31-Jan	Chapter 1: Deaf Community: Past and Present	Module 2
Week 3	7-Feb	Chapter 2: Causes of Being Deaf and Auditory Innovations	Module 3
Week 4	14-Feb	**Chapter 3: American Sign Language**	Module 4
Week 5	21-Feb	Chapter 4: Deaf Education and Deaf Culture	Module 5
Week 6	28-Feb	Deaf film review	Module 6
Week 7	7-March	Chapter 5: How Deaf Children Think, Learn and Read	
Week 8	14-March	**Spring Break**	Module 7
Week 9	21-March	Chapter 6: Deaf Identities	Module 8

Week 10	28-March	Chapter 7: Navigating Deaf and Hearing Worlds	Module 9
Week 11	4-April	Chapter 8: Technology and Accessibility	Module 10
Week 12	11-April	Chapter 9: Arts, Literature, and Media	Module 11
Week 13	18-April	Chapter 10: Advocating and Career Opportunities	Module 12
Week 14	25-April	Chapter 11: Final Thoughts on Deaf Culture and Its Future	Module 13
Week 15	2-May	Final Video Presentation	Module 14
Week 16	9-May	Final Video Presentation	Module 14

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/).

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/).

- 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/).

- 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/).

- 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 viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.

- 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/).

- Learning Services (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

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

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 the 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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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/).

Appendix
Assessment Rubric(s)

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
Vocabulary: Usage of vocabulary	Accurate, relevant use of wide variety of vocabulary used from all units studied (2)	Generally accurate, relevant use of vocabulary from more than half the units studied (1)	Vocabulary inaccurate and used covers less than half the units studied
Formation: Handshape, Palm Orientation, Movement, Location	Skilled, accurate, appropriate use of hand shape, orientation, location and movement; transitions smooth (2)	Generally accurate, appropriate use; errors made do not compromise meaning (1)	Less than 50% accurate, appropriate use; errors compromise meaning; effort and practice not evident
Space Referents: Motion/Location of Verbs (includes eye gaze, body shifting and choice of signs)	Use is consistently accurate and appropriate; use precisely expresses intended meaning (2)	Use is generally accurate and appropriate; errors do not compromise the intended meaning; good effort (1)	Use is either not present or awkward; interferes with intended meaning; effort and practice not evident
Grammar: Yes/No Questions "Wh-word" Questions	A variety of sentence types are used; solid knowledge of grammar is evident (2)	A variety of sentence types are used; errors do not compromise meaning; use	Use is awkward and confusing; errors

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
Location Negation Contrastive Structures (referents, time, intensity, etc.)		demonstrates effort and thought (1)	compromise meaning; effort and practice not evident
Fluency/Accuracy Smoothness and Fluency of Signs Conceptually Accurate Ideas/Messages	Use is consistently accurate and appropriate; use precisely expresses intended meaning (2)	Use is generally accurate and appropriate; errors do not compromise the intended meaning; good effort (1)	Use is either not present or awkward; sometimes interferes with intended meaning; effort and practice not evident
Total Points Possible = 10	Points earned in parenthesis	Points earned in parenthesis	No points earned