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

Fall 2023
EDSE 410 DL1: Deaf History
CRN: 73226, 3 – Credits

Instructor: Kevin Taylor	**Meeting Dates:** 8/21/23 – 12/13/23
Phone: 571-723-4311	**Meeting Day(s):** N/A
E-Mail: ktaylo2@gmu.edu	**Meeting Time(s):** N/A
Office Hours: By Appointment	**Meeting Location:** N/A; Online
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" or EDSE 315 "XS".

Co-requisite(s):
None

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 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
Did you place out of ASL II, III, or IV but did not receive transfer credit for the course (e.g., courses were taken in high school)? If you are doing the minor, contact an advisor (speced@gmu.edu) to discuss credit substitutions.

Course Delivery Method
On-line
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 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 Tuesday, August 22nd at 12:00am.

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/Ultra/Getting_Started/Browser_Support) (https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- 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

        o   [Apple Quick Time Player](www.apple.com/quicktime/download/): www.apple.com/quicktime/download/

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesday, August 22nd, and finish on Tuesday, November 28th.

- 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 3 times per week.

- 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 ensure accessibility must be registered with George Mason University Disability Service.

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.* 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

Format: Learning a language on an online setting requires dedication, discipline, organization, and as much work (or more!) as learning in a face-to-face class. This course is a 4-credit course that is spread out to 15 weeks during the Fall/Spring semesters. For summer courses, it is more intensive as the same information will be condensed to 5 weeks. You should expect to have to work on this class for at least 4-8 hours a week to complete all assignments in a timely basis.

Assignments: Students will complete the weekly modules on **Blackboard**.

1. **Chapter Questions** – Students answer questions on Blackboard based on their weekly chapter readings.
2. **Assignment Question Formats**
   a. **Multiple Choice –** select an answer.
   b. **Multiple Answers –** select more than one answer total points indicates how many answers.

       i. Multiple Answer: Which of the following pronouns would...   Points: 2
   (Multiple answer question – 2 points = 2 answers)

   c. **True/False -** type the full word, not T/F.
   d. **Jumbled Sentences -** pick an answer from the drop-down list.
   e. **Matching -** select the correct answer that matches the information given.
   f. **Ordering -** put the answers in the correct order.
   g. **Fill in the Blank Questions**
      i. **Numbers** – enter the number (2, 9, 12, etc.)
      ii. **1-word answers** – most questions require 1-word answers
      iii. **2 or 3-word answers** If you see (2-words) or (3-words) next to the question, enter the answer a space between the words.
      iv. **Spelling** – will be deducted if not spelled correctly (use Google to double check your spelling)
      v. **Capitalization** – is not required.
3. **Answer Key –** correct answers will be shown/available after the due dates.
4. **My Grades Tab** – Check my grades tab in Blackboard for the assignment due dates.

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 newspaper will include the following topics. Each topic will also include a 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 video with slides (PowerPoint, Prezi etc.) including the following:

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

Topics:
- 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)

Details for presentation:
- Prepare a video presentation to share with the class that summarizes the information on your newspaper. Pick only **2 (two)** topics to discuss about.
- Video presentations must include visuals (PowerPoint, Prezi etc.) to demonstrate highlighted points of your articles.
- Video presentations will be presented in American Sign Language.
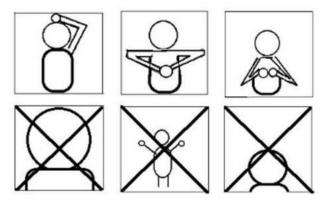- Rubrics will be posted in Blackboard.

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.

> **Note:** For large classes, the instructor will assign students into two groups. An email will be sent with your assigned group and link.

1. GMU email address is required.
2. Use the link provided on Blackboard to sign up.
3. Instructions will be given on Blackboard and Flip.
4. Rubrics are posted on Blackboard with the Flip links.
5. Everyone will see each other's videos except for the Final Exam
6. Rephrasing – for some video assignments, students will be expected to rephrase what their classmate signed. Students will rephrase, **not copy** what is being signed.

Editing ASL Videos*:* Students are required to edit their ASL videos.
1. Ensure the computer or tablet is on a firm surface (a desk or table). The video should remain stable – no movements.
2. Make sure the video is centered and visible where the instructor can see the top of the student's head and the bottom of the student's chest area as shown below.

3. If students use their phone, follow the format below:

4. Make sure eyes are facing the camera, not looking to the side, above or below. Brief glances are acceptable for notes.
5. Make sure that the background is clean (one-colored wall) and free of "visual noise" (people, books, television, animals appearing, etc.).
6. The color of the student's shirt should contrast their skin tone. Avoid red, yellow, and orange shades. If students have tattoos on their arms, they should wear long-sleeved shirts. Tank tops and string shirts are not allowed.
7. Remove hats and excessive jewelry. Wedding rings and small earrings are ok.
8. All videos must be submitted on Flip as one. Multiple edited/short clips is not allowed.
9. Review the quality of the videos before submitting.

Discussion Board: Students will watch videos and post their thoughts.
1. **Posts:** Students will post their thoughts on the video.
    a. **Guideline**: Students will post using the guideline below:
        i. What was learned from watching the presentation?
        ii. Describe your feelings about the presentation.
        iii. Describe if you had any changes to your thoughts and/or feelings upon learning new information/material.
        iv. Other keen observations, thoughts, or unanswered questions
    b. **Grading**: Students must fulfill some basic requirements to get full credit.
        i. Posts should be a minimum of 5 sentences, not exceeding 10 sentences.
        ii. Posts should be relevant to the topic being discussed but should also attempt to introduce a new point of view or piece of information or otherwise further the discussion.
        iii. Posts should use correct grammar, punctuation, and vocabulary appropriate for a university level course.

Quizzes: Students will have quizzes on textbook materials which will be administered via Blackboard. There will be a time limit for quizzes.

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
All coursework will be online in an asynchronous format. There will be no face-to-face meetings.

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.**

– **What does 'accommodations are not retroactive' mean?**

Once a student meets and establishes accommodations with a specialist, accommodations will be applicable moving forward from the time Faculty Contact Sheets are provided to professors. Accommodations are not applicable prior to the initial meeting.

Other Requirements
Graduation Requirements
Students are responsible for completing course work that demonstrates the level of competence satisfying the foreign language requirements for graduation.

Grading
Grading Scale

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:

Assignments	40%
Quizzes	30%
Final Presentation Video	30%

Note: Students' grades will be based on **percentage** for each area as shown above. (Not **total points**)

Note: Grading Scale - Students needs a **76% (C) or better** to meet the prerequisites for Deaf Culture (EDSE 420).

*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/policies-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**. Check Blackboard for more information.

Coursework	Day	Submitted by
Module 1	August 28	11:59 pm (EST)
Module 2	September 4	11:59 pm (EST)
Module 3	September 11	11:59 pm (EST)
Module 4	September 18	11:59 pm (EST)
Module 5	September 25	11:59 pm (EST)
Module 6	October 2	11:59 pm (EST)
Module 7	October 9	11:59 pm (EST)
Module 8	October 16	11:59 pm (EST)
Module 9	October 23	11:59 pm (EST)
Module 10	October 30	11:59 pm (EST)
Module 11	November 6	11:59 pm (EST)
Module 12	November 13	11:59 pm (EST)
Module 13	November 20	11:59 pm (EST)
Final Exam	November 27	Final Video

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 Location Negation Contrastive Structures (referents, time, intensity, etc.)	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 demonstrates effort and thought (1)	Use is awkward and confusing; errors 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