

STRATEGIES FOR TEACHING THE ENGLISH LANGUAGE TO THE DEAF AND HARD OF HEARING

COMDDE 6650

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[This course meets the following program standards as outlined by the Council on Education of the Deaf (CED): 1.2.3; 1.2.4; 1.2.5; 1.2.6; 1.2.8; and 1.2.9.]

Course Description:

This course will provide students an opportunity to use critical pedagogy (a process whereby teachers/graduate students "name" their beliefs, "reflect" critically on them, and then take "action"). Students will "name" traditional beliefs, critically and collaboratively "reflect" on them, and then "act" to implement effective practices of bilingual/ESL instruction that will enhance the achievement of deaf students in all academic classes. The overall focus will center around two components of bilingual instruction: (1) a bilingual approach that involves the use of ASL and English, and (2) an ESL approach that involves the exclusive use of English as a second language.

For the purposes of this course, ASL will be viewed as consisting of two language skills: attending and signing; and, English will be viewed as consisting of eight language skills: reading, writing, speaking, listening, fingerreading, fingerspelling, speechreading, and typing.

The course will focus on the current research on bilingual/ESL education, culture, the deaf bilingual child, first and second language acquisition and learning, language use, language teaching, and language assessment.

*NOTE: Students at Utah State University learn that "deaf", "hearing", and "hard-of-hearing" are not unitary, separate identities, but are complex and varied in language, communication, and learning strengths and needs. Because connections are based in language and communication, these are a key focus at Utah State. While at USU, students learn about connections between Deaf and hearing people through classroom interactions, guest speakers, community service, and student

organizations. Graduates leave USU prepared to be allies, advocates, and leaders in Deaf Education.

Course Requirements:

1. Communication: Students are expected to use ASL throughout the class meetings.
2. Keep current with assigned readings, lectures, and class discussions and be prepared for weekly examinations worth 25 points each.
3. Guided Reflections: Students are expected to complete all reading assignments and type guided reflections before class meetings, share individual responses, and participate in weekly reflective activities. **A portfolio of your guided reflections will be turned in at the last class meeting prior to the final examination. Any portfolio turned in after this date will receive a zero. NO EXCEPTIONS!** . This assignment will be worth 100 points: 75% for content and 25% for mechanics of writing, spelling, organization, wording, etc. A deduction of 1/2 point will be made for each mechanical or punctuation error.
4. Plan and make presentations on assigned topics and tie these topics into the overall theme of teaching the English language to Deaf children utilizing a bilingual approach. These presentations will be graded in the following manner:

'50 possible points for presentation relative to the actual assignment
' 5 0 possible points for presentation of related research (sources such as related literature, interviews, related audio-visuals, etc.)
5. Completion of the final examination (worth 100 points).
6. Completion of all other assignments and related work which might be required.

Required Text:

Livingston, Sue. **Rethinking the Education of Deaf Students: Theory and Practice from a Teacher's Perspective.** Heinemann Press, 1997.

NOTE:

Plagiarism

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Students with Disabilities

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."