

Eastern Kentucky University
 Department of Special Education
 SED 738 Language of the Deaf and Hard of Hearing CRN: XXXX
 3 Credit Hours
 Fall XXXX

Professor's Name:

Office:

Email:

Phone:

Catalog Course Description:

Prerequisite: SED 260 or 722 or its equivalent or instructor approval. Receptive and expressive conversational language development and written language acquisition from a developmental perspective. Concepts in bilingual education applied to deaf children. Materials and methods in assessing and facilitating receptive and expressive conversational and written language.

Texts and Course Materials:

- a. Required: Spencer, P.E., & Marschark, M. (2010). *Evidence-Based Practice in Educating Deaf and Hard-of-Hearing Students (Professional Perspectives on Deafness: Evidence and Applications)*. Oxford University Press.
- b. Supplemental: Easterbrooks, S. and Baker, S. (2002) *Language Learning in Children who are Deaf and Hard of Hearing: Multiple Pathways*. Boston, Ma: Allyn and Bacon.

Student Learning Outcomes:

Student Learning Outcome	KTS Advanced	InTASC	CEC/CED Advanced	CAEP Advanced	ISTE	NAEYC
1. The student will compare components of signed, spoken, and written language development of deaf and hard of hearing children including the relationship of multicultural factors.	1	1, 3, 4, 6,	2,3,5,6	1		1,2,3,4,6
2. The student will explain and compare	1, 7	1, 3,4	2,3,5,6	1		1,2,4,5

traditional and current approaches of teaching language to the hard-of-hearing and deaf, including listening and spoken language, sign language, and bilingual education programs.						
3. The student will identify, administer, and interpret formal and informal assessment instruments appropriate for assessing pragmatic, semantic, and syntactic skills of hard-of-hearing and deaf individuals.	1,5,6,7	1,4,6	1,3	1	2	1,2,3,4,6
4. The student will develop an appropriate language program based on assessment results, cultural and linguistic diversity, and developmental language principles that is appropriate for children who are deaf or hard-of-hearing, including considerations of language in content materials, appropriate modifications, consultation, and collaboration.	1,2,5,6,7	1,2,7,8	2,3,4,7	1	2	1,2,4,5

Evaluation Method:

Evaluation Project/Item	Points	SLO
Discussion Boards 7	70 (7 x 10)	1,2,3

Quizzes (7) – Quizzes vary in point values	121	1,2,3,4
Grammar Review of the Week (GROW) activities (5)	50 (5 x 10)	1
Modes of Instruction table (Module 1)	20	1,2
Factors that Influence Student Success (Module 2)	10	1,2
Wiki (Module 5)	15	1,2
Article Reading Response	10	1,2
Language Observation (Introduced in Module 4. Due date based upon observation schedule)	20	1,2
Key Assessment Language Sample Analysis 1. Through the air language sample analysis (10) 2. Written language sample analysis (10) 3. Language Goals (10) 4. Through the air language lesson (10) 5. Written language lesson (10)	50	1,2,3,4
Total	366	

Grading Scale:

A = 93 - 100% (455 – 491)

B = 83 - 92% (406 – 454)

C = 73 - 82% (356 – 405)

D = 72 - 0% (<356)

F

All course requirements listed above must be completed for a grade to be given in this course. All written work must be submitted in Standard English. English usage will be considered in course work evaluation, in accordance with ECU policy.

Student Progress:

Students are responsible for monitoring their progress in the course and computing their grades continually as each assignment is returned to them by the instructor. Students deficient in course performance prior to the last day to withdraw from full semester classes will be informed by the instructor on or before this date.

Attendance Policy:

Students are expected to attend class and actively participate in all aspects of the learning process. This includes class discussions, written work, and in-class activities. National and local studies have shown a direct correlation between attendance and grade performance. *Therefore, attendance is considered mandatory.*

Students who miss more than 10% of the regularly scheduled class meetings due to unexcused absences will fail the course.

Students enrolled in this course may not exceed 3 unexcused absences for the semester. For the purposes of this course, "excused absences" include verifiable medical or family emergencies, University approved activities (accompanied by a University excuse), documented illness (yours or an immediate family member's), and other absences as outlined in the University's "[Student Absence from Class](#)" policy (4.6.1r). Students are required to provide appropriate documentation for the absence prior to the absence or immediately after. Students whose absences are not excused will not be allowed to make up tests, quizzes, and/or assignments. In the case of excused absences, students will be provided an opportunity to make up class work missed. Students who anticipate having a high number of *excused* absences should contact their instructor as soon as the situation arises so that they can make arrangements for how to handle missed class time. Late arrival or early departures from class that are unexcused will be considered in the tabulation of absences as well.

Last day to drop/withdraw from the course:

See Colonel Compass

Disability Statement:

The University strives to make all learning experiences as accessible as possible. If you are registered with the ECU Center for Student Accessibility (CSA), please obtain your accommodation letters from the CSA, present them to the course instructor, and discuss the accommodations needed. If you believe you need an accommodation and are not registered with the CSA, please contact the office in 361 Whitlock Building by email at disserv@ecu.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

A student with a "disability" may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks, working. Additionally,

pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Amendments Act (ADAAA).

Academic Integrity Statement:

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.3_academic_integrity_policy_bor_6_11_2012_editorial_revision.pdf . Questions regarding the policy may be directed to the Office of Academic Integrity.

Official E-mail:

An official EKU e-mail is established for each registered student, faculty, and staff member. All university communications sent via e-mail will be sent to this EKU e-mail address. EKU email is considered the official communication between EKU Faculty and EKU students. In this course, only official EKU student email accounts should be used for communication purposes.

Grade Appeals:

The grade appeals policy can be found at:

http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.15_grade_appeals1.pdf

Incomplete Grades:

The incomplete grades policy can be found at:

http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.11_awarding_incomplete_grade_bor_6.19.17.pdf