

Eastern Kentucky University
Department of Special Education
SED 538_738 Language of the Deaf and Hard of Hearing
3 Credit Hours
CRN: XXXX

Professor's Name: XXXX
Office: XXX
Email: [XXXX](#)
Phone: XXX

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	InTASC	CEC/CED	CAEP	ISTE
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,	1, 2, 3,6	1	
2. The student will explain and compare 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.	1, 7	1, 3,4	1,3,6	1	
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	1,2,4	1	2
4. The student will develop an appropriate language program based on assessment results, cultural and linguistic diversity, and	1,2,5,6,7	1,2,7,8	1,2,3,5,7	1	2

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.					
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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:

Undergraduate:

A = 92 - 100% (451 – 491)

B = 82 - 91% (401 – 450)

C = 72 – 81% (352 – 400)

D = 62 – 71 (304 – 351)

F = 61 – 0% (<304)

Graduate:

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:

All policies/requirements listed below must be followed by the student:

College of Education Attendance Policy: Absences equating to 20% of class meetings will result in automatic failure. Class sessions missed as a result of late entry into the class will be counted as absences. The student is responsible for presenting the instructor with a reason for absences in order to be given opportunity to make up missed work. Adequate reasons for class absences include personal illness, death or serious illness in the immediate family, or participation in an approved University activity.

Special Education Department Attendance Policy: The following is a uniform attendance policy for the Programs and courses in Special Education and will be enforced by all SED faculty.

1. Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting. Online access will count for online courses.
2. Regular attendance is expected throughout the semester and will be recorded each class period.
3. To the extent possible, students should send an email to the instructor prior to any class absence. If students cannot give advance notice of an absence, they should notify the instructor as soon as possible of the reason for the absence **with appropriate documentation.**
4. Students will be responsible for obtaining class notes and handouts from other students in the class in the event of any absence.
5. In general, excusable reasons for absence from class may include illness; serious emergencies; special curricular requirements (e.g., university field trips and/or professional conferences); military obligation; inclement weather conditions; with disabilities; medically necessary absences due to pregnancy or childbirth; and participation in official university-sponsored activities. Other reasons also may be approved. Students should provide appropriate verification of any absence in advance when possible.
6. If any absence is for an extended period of time, such as childbirth, arrangements should be made in advance for completing assignments and examinations.

7. In the case of **EXCUSED** absences, students will be provided an opportunity to make up class work missed as is feasible. Students are encouraged to complete scheduled assignments prior to the absence when possible. In the case of **UNEXCUSED** absences, make-up of assignments and/or exams is at the discretion of the instructor.
8. A maximum of 3 **total** unexcused absences will be allowed for traditional DAY CLASSES that are scheduled to meet twice weekly for fifteen weeks. Subsequent absence will result in the lowering of the final grade (e.g., 4 absences=one letter grade lower, 5 absences=two letter grades lower, 6 absences=three letter grades lower, 7 absences=course failure). Courses scheduled as hybrid or web-enhanced will be different but absences may NOT exceed 20% of total scheduled classes.
9. For EVENING CLASSES, 1 unexcused absence will be allowed: 2 absences (excused or unexcused) will result in 1 letter grade lower; 3 absences (excused or unexcused) will result in 2 letter grades lower; 4 absences=3 letter grades lower; and 5 absences= course failure.
10. Each student is responsible for monitoring his/her absences from each class.
11. CDS 374, 474, 874, 897 & 898, SED 375, and CED 499 have attendance policies specific to these individual courses; attendance is outlined in each syllabus.

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 ECU’s Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.ecu.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Official E-mail:

An official ECU e-mail is established for each registered student, faculty, and staff member. All university communications sent via e-mail will be sent to this ECU e-mail address.

Course Outline:

Topic	Objective
Module 1: Components of Language and Language Development	<ul style="list-style-type: none"> • Compare nouns and noun phrases in Eng. and ASL (Grammar Review of the Week- GROW 1) • Analyze evidence on the effectiveness of various modes of instruction • Describe components of language development (Module 1 Quiz)
Module 2: Cognition and Language	<ul style="list-style-type: none"> • Compare verbs and verb phrases in Eng. and ASL (Grammar Review of the Week- GROW 2) • Examine characteristics of play, language development and cognition of DHH children (Discussion Board, quiz, Factors That Influence Student Success table)
Module 3: Assessment	<ul style="list-style-type: none"> • Compare adjectives and adjective phrases in Eng. and ASL (Grammar Review of the Week- GROW 3) • Recognize aspects of formal and informal assessment (Quiz 3) • Analyze written and through-the-air language samples of DHH children (Key Assessment parts 1 and 2 due in Module 4)
Module 4: Approaches and Practices of Language Development	<ul style="list-style-type: none"> • Compare adverbs, adverb phrases and negation in Eng. and ASL (Grammar Review of the Week- GROW 1) • Select and support appropriate language approaches (Discussion Board) • Recognize aspects of classroom instruction (Observation Assignment) •
Module 5: Strategies, Techniques, and Activities	<ul style="list-style-type: none"> • Identify the 5 basic sentence patterns (GROW) • Create and evaluate pragmatics-based lessons (wiki) • Create a language lesson utilizing appropriate objectives, meaning base and strategies (Key Assessment Part 5, due in Module 7)

	<ul style="list-style-type: none"> • Identify aspects of language instruction for children who are deaf or hard of hearing (Quiz 5)
<p>Module 6: Planning Instruction and Developing Questioning Skills</p>	<ul style="list-style-type: none"> • Discuss the effectiveness of various instructional strategies (DB 6) • Explain the relationship between questioning and conversation (Module 6 quiz) • Identify and implement key elements of lesson planning (Module 6 quiz, Key Assessment parts 3: connection to assessment, 4: development from meaning, 5: strategies)
<p>Module 7: Writing and Literacy</p>	<ul style="list-style-type: none"> • Recognize key skills and components of the writing process(M 7 quiz) • Discuss aspects of successful classroom writing instruction (DB and Article Reading Response)
<p>Module 8: Bilingual/bicultural Programs</p>	<ul style="list-style-type: none"> • Discuss major features of Bilingual-Bicultural Deaf Education Programs (M8 Quiz, DB)