

# COURSE SYLLABUS

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**YEAR COURSE OFFERED:** 2018

**SEMESTER COURSE OFFERED:** Spring

**DEPARTMENT:** Communication Sciences and Disorders (COMD)

**PROGRAM:** American Sign Language Interpreting (ASLI)

**COURSE NUMBER:** ASLI/COMD 3301–10844

**NAME OF COURSE:** History and Culture of American Deaf Community

**OFFICE/HOURS:** M-301B  
Mondays: 10:00 AM-12:00 PM;  
Wednesdays: 9:30 AM-12:30 PM;  
By appointment

**NAME OF INSTRUCTOR:** Terrell Brittain, M.S.  
Email: [tbrittain@uh.edu](mailto:tbrittain@uh.edu)

**PROGRAM COORDINATOR:** Sharon Hill, [shill@uh.edu](mailto:shill@uh.edu)

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## **Learning Objectives:**

1. Demonstrate an understanding of Deaf culture and apply this knowledge to situations they may encounter in the interpreting profession
2. Trace the historical roots of American Deaf culture and deaf education
3. Exhibit an understanding of the values, norms, cultural identity, and rules of social interaction within the American deaf community
4. Explore and research the positive contributions and inventions made by Deaf Americans to society as a whole.
5. Explore identities such as gender, sexual orientation, religious affiliation, socioeconomic class, educational background and generational perspective

## **Required Materials:**

- ✓ Internet access to UH Blackboard Learn (Check BB Learn weekly)
- ✓ For Hearing People Only (3<sup>rd</sup> Edition), ISBN: 978-0963401632
- ✓ Through Deaf Eyes, ISBN: 978-1563683473

## **Accommodations:**

Students must register with the Center for Students with Disabilities (CSD) to receive accommodations. 713.743.5400 or <http://www.uh.edu/csd/>

## **Medical Withdrawal:**

An undergraduate student seeking medical withdrawal must follow the policy detailed in the [Undergraduate Studies Catalogue](#).

## **UH CAPS Statement:**

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS ([www.uh.edu/caps](http://www.uh.edu/caps)) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No appointment is necessary for the “Let’s Talk” program, a drop-in consultation service at convenient locations and hours around campus.

[http://www.uh.edu/caps/outreach/lets\\_talk.html](http://www.uh.edu/caps/outreach/lets_talk.html)

## **Policy on Academic Honesty:**

**ACADEMIC HONESTY IS EXPECTED** per University policy. To review the full policy, The University of Houston has procedures in place for reporting and resolving cases of academic dishonesty. These procedures will be followed to ensure high ethical standards are adhered to by both students and Faculty.

## **Classroom Policies – ASLI/COMD 3301:**

- **“DEAF-FRIENDLY” SPACE:** The Professor of this course is Deaf and utilizes American Sign Language to communicate. During class, the Professor encourages students to respect his/her language choice and to minimize vocalizing/speaking during class time. In this way, the classroom will become a “Deaf-friendly” space. Students will need to ignore auditory distractions in order to access the course instruction and on tests days.
- **USE OF ELECTRONIC DEVICES:** The use of mobile devices, wearable gear, laptops, video-recording equipment and other electronic devices is prohibited from use in the classroom, unless permission is granted on that day of lecture. Use of technology to copy visual aids or documents is prohibited unless express permission is granted.
- **LECTURE NOTES:** Sharing of lecture notes with your classmates currently enrolled in this course is acceptable. However, students may not SELL notes to other students, online or otherwise, and should not upload notes to open websites or note-sharing sites. Lecture content is the property of the professor and notes are for the benefit of students currently in this course ONLY. Violation of this policy will be reported to the University as an instance of academic dishonesty.
- **VISITOR POLICY:** All persons attending class must be registered for and have paid for the course in order to receive instructions.

- **FOOD & BEVERAGES:** Food will not be allowed in the classroom, but students may bring a beverage into the class unless prohibited by building regulations.
- **LATE ASSIGNMENTS:** Late assignments will not be graded.
- **EXTRA CREDIT ASSIGNMENTS:** Extra credit assignments are not allowed.
- **ATTENDANCE:** Attendance at each class meeting is crucial. Students arriving more than ten (10) minutes late may enter but they will be counted absent. Faculty reserves the right to accept or deny reasons provided regarding absences. You should not make travel or employment plans that interfere with classes. Three (3) absences result in a 5 point deduction from the final grade. Four (4) absences result in a 10 point deduction from the final grade. **Five (5) absences will result in an F.**
- **FINAL EXAM SCHEDULE:** Students must arrive on time. The final exam is scheduled by the university. It will not be offered at any other time than the time that is listed on the bottom of the course outline. If you traditionally vacation early in May, make your flight arrangements around the finals schedule. This is entirely non-negotiable.

## Grading:

- **Discussion board:** Topics are posted online and you will need to answer one topic. Your response will need to be 100 or more words for full credit. Points will be deducted for spelling or grammatical errors or if word count is not met. Topics must be typed and posted via Blackboard by the due dates as posted on the weekly schedule. Professor will post the question for you to answer.  
*Each response is worth 10 points each.*
- **For Hearing People Only (FHPO):** Reports must be submitted via Blackboard by the due dates as posted on the weekly schedule.  
*Summary guidelines* – Each report should include a one-paragraph summary of each chapter assigned. Summary guidelines- Each report should include a minimum 200 word count summary of each chapter assigned. The report should be typed, double-spaced, using Times New Roman 12-point font. Margins should be set to normal (1 inch all around). Points will be deducted for spelling or grammatical errors or if word count is not met. Reports must be attachment and submitted via Blackboard by the due dates as posted on the weekly schedule. PDF will not be accepted.  
*Each report is worth 20 points each.*
- **“Through Deaf Eyes” Opinion Paper:** Read the assigned chapter in the textbook and then type a two-pages opinion paper discussing at least three (3) facts that impacted and/or changed your perspective about Deaf culture. Reports must be attachment and submitted via Blackboard by the due dates as posted on the weekly schedule.  
Requirement: 12-point font, double-spaced, using Times New Roman 2 full pages, one inch margins, APA referencing is not required. Points will be deducted for spelling or grammatical errors or if word count is not met. Academic dishonesty is not tolerated and suspicions of plagiarism may merit a zero. PDF will not be accepted.  
*Each opinion paper is worth 25 points.*

- **3 Video reports:** Video links will be posted on Blackboard. After viewing, students will write a two-page report in which they will summarize the video, provide a personal opinion to the video, and include supplemental research about a point of interest from the video. (Students may choose from any fact or statement given in the video to complete supplemental research on.) Each report should be two pages in length, typed, double-spaced, using Times New Roman 12-point font. Margins should be set to normal (1 inch all around). Include a cite resources page in APA format. Points will be deducted for spelling or grammatical errors or not follow the instruction. Reports must be attachment and submitted via Blackboard by the due dates as posted on the weekly schedule. Due dates are listed in the course schedule. PDF will not be accepted.

*Each video report is worth 20 points each.*

- **Deaf culture observation log:** You will be required to attend 2 Deaf community events (for at least one hour EACH) of your choosing. Type a one-page summary per event (total 2 pages) detailing your observations and attach one picture upon your arrival and one picture as you leave to document your attendance. It is the student's responsibility to request technical assistance from the campus lab if help is needed in attaching pictures or formatting documents. Submit ONE FILE including each summary and accompanying pictures by **11:59 pm on May 1, 2018**. Reports must be attached and submitted via Blackboard by the due dates as posted on the weekly schedule. PDF will not be accepted.

*Each event summary is worth 25 points each.*

## **Start attending events to learn ASL and meet the Deaf community NOW!**

### **Websites for community events:**

<http://www.uh.edu/class/comd/asli/current-students/Community%20events/index.php>

For events NOT listed on the website, prior approval from ASLI faculty team is required. Submit links to events at least ONE WEEK (seven days) before the event is scheduled.

### **Grading Policy:**

1. Discussing Board	4%	40
2. Video reports	6%	60
3. <u>For Hearing People Only</u> Summaries	20%	200
4. Through Deaf Eyes – Opinion Paper	15%	150
5. Deaf events Log	5%	50
6. Acronyms	5%	50
7. Presentation	20%	200
8. Comprehensive Final Examination	<u>25%</u>	<u>250</u>
	<b>100%</b>	<b>1000</b>

\*\*\*Retain all copies of work until final grades posted. \*\*\*

## **Grading Scale:**

A = 94-100	B- = 80-83	D+ = 67-69
A- = 90-93	C+ = 77-79	D = 64-66
B+ = 87-89	C = 74-76	D- = 60-63
B = 84-86	C- = 70-73	F = 59 and below

## **Important Dates:**

### **January 2018**

**Monday 15:** Martin Luther King Jr. holiday

**Tuesday 16:** First day of class

**Tuesday 23:** Last day to add a class

**Wednesday 31:** Last day to drop a course or withdraw without receiving a grade

### **March 2018**

**Monday-Saturday, 12-17:** Spring holiday

### **April 2018**

**Tuesday 3:** Last day to drop a course or withdraw with a "W"

**Monday 30:** Last day of classes

### **May 2018**

**Wednesday-Thursday, 2-10:** Final examination period

**Thursday 10:** Official closing of the Session 1

**Friday-Saturday, 11-12:** Commencement

### Weekly Schedule:

Week One – January 16 and 18	Introduction of the syllabus Rights of diversity
Week Two – January 23 and 25	Deaf Awareness Quiz & Tip sheet Deaf Culture
Week Three – January 30 and February 1	Types of hearing loss Historical Perspectives on Deafness Membership into Deaf Core
Week Four – February 6 and 8	What is a Language? Introduction to Culture
Week Five – February 13 and 15	Communications Deaf Education
Week Six – February 20 and 22	Values of Deaf Culture Identity within Deaf Culture Explain about presentation
Week Seven – February 27 and March 1	Norms of Deaf Culture Traditions of Deaf Culture
Week Eight – March 6 and 8	Deaf President Now
Week Nine – March 13 and 15	Spring Holiday
Week Ten – March 20 and 22	Deaf Artistic Expression Psychology of Deafness
Week Eleven – March 27 and 29	Movie Explain about acronyms Accommodations (ADA)
Week Twelve – April 3 and 5	Assistive devices & Cochlear Implants Deaf vs. hearing (group discussion) GUEST SPEAKER
Week Thirteen – April 10 and 12	Presentations (7-10 students per day)
Week Fourteen – April 17 and 19	Presentations (7-10 students per day)
Week Fifteen – April 24 and 26	Presentations (7-10 students per day)
Week Sixteen – May 8 (2-5 pm)	Final Examination

**NOTE: This outline is subject to changes as the class develops and the student needs to emerge.**

### Due Assignments Schedule:

Week One – January 16 and 18	NA
Week Two – January 23 and 25	<b>DUE: Discussion #1, January 26 by 11:59 PM</b>
Week Three – January 30 and February 1	<b>DUE: TDE Ch. 1, January 31 by 11:59 PM</b>
Week Four – February 6 and 8	<b>DUE: FHPO Chapter 2-12 (EVEN), February 4 by 11:59 PM</b>
Week Five – February 13 and 15	<b>DUE: FHPO Chapter 16-26 (EVEN), February 11 by 11:59 PM</b> <b>DUE: TDE Ch. 2, February 14 by 11:59 PM</b>
Week Six – February 20 and 22	<b>DUE: FHPO Chapter 28-38 (EVEN), February 18 by 11:59 PM</b> <b>DUE: Video Report #1, February 22 by 11:59 PM</b> <b>DUE: Discussion #2, February 23 by 11:59 PM</b>
Week Seven – February 27 and March 1	<b>DUE: FHPO Chapter 40-50 (EVEN), February 25 by 11:59 PM</b> <b>DUE: TDE Ch. 3, February 28 by 11:59 PM</b>
Week Eight – March 6 and 8	<b>DUE: FHPO Chapter 52-62 (EVEN), March 4 by 11:59 PM</b>
Week Nine – March 13 and 15	<b>Spring Holiday</b>
Week Ten – March 20 and 22	<b>DUE: Video Report #2, March 22 by 11:59 PM</b>
Week Eleven – March 27 and 29	<b>DUE: FHPO Chapter 64-74 (EVEN), March 25 by 11:59 PM</b> <b>DUE: TDE Ch. 4, March 28 by 11:59 PM</b> <b>DUE: Discussion #3, March 30 by 11:59 PM</b>
Week Twelve – April 3 and 5	<b>DUE: FHPO Chapter 76-86 (EVEN), April 1 by 11:59 PM</b> <b>DUE: TDE Ch. 5, April 4 by 11:59 PM</b>
Week Thirteen – April 10 and 12	<b>DUE: FHPO Chapter 88-98 (EVEN), April 8 by 11:59 PM</b> <b>DUE: Project Presentation, April 9 by 11:59 PM</b> <b>DUE: Video Report #3, April 12 by 11:59 PM</b>
Week Fourteen – April 17 and 19	<b>DUE: FHPO Chapter 100-110 (EVEN), April 15 by 11:59 PM</b> <b>DUE: Discussion #4, April 20 by 11:59 PM</b>
Week Fifteen – April 24 and 26	<b>DUE: FHPO Chapter 120-130 (EVEN), April 22 by 11:59 PM</b> <b>DUE: TDE Ch. 6, April 25 by 11:59 PM</b> <b>DUE: Acronyms, April 30 by 11:59 PM</b>
Week Sixteen – May 8 (2-5 pm)	<b>DUE: Deaf culture observation log, May 1 by 11:59 PM</b> <b>Final Examination</b>

NOTE: This outline is subject to changes as the class develops and the student needs to emerge.



# Core Curriculum Supplement

**Academic Unit / Office** CLASS/COMD

**Catalog Year of Implementation** 2019-2020

**Course (Prefix / Number)** COMD / 3301

**Course Title** History and Culture of American Deaf Community

**Core Proposal Request**

Add to Core Curriculum

Revise course already in Core Curriculum

	<b>Current Core Categorization</b> (New additions: select N/A for this column)	<b>Proposed Categorization for Upcoming Core</b>
Foundational Component Area (required)	N/A (Not currently a Core course)	Language, Philosophy Culture (40)
Component Area Option (optional)	N/A (No Component Area Option)	Writing in the Disciplines (81)
Category Listing: Single or Double?	Select current category listing status:	List under BOTH Foundational and Area Option.

**Core Proposal Rationale** - Please provide a rationale for including, or continuing to include, this course in the UH Core Curriculum:

This course provides a historical overview of the American Deaf community and its evolving culture. Theoretical frameworks from sociology are used to explore the human condition from the deaf community's worldview. The course assignments both in class and outside of class require students to think critically, utilize communication skills, and develop both personal and social responsibility as it relates to intercultural interaction with the deaf community.

**Core Objectives** (see [THECB Core objectives](#))

Critical Thinking

Teamwork

Communication

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Please explain how the Core Objectives selected above will be met:

**Critical thinking:** Discussion topics posted throughout the semester allow for creative thinking, inquiry and analysis into topics presented during class time.

**Communication:** Written summary reports on required readings are due weekly. Videos are assigned which require a summary, opinion/stance and supplemental research about a point of interest from the video. Students must also provide an oral or signed presentation on assigned deaf community leaders.

**Social Responsibility:** Students will attend events hosted in the city or surrounding area to develop and practice intercultural competence and gain knowledge of civic responsibility when interacting with the deaf community. Reflective reports are required at the end of the semester to journalize the experiences.



**Personal Responsibility:** During Week 12, students engage in two planned debates in which they must choose a stance and defend their personal choices and explore the potential consequences of those choices.

**Course Learning Objectives:**

1. Demonstrate an understanding of Deaf culture and apply this knowledge to situations they may encounter in the interpreting profession;
2. Trace the historical roots of American Deaf culture, its language and deaf education;
3. Exhibit an understanding of the values, norms, cultural identity, and rules of social interaction within the American deaf community;
4. Explore and research the positive contributions and inventions made by Deaf Americans to society as a whole;
5. Highlight intersectionality and identities such as gender, sexual orientation, religious affiliation, socioeconomic class, educational background and generational perspective.

Click [HERE](#) to see syllabus.

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**When submitting this proposal form, please remember to attach a syllabus, learning objectives, and/or sample lesson(s).**