

CSD 2500 – Intersession 2023
An Introduction to American Deaf Culture
May 8, 2023- May 19, 2023
M-F 8:00a -11:59a
Debbie Woodroof

Harding University Mission: “Harding’s mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals.”

Speech Pathology Program Mission: at Harding University is to prepare highly competent students in a rigorous academic curriculum with an emphasis on Christian living. The program is designed to reflect the University’s goal of integrating faith, learning and living in order for the students to function within professional and global communities.

Course description: An introduction to American Deaf Culture using a cultural model to define deafness. Unlike other populations of individuals described as having disabilities, the American Deaf community has its own language and culture. The Deaf community in the USA uses American Sign Language (ASL.) American Deaf culture is a distinct culture with its own rules of social interaction, values, group norms and identity, with ASL as its primary means of communication. This course will explore and discuss various aspects of American Deaf Culture. Topics may include, but are not limited to; what is Deafness, what is Deaf Culture (as defined by audiological perspective and cultural perspective (Deaf,) deaf education in America, services for and by Deaf people and Deaf culture as reflected in the arts, literature and the language of Deaf people (ASL.)

Term: May 9-20, 2022
CSD 2500 8:00a-12:00p

Contact Information:

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Course Description

Exploration and discussion of various aspects of American Deaf Culture. Topics include, but are not limited to; what is Deafness, what is Deaf Culture (as defined by audiological perspective and cultural perspective (Deaf,) Deaf Education in America, services for and by Deaf people and Deaf culture as reflected in the arts, literature and the language of Deaf (ASL) people.

Course Purpose, Objectives and Learning Outcomes

An overview of Deaf history and the Deaf community. An introduction to historical forces impacting the Deaf community from both the Deaf perspective and a historical perspective. Issues of audism and linguicism are discussed. Students have opportunity to

explore various topics, past and present, promoting cultural awareness to the Deaf experience.

Examinations and Assignments

Quizzes	150 points possible
Presentation Project	350 points possible
Final exam	250 points possible

Course Interaction: During this course the interactions between students and faculty should take place via email or text. My goal is to reply to your communication within one (1) business day. If it is a holiday or weekend, please keep in mind that a business day may mean more than one (1) day. If you need to reach me sooner, I recommend a text message or phone call. During this course, online office hours can also be arranged at your request. We can schedule a call or we can use technology like Google Hangout or Zoom. These tools are especially helpful when it comes to discussing class concepts and theories, as we can share on screens, use white boards to draw equations, etc. If you need to contact me about another issue (e.g., sickness, an unforeseen hospitalization, a situation beyond your control, prayers, etc.) you may contact me via **my personal email at dwoodroof@harding.edu or phone (501 827-8340.)** If the matter is urgent (e.g., a missed assignment, unable to meet an assignment deadline), a phone call would be best. If you send me an email or text, please include your name and what class you are enrolled in.

Netiquette: In each of my classes, whether online or face to face, I have one basic rule that sums up everything. Matthew 7:12 states that we should "do unto others as we would have them do unto you." In our various professions we will serve various cultures with many different perspectives on life. It is important that we learn to coincide with all. According to the *The Quality Matters (QM) Higher Education rubric: Fifth Edition (2014)*, learner behavior may be culturally influenced, thus it is important that detailed standards for communication are applied to this course. The importance of abiding by generally accepted rules of online netiquette and can easily be applied to in-class instruction as well. When it comes to our communication, let's remember the following: Harding University is a Christian University and expectations are that the relationship and communication style between one another should reflect Harding's Christian mission.

Integration of Faith, Learning and Living: You are learning a new language and culture. This will be a different learning experience for many of you. As you explore the language and culture of the Deaf, remember to acknowledge and appreciate God's gift and hand in our ability to communicate, no matter the language. Learning a new culture is a beautiful example of how God's power "through-out the universe displays." In this course, I hope I always credit God for the gift of languages and communication. Each of us can be important instruments of God as we learn to love, minister and communicate to a marginalized population, right here in America.

REQUIRED TEXTS: N/A, we will use the internet. All students must have their laptop for all classes (as discussed in class.)

Course Requirements:

This is a participatory course. Each student will be expected to discuss, be present and contribute to each session. We will explore and discussion various aspects of American Deaf Culture. Topics include, but are not limited to; what is Deafness, what is Deaf Culture (as defined by audiological perspective and cultural perspective (Deaf,) deaf education in America, services for and by Deaf people and Deaf culture as reflected in the arts, literature and the language of Deaf people (ASL.)

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REQUIRED TECHNOLOGY: Harding University students enrolled in online classes must have access to an appropriate digital device and a reliable Internet connection. A laptop or desktop is still the recommended device online learning; the Canvas interface was optimized for desktop displays. Broadband connectivity is required, as many classes incorporate rich media content.

Harding/Operating Systems

- A personal computer running Microsoft Windows 8 / 10/ or Apple Macintosh running OS X
- Camera/microphone/headphones (sometimes called peripherals)

To see which browsers are supported by Canvas, how to update your browser, and additional required components (e.g., Flash and Java) please visit [Canvas](#). For mobile users, there is a Canvas app available from the Google Play Store or the Apple iTunes store. Because technology changes rapidly, the information contained within this requirement may change, and without advance notice.

GOOGLE MEETS

Google meet is a tool within your google Gmail account that provides video conferencing which will use as out primary means of communication should you be a student that has chosen Remote Learning or should we be forced to go exclusively online. You will get a class invitation via email to join class.

***All remote students and online classes (if needed) will be required to show their screen at all times. If not, you will be counted as absent.

ZOOM

Zoom is a tool that provides video conferencing and distance communication capabilities which we will use in this class if we have difficulties with Google Meets.

- [Zoom's Accessibility Policy](#)
- [Zoom's Privacy Policy](#)

MINIMUM TECHNICAL SKILL

During this course, it is expected that students will possess the following set of minimum skills:

- An ability to use a computer
- Competence with Canvas (Harding's LMS)
- Competence with email and file attachments
- Competence with software (e.g., Microsoft Office Suite)
- Installing software
- Competence with search engines (e.g., Google)

CANVAS

Canvas is the learning management system (LMS) used by Harding's online courses. For additional information relating to Canvas, including tutorials, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center](#).

CANVAS, INTERNET Or TECHNOLOGY OUTAGE

AS an online learner, you must be able to manage technical difficulties, as power outages, connection problems and other technical issues are always a possibility. Technology will sometimes fail; for this reason, it is advisable to complete your assigned work prior to the due date.

Instructor – If your instructor experiences power outage, an Internet service outage, an LMS (Canvas) or other technical issue that significantly affects online assignments, the ability to grade assignments, or the instructor/student communication channel is significantly disrupted, adjustments to due dates will be made, as appropriate.

Student - If you experience a power outage, Internet service outage, (LMS (Canvas) or other technical issue, you are held responsible for completing your work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. An Internet outage or computer issue is not an excuse for late work. A backup plan for reliable Internet service and a

Working computer is prudent. Should you experience any such issues, communicate with your instructor in a timely manner.

TECHNICAL SUPPORT

The first point of contact for questions and concerns relating to your online course is your instructor, who will provide you instructions on how to proceed. For technical assistance or to report a problem, Harding's e-Learning Help Desk is available Monday – Friday between 8:00 a.m. – 5:00 p.m. CST.

Phone 501-279-5201

Email: elearning@harding.edu Website: [eLearning website](#)

Again, please remember that your instructor should be your first point of contact.

ASSESSMENT

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous and rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

• **Presentation/Research Project:** (350 points) See Canvas for details

1. Presentation: (350 points) Once you submit your topic, you should begin your research/fact finding and begin to organize your materials. Some of your topics might be overwhelmingly large. You can narrow the scope and be more specific. Consult with your instructor. You can address the general and end up with more specifics. You should prepare to speak for 40-60 minutes. You may use pictures, power point, videos, etc. Videos would be an additional time...not part of your 40-60 minutes of speaking. Your presentation should address and or consider: •highlights or top 5-10 important things a person must know regarding your topic, in other words what is the "take away." •If this event or topic had never happened or occurred-what would be missing from Deaf history, Deaf culture and/or the Deaf community? •Why is it so important? Why is it passed down? Why is it remember? •Why did you decide on your topic, etc. **Email your final DRAFT to me as soon as you have it.**

2. Handout(s): (50 points) This handout will be given to your audience prior to your presentation, (so they have something write note on and follow along.) **Not** a transcript of your presentation, but a "highlights" or "outline" format. This handout will also serve as a study guide. **Email this to me as you wrap up your presentation & allow me time to make copies for your fellow students.**

3. Question and Answer session: (50 points) Prepare 15-20 discussion questions or points of interest to pose to your audience after you complete your presentation, videos, power point...etc. Remember we will have a quiz following your presentation...this should be a good review for them. **Email this to me-as soon as you complete it. (This is not for the other students. Just me, I will need copy of the questions you plan to ask your audience.) We will begin presentations Wednesday or Thursday (May 10th or 11th.) We will plan to have 2 presentations each day until each student has presented their topic. We will wrap up presentations on the 17th....(maybe on 18th, if needed.)**

•**Quizzes**-there will be 10 quizzes (one after each student presentation.) Additional quizzes following my presentations.

•**Final Exam-250 points.** This will be a cumulative exam. I encourage you to make copies of all quizzes and review your class notes.

Student Learning Objectives: This basic introduction to Deaf history and the Deaf community explores forces impacting the Deaf community from both the Deaf perspective and a historical perspective. Topics include demographics of deafness; factors affecting an individual's choice to affiliate with the Deaf community; history of deafness & deaf education; forms of communication used by Americans who are deaf; family life; economic, legal & social implications of deafness; diversity within the deaf community; deafness in literature; media & the arts & sciences; and technology's effect on Deaf culture. The impact of audism and linguicism (linguistic & cultural oppression) will also be explored. Students have opportunity to explore various topics, past and present, promoting cultural awareness to the Deaf experience.

Course Schedule: The course schedule will be discussed in class, during our first class meeting.

Evaluation and Grading: Each assignment will be assigned an appropriate number of points. All aspects of the assignment will be considered in grading the assignment including promptness, professionalism, and responsibility. Attendance, class participation and presentation will also be considered in the final grade. The student will receive feedback for the duration of the course. This may be in the form of narrative information and/or component grades, and will be provided in Canvas' Gradebook. It is possible that supplemental feedback may also be provided via FaceTime or Google meets (at student's request.). However, the intent of this feedback is to inform the student of how well expectations for these components have been met. Component details may include, but are not limited to, the following: exams, mid-term, quizzes, current events, projects, reaction papers, presentations, and participation. The final grade will be computed as a weighted average of Total Points Earned/Total Points Possible and reflected as a letter grade.

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	0% - 59%

Attendance/Participation:

Attendance: Your attendance is required for successful mastery of course material. **You are expected to attend every class.** Roll will be taken. Any unexcused absence is subject to a ten-point penalty, per unexcused absence, from your final grade. For absences to be excused, you must contact me before you are absent even if you have contacted the nurse of the Office of the Provost. Leave a message if you do not reach me. Of course, during these times involving COVID-19, I am prepared to make an exception to this rule following a discussion.

Attendance and participation are not the same thing. A student will be automatically withdrawn and will not be eligible to earn a grade if they do not attend class. Meeting the attendance requirement does not ensure a good participation grade. (The following factors must be evident: engagement in class activities, group work, contribution-questions & comments, faith, and completing assignments in a timely manner.)

Online students not only log into the course, **but are actively engaged.** (Engagement in class activities, group work, questions, comments, faith, and completing assignments in a timely manner.) Your camera must be on. We must be able to see you. No screen savers.

As the student, you are expected to be prepared for class (e.g., read materials, view DVD materials, familiarize yourself with the vocabulary) and to be an active contributor in the learning process.

Tardiness: If you are going to be more than 10 minutes late to class please do not attend class. Coming in late is disruptive to many and causes an atmosphere of confusion. If you are more than 10 minutes late, for any class, you will be considered absent (unexcused) for that day. If arrangements have been made prior to a class session, exceptions can be made.

***If you miss class please get notes from a fellow classmate. This includes any handouts, lecture notes or special instructions. It is YOUR responsibility to get any materials that you missed. *If you are unable to attend a class on the day of an examination, an alternate format of the exam (essay, written or video version) may be substituted for the missed exam. If I am not contacted PRIOR to the exam, the right to make up the exam could be denied.**

Welcome! I am glad you are here! This course may be a different learning experience for many of you.

Video/Audio Recording: If for any reason you need to video or audio record lectures of materials presented in this class, it should only be carried out with prior knowledge and approval from the instructor. Failure to receive authorization is a violation of copyright and might be subject to penalty under the law.

Rubrics: There are grading rubrics associate with your assessment in this course. It is good practice to review rubrics before you submit your assignments. It will help you formulate your responses and earn full points. All rubrics used in this class will be discussed prior to the assignment.

Deadlines/Late Policy: Students are encouraged to work ahead of deadlines. The deadline for any given assignment represents the date from which penalty points will be taken should you miss the deadline. It is important that the posted deadlines for a given assignment are met. This represents the self-paced nature of studying and/or online learning. Assignments turned in after the deadline will be charge -20 grade points per day, late penalty. Therefore, no assignment may be turned in after 5 days have passed from the original deadline. While this

policy may seem harsh, what would happen if you missed a deadline at work (yet alone by five days?) No assignment will be accepted after the ending date of the class has passed.

There are exceptions to the rule above. If there is a problem and you are unable to meet the deadline, the onus is on you, the student, to communicate with the instructor in a timely fashion. If you are ill and cannot meet a deadline, you are responsible for contacting the instructor before the deadline, not after it passes. After all, if you were too ill to go to work, you wouldn't call-in the day after you failed to show up to work. If you will be traveling for work, have an illness, family problems, a vacation scheduled, etc., please contact your instructor in advance. If an exception is granted, there must be an agreement between the instructor and the student on a mutually agreeable due date for the missed assignment(s).

Writing Style/Referencing: Learning to write is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional work is required for this course. (If you are unsure check with me. This was discussed in class.) So, make sure you submit your words, thoughts or ideas, if you are writing someone else's ideas and thoughts, this would need to be cited. (Give credit where credit is due.)

Student Declaration: Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source (as discussed in class.)
- I affirm that this assignment has not previously been submitted in any form.
- When submitting assignments to Turnitin, when applicable. I acknowledge and adhere to its disclaimer statements. • I affirm and uphold Harding University's [Code of Academic Integrity](#).

Reservation Statement: The instructor reserves the right to modify and update any portion of the syllabus where necessary. It is your responsibility to stay up to date with any changes communicated by the professor.

INSTITUTIONAL POLICIES

Code of Academic Conduct: Students of Harding University are expected to be honorable and to observe standards of [academic conduct](#) appropriate to a community of Christian scholars. Harding expects from its students a higher standard of conduct than the minimum required to avoid discipline. All acts of dishonesty in any academic work constitute academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating:* Use or attempted use of unauthorized materials, information or study aids in any academic exercise.

2. Plagiarism: Representing words, ideas, or data of another as your own in any academic exercise.

3. *Fabrication*: Falsification or unauthorized invention of any information or citation in academic exercise.

4. *Aiding and abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.

5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience*: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in the general Harding University Catalog as well as standards and codes associated with professional organizations related to the student's academic discipline.

6. *Respect*: Students are expected to respect other classmate's opinions and ideas at all times. Since students cannot see body language and other non-verbal cues, it is essential that comments be worded carefully and refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include things such as:

- Stereotypes of any nature, whether it be profession or class of people
- Politics

7. *Lurking (online)*: Lurking is when a student signs on reads the messages and does not post to the classroom. There are many reasons why a student may do this. Some students may feel uncomfortable sharing views in an open forum, may be unsure of the materials being covered, and/or may not want to say the same similar things that the other students have already posted. Discuss these issues with your instructor. Posting 4 out of 7 days is essential. To learning and to passing an online class.

8. *Drifting (online)*: Drifting occurs when the discussion goes in another direction than expected. Drifting is normal and encouraged in the online environment. However, the drifting must be related to academics and the materials discussed in classroom. The instructor will encourage positive drifting, but will discourage inappropriate drifting and may ask students to

take it to the CHAT room to discuss it through personal email. Inappropriate drift will not be counted toward the participation grade.

In Class Professional Conduct: Please abide by the following rules to allow for the best learning environment for you and for your fellow classmates.

1. Cell phone policy – Turn off cell phones. (Any exceptions must be discussed with the instructor.) No texting allowed, no matter how quiet yours may be. No cell phones or electronic devices during quizzes and exams or you will earn a "O" on your quiz or exam.
2. No lap-top usage for surfing the web. Laptops may be used strictly for note taking. (Proof may be required and you may be required to produce the notes.) No "IMs" (instant messaging) during class. Chatting by remote learners to the professor is of course permitted.
3. Come to class on time to minimize distractions and be considerate of the rest of the class. Clinical assignments and meetings with your supervisors do not constitute a valid reason for being late or missing class. Arrange your schedule accordingly.
4. Any requests for assignment changes must be approved ahead of time. No exceptions.

Students with Disabilities: It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, psychological, vision, hearing, etc.,) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.)

Since some graduate course are taught at different sites and students will not have access to the Disabilities Office located on Harding University's Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax or mail to the Disabilities Office on our main campus. The necessary forms are available. Upon receiving the appropriate documentation approved by ADA Guidelines, academic accommodations may be set up by the instructor via telephone conference with the Disabilities Director. If you have questions, please contact Bridget Smith, Disabilities Director, at (501) 279-4019 or bdsmith@harding.edu or room 219 of the Student Center.

Academic Grievance Policy

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the unreasonable denial of academic progression, a procedure has been established to resolve the grievance. The student must register his or her complaint in writing to the faculty member within seven business days following the alleged incident, except that if the grievance involves a final grade, it must be filed within ten business days after final grades are posted by the Registrar. Within the written complaint, the student must set forth reasons and grounds for the grievance. The policy set forth in the graduate catalog titled [Academic Grievance Procedure](#) establishes the procedures for such grievance resolution. All students should be familiar with this policy.

Time Management Expectations/Credit Hour Calculator Statement:

All courses at Harding meet federal and HLC regulations and meet or exceed university requirements regarding credit hours. For every hour in class, the typical student should expect to spend at least 3 clock hours in course-related work, including but not limited to out of class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams and other activities that enhance learning.

Academic Integrity:

Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade. Students who share assignments with students taking the course in a subsequent semester may be subject to having an academic integrity sanction added to their college record.

Undergraduate Dress Code

All members of Harding University community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to an established dress code. Students may be asked to leave class or other activities if they are not keeping with this expectations.

INSTITUTIONAL ACCADEMIC SUPPORT SERVICES

Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate students):

- [Library](#)
- [Testing](#)
- [Tutoring](#)
- [Writing Lab](#)

INSTITUTIONAL STUDENT SUPPORT SERVICES

Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate students):

- [Registration](#)
- [Financial Aid](#)
- [Student Life](#)
- [Counseling](#)

