AMERICAN DEAF CULTURE ASL 2500.P1
HARDING UNIVERSITY
ASYNCHRONOUS MAY 6-17, 2024

INSTRUCTOR NAME: Shelby A. Fortenberry, NAD IV, Reg LASC
OFFICE LOCATION & HOURS: Remote office. Appointments are scheduled upon the student and instructor's schedule.
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Catalog 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: Deafness (as defined by audiological perspective), American Deaf culture, Deaf education in America, services for and by Deaf people, and Deaf culture as reflected in the arts, literature, and the language (ASL) of Deaf people.

Student Learning Outcomes (SLOs)/Program Learning Outcomes (PLOs)/University Learning Outcomes (ULOs):

1. Define culture and multiculturalism and gain an understanding of who its members are.
2. Discuss the hearing labels from an audiological and hearing perspective.
3. Examine the different modes of communication and language within the Deaf community.
4. Explore the cognition abilities of Deaf children by culture, language, and visual information.
5. Discuss the different types of Deaf education and organizations that impact the Deaf community.
6. Identify the Deaf community subtypes within the Deaf community.
7. Examine different forms of discrimination and their impact on Deaf individuals' quality of life and services received.
8. Explore technology and accessibility for Deaf people.
9. Demonstrate an understanding of educational, employment, and criminal justice challenges deaf people may experience.
10. Explore Deaf Artists, talents, and poets and their rich contributions and awareness to the Deaf community.
11. Describe the difference between deaf Culture and the Deaf Community.
12. Acquire an understanding of what Audism means and the impact of Deaf individuals currently and in the past.
13. Examine ways to create allyship in the Deaf community.
14. Explore ways to collaborate with the Deaf in various situations on Deaf advocacy, education, and services.

Method of course delivery: The course lectures, notes, and media are pre-recorded and uploaded in Canvas. Any updates or changes will be posted in Canvas Announcements. Students should upload assignments into Canvas or (as an alternative) sent to the adjunct professor's Harding email. If a meeting with the professor is necessary, the preferred format for virtual meetings is Zoom. Evening appointments are optimal, however, there is flexibility.

Class attendance: Students are responsible for all course material missed during excused and unexcused absences; assignments missed for unexcused absences will receive a grade of zero and may not be made up. Please notify the professor if there are special circumstances that need to be taken into consideration.

Course Netiquette: Students are to reflect Jesus in word and deed and be respectful to the professor and other classmates during class times and assigned class discussions. Students are responsible for all course material and assignments. Tests, quizzes, or missed assignments will receive a zero grade and may not be made up. Please notify the professor if there are special circumstances that need to be taken into consideration.

Required texts: 1. Plural Publishing. *Deaf Culture: Exploring the Deaf Communities in the United States (2nd Edition)* by Irene W. Leigh. I believe you can purchase the required books from the HU bookstore. 2. Oxford University Press. *Introduction to Deaf Culture(2nd Edition)* by Thomas K. Holcomb

Additional resources: Access to YouTube videos and PDF documents. Video links and documents will be attached to the Canvas Chapter module.

Traditional Term: For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem-solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Time Management Expectations: The Harding definitions of a credit hour constitute a formalization of policy to ensure compliance with federal and accreditation expectations, as well as to provide consistency throughout the University. Courses may be composed of any combination of elements, such as a lecture course that also has required laboratory periods or a lecture course having an additional requirement for supervised independent study or tutorial activity. Contact your supervisor or the Provost's Office for more details on the credit hour policy and calculator.

Schedule of assignments: *Detailed course schedule including assignment due dates will be available in the course Canvas calendar. The instructor has the right to change any portion of the syllabus in the event of extenuating circumstances. Any changes will be communicated to the class and posted in the Canvas calendar.*

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 Chapter 1 *Deaf Culture Exploring The Deaf Communities in the U.S. Deaf Community:* **Past and Present (23 pages)**

Chapter 3 *Intro to Deaf Culture,* **"Who are the Deaf People" (25 pages)**

Video assignment/Discussion: Deaf Ideology 17 min/34 pts.
Video assignment/Discussion: Deaf Gain 7 min 29 s/16 pts.
Chapter 1 Test: 10 questions MC, T/F = 50 points

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Chapter 2 *Deaf Culture Exploring The Deaf Communities in the U.S.,* **"Causes of Being Deaf and the Auditory Field" (30 pages)**

-Intro to Deaf Culture, **"Me My Hearing Aids" Poem (Page 259)**

Video assignment/Discussion: Deaf, Not Dumb: The Life-Saving Impact of Hearing Aids/Christy Vogel TEDxSouthHowardAvenue 16 min 49 sec/ 34 pts.
Chapter 2 Test: 10 questions MC, T/F = 50 points

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Chapter 3 *Deaf Culture Exploring The Deaf Communities in the U.S.,* **"American Sign Language" (22 pages)**

Chapter 10 *Intro to Deaf Culture,* **"Rules for Social Interaction" (27 pages)**

 Video assignment/Discussion: Chapter 10 Summary in ASL: Rules for Social Interaction/ Thomas Holcomb 7 min 23 sec/ 16 pts.
Video assignment/Discussion: Sign Language is my superpower/Austin Vaday TEDxUCLA 8 min 55 sec/18 pts.
Chapter 3 Test: 10 questions MC, T/F = 50 points

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Chapter 4 *Deaf Culture Exploring The Deaf Communities in the U.S.,* **"How Deaf Children Think, Learn, and Read" (23 pages)**

Video assignment/Discussion: The Silent Child/NITVShorts 20 min 3 sec/ 40 pts.
Chapter 4 Test: 10 questions MC, T/F = 50 points

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Chapter 5 *Deaf Culture Exploring The Deaf Communities in the U.S.,* **"Deaf Education, Deaf Culture, and Multiculturalism" (25 pages)**

Intro to Deaf Culture **"Art About Deaf Experience or De'VIA" (pages 184-189, 4 pages)**

Video assignment/Discussion: ASL & English: Bridges to language acquisition infants & toddlers TED Talk 16.16 min/32 pts.
Video assignment/Discussion: Fight for Education Equity for Deaf and Hard of Hearing Children/ Jeffery S. Bravin/TEDxNewHaven 17 min 53 sec/ 34 pts.
Chapter 5 Test: 10 questions MC, T/F = 50 points

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Chapter 6 *Deaf Culture Exploring The Deaf Communities in the U.S.* **"Deaf Lives, Technology, Arts, and Career Opportunities" (21 pages)**

Video assignment/Discussion: Interview with Alaqua Cox Good Morning America 4.17 min/8 pts.
Chapter 6 Test: 10 questions MC, T/F = 50 points

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Chapter 7 *Deaf Culture Exploring The Deaf Communities in the U.S.*, ***"Deaf Communities Within the Deaf Community" (11 pages)***
Chapter 7 Test: 10 questions MC, T/F = 50 points

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Chapter 8 *Deaf Culture Exploring The Deaf Communities in the U.S.*, ***" Navigating Lives" (18 pages)***
-Intro to Deaf Culture, ***"You Have to be Deaf to Understand" Poem, (Page 13,14)***
Video assignment/Discussion: Audism Understand It's Meaning & Implications in the Deaf Community/ 44 min 23 sec/ 90 pts.
Chapter 8 Test: 10 questions MC, T/F = 50 points

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Chapter 9 *Deaf Culture Exploring The Deaf Communities in the U.S.*, ***"Technology and Accessibility" (32 pages)***
Chapter 9 Test: 10 questions MC, T/F = 50 points

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Chapter 10 *Deaf Culture Exploring The Deaf Communities in the U.S.*, ***"Deaf People and the Legal System: Education, Employment, and Criminal Justice" (25 pages)***
Video assignment/Discussion: Deaf in Military 18 min 41 s/36 pts.
Chapter 10 Test: 10 questions MC, T/F = 50 points

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Chapter 11 *Deaf Culture Exploring The Deaf Communities in the U.S,* ***"Arts, Literature, and Media" (34 pages)***
Intro to Deaf Culture ***"Art About Deaf Experience or De'VIA" (pages 184-189, 4 pages)***
Chapter 11 Test: 10 questions MC, T/F = 50 points

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Chapter 12 *Deaf Culture Exploring The Deaf Communities in the U.S.*, ***"Advocating and Career Opportunities" (18 pages)***
Chapter 18 *Intro to Deaf Culture,* ***"Allyship in the Deaf Community" (20 pages)***
Chapter 12 Test: 10 questions MC, T/F = 50 points

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Chapter 13 *Deaf Culture Exploring The Deaf Communities in the U.S* ***"Final Thoughts on Deaf Culture and Its Future" (10 pages)***
Chapter 17 *Intro to the Deaf Culture,* ***"The Future of the Deaf Community" (15 pages)***
Chapter 13 Test: 10 questions MC, T/F = 50 points

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Course grading: Assessment of the knowledge, skills, and proficiency of each student to assign a letter grade after the course. Outline the components that will be included in determining the course grade.

Breakdown of Grading: 13 Chapter Tests 650 points (each Chapter test is worth 50 points, 10 questions)

                    350 points media discussions

Grade scale: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F < 60

Late penalties: Late assignments will not be accepted.

Dress Code: All members of the Harding community must dress with modesty and decency appropriate to the Christian lifestyle and consistent with professional employment standards. For these reasons, students are expected to adhere to a dress code, as described in the Student Handbook, which faculty, staff, and administration will enforce. Certain academic or extracurricular programs might have additional standards of dress.

Academic Integrity Policy: The goal of academic integrity is to achieve the highest level of integrity without the need to invoke procedures or sanctions. To approach that goal, faculty must communicate forthrightly and persuasively to students the importance of academic honesty. Please plan to spend at least a few minutes of your first class meeting each semester enunciating the basic principles you expect to see enacted, and please
reinforce this message in your syllabus.

Integrity Statement: Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.
Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

Generative Artificial Intelligence: The use of generative AI tools is NOT permitted for ANY assigned work in this class and constitutes a violation of Harding's Academic Integrity Policy.

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 Accreditation of the Higher Learning Commission as well as the standards of many discipline-specific specialty accrediting agencies. The university values continuous, 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 units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the university Director of Assessment and Testing and used to spur continuous improvement of teaching and learning.

Students with Disabilities: It is the policy for Harding University to accommodate students with disabilities, according to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Office of Disability Services and Educational Access *as soon as possible* to get academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 239 in the Student Center, telephone, (501) 279-4019.