California State University, Northridge
Department of Special Education

SPED 504D: FOUNDATIONS OF DEAF EDUCATION

Instructor:

Stephanie Johnson, Teacher of the Deaf, Marlton School

Zoom: Meeting ID: 883 0480 2768, Passcode: 437967

Email: sjpah77@gmail.com and/or stephanie.johnson@csun.edu

Office Hours: By appt.

The Department of Special Education cannot take messages for professors. **Please do not call the Department office to report anticipated absences or late arrivals.**

Conceptual Framework:

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

o We value academic excellence in the acquisition of research-based professional knowledge and skills.
o We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
o We value ethical practice and what it means to become ethical and caring professionals.
o We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
o We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of communities of diverse learners.
o We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
o We value creative, critical, and reflective thinking and practice.

Course Description:

Prerequisites SPED 400. This course uses the historical context of deaf education to focus on current educational, political, and social trends that affect the placement and instruction of deaf/hard of hearing students. The breadth of placements and age ranges within this diverse population are critically reviewed using current research in the field.

*NOTE: This course includes **5 hours** of supervised early fieldwork that is accomplished through <u>1 observational study</u>. This fieldwork project informs candidates about current strategies for **language planning used in bilingual/dual language with hearing students within general education.** Mentorship for the field-based projects comes directly from the instructor. This project is guided and scaffolded by the instructors. The instructors provide mentorship through modeling and explicit feedback of project implementation.*

Course Objectives:
After completing this course, students will be able to:

1. Identify historical changes in theoretical orientations, policy and research related to deaf education;
2. Use current research findings to describe similarities and differences in educational approaches used with normally hearing and deaf and hard of hearing students;
3. Demonstrate knowledge of etiologies of deafness, including those that may result in additional disabilities;
4. Critically analyze models of deaf education and professional perspectives as they apply to the instruction of deaf and hard-of-hearing students;
5. Critically analyze historical methods and interpretations of intellectual and academic assessment of deaf and hard-of-hearing students;
6. Demonstrate knowledge of strategies to foster self-advocacy skills with DHH students relative to access to educational content, communication, and vocational opportunities.
7. Describe demographics of the population of deaf and hard-of-hearing students, from birth through age 22, including the impact of Universal Newborn Hearing Screening on identification and early intervention;
8. Demonstrate knowledge of the history and research related to representing English (spoken and signed) in deaf education, as well as more current approaches using indigenous signed languages (ASL) in deaf education.
9. Demonstrate effective uses of cognitive academic language in the discussion of course content.

ADDED EMPHASIS: Students are also introduced to the concept of allyship as one of the tenets of social justice and the process of allyship and social justice in the Deaf communities. Allyship involves support and empowerment of individuals or people experiencing oppression. Within the Deaf communities, there are varieties of Deaf individuals or peoples, such as Black Deaf, Deaf Native Americans, and LGBTQI Deaf.   Students will learn what it means to be an ally, a process of social justice.

Instructional Strategies:

Instructional methods emphasize classroom interaction through critical dialogue. Presentation methods include lecture, student presentation, interactive teaching, and discussion, in face-to-face and online formats. Students are required to demonstrate the use of cognitive academic language in sign language during discussion of course content.

Two components of bilingual instruction serve as the framework for the class: (1) a bilingual approach that involves the use of ASL and English and (2) an ESL approach that involves the exclusive use of English as a second language.

Course Requirements:

1. Participation and Attendance (expected)

2. Communication:
Candidates are expected to use high-quality ASL and written English during classes. (expected)

3. Guided Reflections: Candidates are expected to complete the reading assignments and type guided reflections before class. (Guided reflection questions are provided for 12 weeks of the course. Guided reflections should express an individual's response to the readings, topics discussed in class, and/or experiences that candidates have had in classrooms. Guided reflections are used as a basis for group discussion and serve as a written record of individuals' thinking and learning.) 40 points
DHH1.1 DHH1.2 DHH1.4 DHH1.5 DHH1.5 DHH1.6 DHH1.6 DHH2.1 DHH2.2 DHH2.3 DHH2.4 DHH2.5 DHH2.5 DHH2.7 DHH2.8 DHH2.9 DHH3.4 DHH3.4 DHH3.5 DHH3.6 DHH3.6 DHH3.7 DHH3.7 DHH3.8 DHH4.2 DHH4.4 DHH6.1 DHH6.1 DHH6.6 DHH6.6 DHH6.8 DHH6.8

4. Lesson Plan Project: One lesson plan demonstrating one or more of Freeman & Freeman's (1998) "Seven Principles for Effective Language Learning." Candidates will peer to review the lesson and provide feedback. 40 points
DHH1.2 DHH1.4 DHH1.4 DHH1.5 DHH1.6 DHH1.6 DHH1.6 DHH2.2 DHH2.2 DHH2.5 DHH2.5 DHH3.6 DHH3.6 DHH3.7 DHH.3.7 DHH4.1 DHH4.1 DHH4.1 DHH6.8 DHH6.8 DHH6.8

5. Bilingual/ Dual Language Education in Action: Observational study of language planning in bilingual/dual language programs with hearing students in general education. *This project satisfies 5 hours of the early fieldwork requirement.* 20 points
DHH1.5 DHH2.2 DHH2.3 DHH2.4 DHH6.6 DHH6.6 DHH6.6

Required Texts:

Freeman, Y. S., & Freeman, D. E. (2016). ESL teaching: Principles for success. Portsmouth, NH: Heinemann.

Baker, C. & Wright, W.E. (2021). Foundations of bilingual education and bilingualism (7th ed.). Clevedon, England: Channel View Publications.

Required Articles/ Chapters:

Bailes, C. N. (2001). Integrative ASL-English language arts: Bridging paths to literacy. Sign Language Studies, 1 (2), 147-174.

Cummins, J. (2006). The relationship between American Sign Language proficiency and English academic development: A review of the research. Retrieved May 17, 2007 from http://www2.hihm.no/minoritetIKonf0kt06/ ASL'Yo20Lit'Yo20Review'Yo20Nov'Yo2 02006.rtf

Cummins, J. (n.d.) BICS and CALP. Retrieved July 10, 2006, from http://www.iteachilearn.com/cummins/bicscalp.html

Grosjean, F. (2008a). A wholistic view of bilingualism. Studying bilinguals (pp. 9-21). New York: Oxford University Press.

Fleischer, F., Garrow, W., & Friedman Narr, R. (2015). Developing Deaf education: What really works in Deaf education in secondary classrooms. In Murawski & Scott (Eds.), *What really works in secondary education.* Corwin Press: Thousand Oaks, CA.

Grosjean, F. (2008b). The bilingualism and biculturalism of the deaf. Studying bilinguals (pp. 221- 237). New York: Oxford University Press.

McLaughlin, B. (1995). Fostering second language development in young children: Principles and practices (Educational Practice Report No. 14). Santa Cruz, CA: The National Center for Research on Cultural Diversity and Second Language Learning. (ERICDocument Reproduction Service No. ED386932)

Nover, S.M., & Moll, L. (1997). Cultural mediation of deaf cognition. In M.P. Moeller & B. Shick (Eds.), Deafness and diversity: Sociolinguistic issues (pp.39-50). Omaha, NE: Boys Town National Research Hospital.

O'Malley, J. M., & Valdez Pierce, L. (1996). "Figure 4.2: Academic language functions" from Oral language assessment. Authentic assessment for English language learners: Practical approaches for teachers (p. 62). Old Tappan, NJ: Pearson Education, Addison-Wesley.

Pribanic, L. (2006). Sign language and deaf education: A new tradition. Sign language and linguistics, 9, 233-254.

Prinz,P. M., & Strong, M. (1998). ASL proficiency and English literacy within a bilingual deaf education model of instruction. Topics in Language Disorders, 18 (4), 47-60.

Zwiers, J. (2004). The third language of academic English. Educational Leadership, 62 (4), 60-63. Crawford, J. (1997). Ten common fallacies about bilingual education. Retrieved July 16, 2007, from http://www.ericdigests.org/1999-3/ten.htm

Handouts for Candidates:

Center for ASL/English Bilingual Education and Research. (2007). Clarification of terminology. Unpublished manuscript. New Mexico School for the Deaf, Santa Fe, NM

Center for ASL/English Bilingual Education and Research. (2007). Language abilities for deaf bilinguals. Unpublished manuscript. Gallaudet University, Washington, DC.

Center for ASL/English Bilingual Education and Research. (2005).

Orientations toward teaching English language learners. Unpublished manuscript. New Mexico School for the Deaf, Santa Fe, NM.

O'Malley, J. M., & Valdez Pierce, L. (1996). "Figure 4.2: Academic language functions" from Oral language assessment. Authentic assessment for English language learners: Practical approaches for teachers (p. 62). Old Tappan, NJ: Pearson Education, Addison-Wesley.

Grading:

Grading is based on total points. Attendance and participation in class and at lab sessions is expected. A plus and minus grading system will be used. Grades will be assigned according to departmental standards as follows:
Grading Standards

93 – 100%	A
90 – 92	A-
88 – 89	B+
83 – 87	B
80-82	B-
78-79	C+
73-77	C
70-72	C-
60-69	D
00-59	F

Course Schedule:

	Topic/ Assignments	Reading Due for this session
Week 1	Overview of the Course	
Week 2	Current Context and History of Deaf Education in the United States

History of Language and Communication issues in Deaf Ed

Effective Instruction Supporting students in Gen Ed Classrooms Current and Future Technologies | Baker & Wright (2021) Chapter 1 (Bilingualism and Multilingualism: Definitions and Distinctions) Chapter 2 (The Measurement of Bilingualism) , Chapter 9 (Histortical Introduction to Bilingualism in the US)

Developing Deaf education: What really works in Deaf education in secondary classrooms. (Fleischer, Garrow, Friedman Narr, 2015)

<mark>DHH1.1 DHH1.2 DHH1.3 DHH2.1 DHH4.2 DHH6.1</mark> <mark style="background:green">DHH6.1</mark> <mark>DHH6.8</mark> <mark style="background:green">DHH6.8</mark> |
| Week 3 | Characteristics of today's Deaf Learners | Baker & Wright, 2021. Chapter 3 (Languages in Society) Chapter 4 (Language Endangerment and Revitalization)

<mark>DHH1.4</mark> |
| Week 4 | Deaf Learners are Bilingual Fractional vs. wholistic views of bilinguals | Baker & Wright,2021 Chapter 16 (Deaf-Signing People, Bilingualism and Bilingual Education)

A Wholistic View of Bilingualism. (Grosjean, 2008a)

Bilingualism Biculturalism of the Deaf. (Grosjean, 2008b) |

Week 5	The Paradigm Shift to viewing Deaf Learners as bilingual and bicultural Viewpoints of Deaf People Role of signed languages	Baker & Wright (2021) Chapter 5 (The Early Development of Bilingualism) Chapter 6 (The Later Development of Bilingualsim) Sign Language and Deaf Education. A new tradition. Pribanic (2006) Freeman & Freeman (2016) Chapter 1 (Contexts and Orientations) DHH6.6 DHH6.6
Week 6	Deaf Learners benefit from Bilingual Instruction Seven Principles of Bilingual Instruction	Integrative ASL-English Language Arts. Bridging paths to Literacy. Bailes (2001) Baker & Wright, 2021 Chapter 17 (Bilingualism and Bilingual Education as a Problem, Right, and Resource) DHH1.5 DHH1.5 DHH2.2 DHH2.4
Week 7	Deaf Bilinguals learn when taught through content from whole-to-part instruction	Freeman & Freeman (2016) Chapter 3 (Learning goes from Whole to Part)
Week 8	Deaf Bilinguals Learn through Learner- Centered and Meaningful Experiences	Freeman & Freeman (2016) Chapter 2 (Teaching Language through Content) & Chapter 5 (Lessons should have Meaning and Purpose for Learners now) DHH1.6 DHH1.6
Week 9	Deaf Bilinguals learn from lessons that support development of bilingualism	Baker & Wright, 2021. Chapter 7 (Bilingualism, Cognition, and the Brain) DHH2.3 DHH2.5 DHH2.5
Week 10	Deaf Bilinguals learn through cognitively demanding lessons in ASL and English	Basic Interpersonal Communication and Cognitive Academic Language Proficiency, Cummins, 2007 The Third Language of Academic English. Zwiers (2005) Baker& Wright, 2021. Chapter 8 (Theories of Bilingualism and the Curriculum)

		Freeman & Freeman (2016) Chapter 4 (Lessons should be Learner Centered) DHH2.2 DHH2.4 DHH3.6 DHH3.6 DHH3.7 DHH3.7
Week 11	Deaf Bilinguals learn language through social interaction and from lessons that include all four modes	Baker & Wright, 2021 Chapter 14 (Literacy, Biliteracy, and Multiliteracies for Bilingual and Multilingual Students) Freeman & Freeman (2016) Chapter 6 (Learning takes place in Social Interaction) DHH2.7 DHH2.8 DHH3.5
Week 12	Deaf Bilinguals learn when lessons support their first languages and cultures	Cummins (2006) The relationship between ASL Proficiency and English Academic Development: A review of the Research. Prinz & Strong (1998) ASL Proficiency and English Literacy within a Bilingual Deaf Education Model of Instruction. Freeman & Freeman (2016) Chapter 7 (Lessons should include all four modes) DHH3.4 DHH3.4 DHH3.8
Week 13	Deaf Bilinguals learn language in a variety of bilingual education programs and models	Baker & Wright, 2021 Chapter 10 (Types of Education for Bilingual Students) & Chapter 11 (Education for Bilingualism and Biliteracy)
Week 14	Deaf Bilinguals learn when Educators have faith in them	Baker & Wright, 2021 Chapter 12 (The Effectiveness of Bilingual Education) & Chapter 13 (Effectives Schools and Classrooms for Bilingual Students) Freeman & Freeman (2016) Chapter 8 (Lessons should support students' first languages and cultures, Part 1) DHH2.7 DHH2.8 DHH4.4

Week 15	Deaf Bilinguals learn when Educators apply bilingual teaching Principles	Cultural Mediation of Deaf Cognition. Nover & Moll (1997) Baker & Wright (2021) Chapter 18 (Bilingualism and Bilingual Education: Ideology, Identity, and Empowerment) Chapter 19 (Bilingualism in the Modern World) ==DHH2.5== ==DHH2.9==

SPED 504D Syllabus linking page

Instructions requested that only the "I" will be linked:

TPE1-DHH:
1.1-pg 3
1.2-pg 6
1.3-pg 6
1.4- pg 6
1.5-pg 7
1.6- pg 7

TPE2-DHH:
2.1- pg 6
2.2-pg 7
2.3-pg 7
2.4-pg 8
2.5-pg 7
2.7-pg 8
2.8-pg 8
2.9-pg 9

TPE3-DHH:
3.4-pg 3
3.5- pg 3
3.6-pg 3
3.7- pg 3
3.8-pg 3

TPE4-DHH:
4.2-pg 3
4.4-pg 3

TPE6-DHH:
6.1- pg 3
6.6- pg 3
6.8-pg 3