SPH 470.001: Language for the Deaf  
FALL 2017

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>COURSE TIME/LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. J. Lindsey Kennon, Ed.D.</td>
<td>TR 12:30 – 1:45 p.m.</td>
</tr>
<tr>
<td></td>
<td>Human Services 318</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTACT INFORMATION</th>
<th>EMAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept. (936) 468-2906</td>
<td><a href="mailto:jlkennon@sfasu.edu">jlkennon@sfasu.edu</a></td>
</tr>
<tr>
<td>Office (936) 468-1140</td>
<td></td>
</tr>
<tr>
<td>Cell (936) 645-0807</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>OFFICE</th>
<th>OFFICE HOURS</th>
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<tbody>
<tr>
<td>Human Services 308</td>
<td>TR 10:00 a.m. – 12:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>W 9:00 -10:00 a.m.</td>
</tr>
<tr>
<td></td>
<td>Other Times by Appointment**</td>
</tr>
</tbody>
</table>

**Subject to Fluctuate Periodically Due to Supervision of Practicum Students**  
(Changes in Physical Hours Posted on D2L and Office Door)  
**Appointments must be made at least one week in advance.**

I. COURSE DESCRIPTION

SPH 470 is a comparison of language development for hearing and deaf/hard of hearing children. Emphasis on structural approach to teaching deaf/hard of hearing children. Analysis of deaf/hard of hearing children’s language samples and developing and/or improving their grammar skills. *(Prerequisites SPH 173, 274)*

II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES

SPH 470 supports and incorporates the core values of the College of Education at Stephen F. Austin State University.

CORE VALUES

Service – We are in the business of educating deaf and hard of hearing students. All coursework is presented with this essential element in mind. What you are doing now will better prepare you to serve your deaf students in the future.

Openness – During our course, you will be asked to stretch and open your minds. We are in a field that has a high level of controversial and debatable issues. As advocates for students, we must be willing to consider opposing views/philosophies of others in the field of Deaf Education. You will be expected to be fair and open to new ideas and conflicting views in this course and in your future careers while still holding your own opinions. We are a professional learning community. As such, we are to exhibit high levels of openness.

Collaboration – No man is an island. In order to help our students achieve high levels of success, we must be willing to collaborate with students, parents, colleagues, stakeholders, and any other valuable members of our educational teams. Attempting to do everything on your own only hurts students. Collaboration and sharing of ideas is critical in the success of our students. You will be collaborating with your peers during this coursework for several projects. Understanding the value of this core element will take you far in your career as an educator.

Integrity – All work submitted for this course is to be your own work. Of course, educators should always collaborate and share with others as part of the nature of education. However, individual assignments are your own and are not to be copied and/or shared with others. Doing so is a violation of the SFASU Academic Dishonesty policy. Additionally, you will teach your students not to cheat when you become teachers. Possessing such quality is equally as important as teaching the value of it. Do what is right.

Academic Excellence – Your highest quality of work is expected in this course. You are future
educators and must set an example for your students. This work begins now, even before you have students of your own. As an educator, you should strive for the highest achievement in your coursework, as you would expect your students to exhibit in your future classrooms.

**Life-Long Learning** – The ideas and coursework you will encounter in this course are only springboards for future learning. In no way should you assume that the content and strategies you will learn in this course are exhaustive. As an educator, life-long learning is a way of life. You will learn skills in this course to build on this quality that will serve you well as an educator.

**CEC Student Learning Outcomes for CAEP**

- **SPH 470** Addresses the Following CEC Standards*
  
  - **Advanced Standard 1**
    - The SPH 470 student will learn how to apply exceptionalities, language development theories, philosophies, and research methods to data collection and analysis (assessment) in order to provide meaningful and challenging learning experiences for Deaf and Hard of Hearing students.
    - **Products:** Lesson Plans & Activities, Me Bag Writing Sample Analysis
  
  - **CEC Standard 5**
    - The SPH 470 student will apply evidence-based first and second language instructional strategies in the instruction of Deaf and Hard of Hearing students.
    - **Products:** Fairview Sets, Instructional Strategies Board

*Standards updated Summer 2015 in accordance with CEC Standards updates.

### III. COURSE ASSIGNMENTS/ACTIVITIES/PRODUCTS

#### Chapter/Content Quizzes (100 Pts. Each)

- You are responsible for all reading assignments for the course.
- Class discussions as well as chapter readings from our text are fair game for quiz material.
- Six quiz grades will be calculated into your final grade.
- All quizzes will be submitted via D2L.
- This activity will serve two purposes:
  1. It will help you become familiar with research-based practices.
  2. It will help prepare you for your TeXes Exam.

#### “Me Bag” Presentation & Writing Sample Lesson Plan

- Rubric/Explanation to follow.
- This will be an oral presentation (approx. 5 minutes in length).
- Upon completion, students will be given a collection of writing samples from DHH students from which to choose ONE to write a full-length and/or mini-lesson over, utilizing appropriate ELA grade-level TEKS.
- This activity will serve three purposes:
  1. It will help your instructor get to know you as a student.
  2. It will serve as an example activity you may use in your classroom.
  3. It will serve as a means to analyze the writing of deaf and hard of hearing students.

#### Fairview Learning Program Competency

- You will demonstrate competency in the Fairview Learning Program by mastering the DOLCH & BRIDGING LISTS, Levels PP – 3.
- Demonstration of your knowledge will be done BI-WEEKLY via webcam videoing and uploaded to D2L.
- Further demonstration of your knowledge will be done twice during the semester, during class. You will be required to perform (live with instructor) ALL DOLCH & BRIDGING signs using flashcards.
- Videos are performance based and for all signs on the DOLCH & BRIDGING lists.
- DOLCH – Levels PP, P, 1, 2, 3 (Five Total Grades)
• BRIDGING – Levels PP, P, 1, 2, 3 (Five Total Grades)
• NO FAIRVIEW GRADE WILL BE DROPPED!
• Videos for Practice Available in the Sign Lab (HS 312)

**Video Instructions**
- You will sign ONE SENTENCE for EACH MEANING.
- Sentences will be original.
- May sign in ASL, Contact Sign or SE.
- MUST BE CONCEPTUALLY CORRECT! Points will be deducted.
- You will email me a list of your sentences via D2L Dropbox by the date due.
- You may use the Sign Lab for videoing (Rooms A/B or Macs) or your own webcam at home. Either way, you must upload your video to D2L (I will not pull videos from the lab.)
- Must be quality videoing. Please eliminate distractions.

• This activity will serve three (3) purposes:
  1. Strengthen your skills in ASL.
  2. Gain deeper understanding of multi-meaning words and phrases in the English language in order to be better equipped to educate your future students.
  3. Become familiar with the process of using the Fairview Learning Program.

**Fairview Learning Activity Set**
• You will create three (3) learning activities based on the Fairview Learning Program.
• This activity will serve four (4) purposes (and probably more!)
  1. It will teach the basic concepts of the Fairview Learning Program and its intent.
  2. It will familiarize you with creating program-based supplements to add to your students’ instruction.
  3. It will help students carry-over concepts learned within the program and promote literacy development.
  4. It will familiarize you with how deaf and hard of hearing students acquire language and where gaps in language begin to emerge in literacy development.

**DRTA Activity**
• During our exploration of the text for the class, we will discuss Directed Reading and Thinking Activities (DRTAs) and how they relate to read-alouds and the D/HH student.
• The instructor will model a DRTA with the whole class during one class period.
• Students will be grouped into “read aloud groups”, given a sample text, and will conduct their own DRTA (also in class).
• This activity will serve four (4) purposes (and probably more!)
  1. It will teach the basic concepts of a DRTA and its intended learning outcomes.
  2. It will familiarize you with conducting a lesson in a small-group setting.
  3. It will help students carry-over concepts learned within other education courses and within the overall program and promote literacy development.
  4. It will familiarize you with how D/HH students acquire language and where gaps in language begin to emerge in literacy development, as well as put into practice ways to adapt instruction to individual students’ needs and communication modalities.

**Instructional Strategies Notebook**
• Each student will share two (2) instructional strategies with the class to be tied to ELA TEKS. These ideas will be shared in class.
• During our “Strategy Fair”, students will share the two strategies they found and/or created. A “Make & Take” atmosphere is best.
• This activity will serve two (2) purposes:
  1. Promotes collaboration among colleagues.
  2. Gives each student a resource that can be used in the classroom at any level (i.e. you can take this straight into your classrooms and use it!)
Final Exam Reflection Activity

- Each student will submit two questions for the guest mentor prior to the ELA Field Trip.
- Each student will complete a two-page-minimum reflection paper, double-spaced, APA formatted.
- Upon completion of the ELA Field Trip, students will share what they gleaned from the classroom visit and answer questions related to TEKS and DHH Domains & Competencies.
- This activity will serve three (3) purposes:
  1. Ensures familiarity with DHH Domains/Competencies & related TEKS.
  2. Assesses application of course content to relevant, authentic classroom experiences.
  3. Allows instructor to assess cumulative knowledge.

Professional Dispositions

- This is strictly a subjective grade based on the instructor’s observations of you throughout the semester.
- Professionalism Rubric will be utilized (D2L).
- The relevance of this grade is two fold:
  1. You do not want to become one of those teachers who sits in the back of the room at inservice and complains about having to learn and share.
  2. You are responsible for your own learning. You can glean as much or as little out of this course as you would like. However, keep in mind that you are becoming and EDUCATOR. Your participation and attitude can make or break your future success! Trust me…

Course Evaluation

- See description in Section VII of course syllabus.

IV. EVALUATION / ASSESSMENT (GRADING)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>VALUE</th>
<th>HOW ASSESSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>100 Pts Each (6 Total)</td>
<td>% Correct</td>
</tr>
<tr>
<td>&quot;Me Bag&quot; Writing Sample Analysis &amp; Lesson Plan</td>
<td>100 Pts</td>
<td>Rubric</td>
</tr>
<tr>
<td>Fairview Learning Program Competency</td>
<td>100 Pts Each (5 Total)</td>
<td>% Correct</td>
</tr>
<tr>
<td>Fairview Learning Activity Set</td>
<td>100 Pts</td>
<td>Rubric</td>
</tr>
<tr>
<td>DRTA Participation (In Class)</td>
<td>100 Pts</td>
<td>Rubric</td>
</tr>
<tr>
<td>Instructional Strategies Notebook</td>
<td>100 Pts</td>
<td>Rubric</td>
</tr>
<tr>
<td>Peer Evaluation</td>
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<tr>
<td>Final Exam Reflection</td>
<td>200 Pts</td>
<td>Rubric</td>
</tr>
<tr>
<td>Professional Dispositions</td>
<td>100 Pts</td>
<td>Rubrics/Observation</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>100 Pts</td>
<td>Completed/Not Completed</td>
</tr>
</tbody>
</table>

TOTAL POINTS POSSIBLE | AVERAGE | % Out of 100
A | 90 – 100% |
B | 80 – 89%  |
C | 70 – 79%  |
D | 60 – 69%  |
F | 59% and Below |

ALL ASSIGNMENTS MUST BE COMPLETED AND SUBMITTED IN ORDER TO RECEIVE A GRADE FOR THE COURSE (EVEN IF THAT GRADE IS AN “F”!)
## V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Module</th>
<th>In Class</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Of 08/27/17</td>
<td>• Syllabus&lt;br&gt;• Introductions&lt;br&gt;• “Me Bag” Rubric/Explanation (Model by Instructor)&lt;br&gt;• Begin Sharing Me Bags</td>
<td>“Me Bag”</td>
</tr>
<tr>
<td>Week Of 09/03/17</td>
<td>• Sharing of Me Bags</td>
<td>“Me Bag”</td>
</tr>
<tr>
<td>Week Of 09/10/17</td>
<td>• “Me Bag” Writing Sample Analysis&lt;br&gt;• Fairview Learning Introduction&lt;br&gt;• View Fairview Videos &amp; Flashcards</td>
<td>Me Bag Lesson Plans (Drafts)</td>
</tr>
<tr>
<td>Week Of 09/17/17</td>
<td>• Ch. 1 Discussion</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>Week Of 09/24/17</td>
<td>• Ch. 2 Discussion</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>Week Of 10/01/17</td>
<td>• Ch. 3 Discussion</td>
<td>Quiz 3</td>
</tr>
<tr>
<td>Week Of 10/08/17</td>
<td>• Fairview Week (Scheduled Time Slots)</td>
<td>Fairview Flashcards</td>
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<tr>
<td></td>
<td></td>
<td>Me Bag Lesson Plans (Final)</td>
</tr>
<tr>
<td>Week Of 10/15/17</td>
<td>• Vocabulary Instruction Lecture</td>
<td>Quiz 4</td>
</tr>
<tr>
<td>Week Of 10/22/17</td>
<td>• Ch 4 Discussion</td>
<td>Quiz 5</td>
</tr>
<tr>
<td>Week Of 10/29/17</td>
<td>• Ch 6 &amp; 7 Discussion</td>
<td>Quiz 6</td>
</tr>
<tr>
<td>Week Of 11/05/17</td>
<td>• Fairview Week (Scheduled Time Slots)</td>
<td>ALL FAIRVIEW</td>
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<tr>
<td>Week Of 11/12/17</td>
<td>• Read Aloud Demo in Class (DRTA Modeled)&lt;br&gt;• Student Group Read Alouds (DRTA Executed)</td>
<td>DRTA Reflection</td>
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<tr>
<td>Week Of 11/19/17</td>
<td>• THANKSGIVING BREAK</td>
<td>None</td>
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<tr>
<td>Week Of 11/26/17</td>
<td>• FIELD TRIP!&lt;br&gt;• Discussion of Field Trip</td>
<td>Field Trip Question &amp; Reflection</td>
</tr>
<tr>
<td>Week Of 12/03/17</td>
<td>• Semester Wrap Up &amp; Instructional Strategies Fair</td>
<td>Instructional Strategies</td>
</tr>
<tr>
<td>Week Of 12/10/17</td>
<td><strong>Final Exam Week</strong> – Date/Time to Follow University Schedule</td>
<td>Final Exam (D2L)</td>
</tr>
</tbody>
</table>
VI. REQUIRED TEXT

ISBN: 0-205-31493-7

FEM STATEMENT
In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00.

LiveText STATEMENT
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

Supplemental readings could be periodically posted.

VII. COURSE EVALUATIONS
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

In the college of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous and will not be available to the instructor until after final grades are posted.

VIII. STUDENT ETHICS & POLICY INFORMATION
Students with Disabilities - To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. Location: Human Services Building, room 325. Phone: (936) 468-3004.

Academic Honesty - Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a
component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54) - Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior - Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Commitment To Diversity - The College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, differing ability levels, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

- Multicultural Awareness: Consciousness of one’s personal reactions to people who are different in phenotype, family background, socio-political perspective, and cultural history.
- Multicultural Knowledge: Exposed to content related to culture (group)-specific values and beliefs and implications to status on day-to-day experiences within the general society
- Multicultural Skill: Implementation of consistent interpersonal skills and communication that reflect openness to listening and considering as valid multiple perspectives and wide range of expressions of individuals’ life stories and experiences.

IX. PERKINS COE CERTIFICATION/LICENSURE INFORMATION

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence
ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin 936-468-1740 or snyderke1@sfasu.edu.

X. ADDITIONAL INSTRUCTOR POLICY INFORMATION

CONTACTING YOUR INSTRUCTOR

• The best way to contact me is via email (NOT D2L email!)
• I am in the office three days a week minimum. Leaving voicemail is okay, but not recommended if you need a timely response.
• I have provided you with my PERSONAL cell number. DO NOT CALL. Text ONLY. You may text me between the hours of 7 a.m. to 7 p.m. NO EXCEPTIONS. Identify yourself when you text, along with your course name.
• I do not check email, voicemail, or text messages over the weekend.

Grammar - Please be mindful of what you turn in to me. As a future educator, you are to exemplify excellence. This may mean, for some of you, honing your grammatical skills. Proofread your work! I will be deducting points for grammatical and spelling errors! Please be professional in ALL WORK and in ALL COMMUNICATIONS WITH ME (notes, emails, voicemails, conversations, etc.) I mean ALL. Again, please be professional.

Quality Work - As you become a teacher with your own classrooms and students, you will demand quality work from your students. Please extend me that same courtesy. All work should be submitted in a timely manner and should be of the best quality possible. No handwritten work, please.

Attendance - Class discussions will be a large portion of quiz content. Excessive absences will adversely affect your ability to perform well on quizzes. No make-up work will be given for any absence not approved as an excused absence by the university. Additionally, excessive absences cheat you of your education and your future students’ education as well. Your class participation grade will be greatly impacted by your attendance record. A sign-in sheet will be utilized at each class period. ONE POINT PER ABSENCE will be deducted from your final average, after the first absence. If you miss more than one class, the first absence and any additional absences will incur the point deduction policy.

Late Work - I am flexible, as any teacher in public school should be. However, do not take advantage of my flexibility. I understand that circumstances arise beyond our control. However, I will not accept ANY work any later than one class period and only for legitimate reason (as determined by ME, not you). Excessive late assignments will result in a deduction of points in your overall grade. A penalty of ten points per class period will be deducted from the assignment. TWO POINTS will be deducted from your final grade for each late assignment.

Use of Technology in Class - BE COURTEOUS. Failure to do so is considered unprofessional. You will, in consequence, be treated as unprofessional.

Updated 08/2017 JLK