I. COURSE DESCRIPTION

SPH 414 covers the beliefs, values, and expected behaviors of the Deaf community. Special emphasis placed on educational and interpreting implications.

There NO CRITICAL ASSESSMENTS related to CAEP accreditation in this course.

II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES

General learning outcomes for SPH 414 can be located on the PCOE web page and in the DHH Handbook, also located online.

SPH 414 supports and incorporates the core values of the College of Education at Stephen F. Austin State University.

PROGRAM LEARNING OUTCOMES (PLOs)

PLO 6. The teacher candidate demonstrates knowledge of American Deaf Culture and its evolution including social, political, educational, and audiological aspects.

STUDENT LEARNING OUTCOMES (SLOs)

6a. The teacher candidate of deaf and hard-of-hearing students understands and applies knowledge of the philosophical, historical, and legal foundations of deaf education.

6b. The teacher candidate of deaf and hard-of-hearing students understands and applies knowledge of characteristics of learners.

III. COURSE ASSIGNMENTS/ACTIVITIES/PRODUCTS

Weekly Discussion Boards (11 @ 100 Points Each)

- Weekly Posting to Instructor Prompt
- Related to the Week’s Topic(s)
- Original Post Required – Any obvious repeats of your peers’ thoughts/answers/reflections will be considered plagiarism and zero credit given.
- At least two THOUGHTFUL & INSIGHTFUL posts on peers’ discussion posts required to receive full credit. "Good post!" or "I agree!" are not considered college level discussion.
- Discussion posts must adhere to guidelines outlined on the Discussion Board Guidelines page (D2L).

Movers & Shakers Discussion Boards (11@ 100 Points Each)

- Read a Weekly Bio of a “Famous” Deaf Person (Instructor Provided)
- Weekly Posting to Instructor Prompt
- Original Post Required – The earlier in the week you post, the better! ANY repeats of information will be given zero credit. This means you must read your peers’ responses!
• Discussion posts must adhere to guidelines outlined on the Discussion Board Guidelines page (D2L).

**Book Studies** (1 Quizzes @100 Points & 1 Reflection Activity @100 Points)
• You will read ONE of the following books (your choice):
  o *Deaf Like Me*
  o *Train Go Sorry*
• These are *easy reads* and inexpensive to purchase. I do not mind if you purchase with a friend in the class, as long as you both have the book read and the corresponding assignments completed by the due dates.
• Your chosen book will require a corresponding quiz (100 points) and a reflection activity (100 points).
• Reflection activities will be posted online and will vary for each book.

**Video Studies** (3 Quizzes @ 100 Points Each & 3 Reflection Activities @ 100 Points Each)
• You will view ALL FOUR of the following documentaries:
  o *Through Deaf Eyes* (Available in the Sign Lab)
  o *Sound & Fury & Sound & Fury: 6 Years Later* (Both Available in SFA Sign Lab)
    These two films will be a combined quiz and combined reflection.
  o *For a Deaf Son* (Available on [www.dcmp.org](http://www.dcmp.org). This requires about two weeks to set up on their website. Register on the website EARLY.)
  o *See What I'm Saying* (Available in the SFA Sign Lab on Amazon Instant View to Rent or Buy [Click Here](http://Click%20Here))
• It is possible to spend ZERO money on these films!
• You must view each film, but I certainly am not opposed to viewing parties and/or group discussion outside of class.
• Each film will require a corresponding quiz (100 points each) and a reflection activity (100 points each).
• *For a Deaf Son* will have an additional grade attached. There will be a special discussion board to post to regarding this film (100 points). This will be in addition to the Weekly Discussion requirements.
• **NOTE:** With the exception of *Through Deaf Eyes* and *For a Deaf Son*, there are multiple copies of each film noted in the Sign Lab. **DVD'S MAY NOT BE REMOVED FROM THE LAB!** You must come see me to check out *Through Deaf Eyes.* We have ONE copy and it is out of production.

**Final PowerPoint Culture Presentation** (300 Points)
• Group Project (No Exceptions – Groups will be Assigned by Instructor)
• With your group, you will create an entertaining, attractive and informative presentation to be given to the instructor via GoToMeeting (online meeting tool through www.gotomeeting.com).
• The presentation must contain a minimum of 10 slides.
• Together, you will discuss the course overall and come up with at least five major points of interest, learning, impact, etc.
• Ask yourself: “What are the major points I gleaned from this course? What learning truly impacted me? What most surprised me? What will stick with me?”
• Each person must contribute to the overall presentation, but chose one person to put the PowerPoint together for a cohesive final product.
• EACH person must speak/sign/contribute to the actual presentation. I suggest breaking up the PowerPoint into segments, each person being assigned to present a portion.
• A grading rubric will be utilized. The instructor will post the rubric on D2L.

**Random Attendance Checks** (100 Points)
• This is a fully online course. However, weekly online “attendance” (participation) will be taken.
• Online courses require a great deal of discipline, planning, and careful, thoughtful, intentional participation.
• You should be logging on to our course a MINIMUM of five times per week, on at least three different days, spending more than 10 minutes in the course. I will be checking your activity weekly and issuing random "attendance" checks (4). Those weeks have already been determined via random.org and will not be disclosed to students.

**Course Evaluation (MANDATORY)**
• See description in Section VII of course syllabus.
• Completion earns a grade of 100.
• Failure to complete by the university deadline earns a grade of 0.
• Instructors are unable to see evaluation results until final grades are posted.
• Content of submissions is anonymous.

IV. EVALUATION /ASSESSMENT (GRADING)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>VALUE</th>
<th>HOW ASSESSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Discussion Boards</td>
<td>100 Pts (x11)</td>
<td>Rubric</td>
</tr>
<tr>
<td>Movers &amp; Shakers Discussion Boards</td>
<td>100 Pts (x11)</td>
<td>Rubric</td>
</tr>
<tr>
<td>Book Reflection (1)</td>
<td>100 Pts</td>
<td>Rubric</td>
</tr>
<tr>
<td>Through Deaf Eyes Reflection Activity</td>
<td>100 Pts</td>
<td>Rubric</td>
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<tr>
<td>Sound and Fury Reflection Activity</td>
<td>100 Pts</td>
<td>Rubric</td>
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<tr>
<td>For a Deaf Son Reflection Activity</td>
<td>100 Pts</td>
<td>Rubric</td>
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<tr>
<td>For a Deaf Son Special Discussion Board</td>
<td>100 Pts</td>
<td>Rubric</td>
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<tr>
<td>See What I’m Saying Reflection Activity</td>
<td>100 Pts</td>
<td>Rubric</td>
</tr>
<tr>
<td>Final – PowerPoint Presentation (Group)</td>
<td>300 Pts</td>
<td>Rubric</td>
</tr>
<tr>
<td>Random Attendance Checks**</td>
<td>100 Pts (x4)</td>
<td>Compliance/Noncompliance</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>100 Pts</td>
<td>Completed/Not Completed</td>
</tr>
</tbody>
</table>

**FINAL COURSE GRADE**  
AVERAGE

A     90 – 100%
B     80 – 89%
C     70 – 79%
D     60 – 69%
F     59% and Below

*Lowest Chapter Quiz Grade Will Be Dropped
**IMPORTANT!!! FAILURE TO “ATTEND” REGULARLY WILL RESULT IN BEING DROPPED FROM THE COURSE AND LOSS OF FINANCIAL AID!

ALL ASSIGNMENTS MUST BE COMPLETED AND SUBMITTED IN ORDER TO RECEIVE A GRADE FOR THE COURSE (EVEN IF THAT GRADE IS AN “F”)

Extra credit opportunities may arise at times throughout the semester. Each extra credit assignment/activity will earn you ONE POINT added to your final grade.
V. TENTATIVE COURSE OUTLINE/CALENDAR

Our "Online Week" will run from SUNDAY – SATURDAY.
The new week begins on Sunday.
ALL DUE DATES ARE SATURDAY AT 10 p.m.*

<table>
<thead>
<tr>
<th>WEEK OF</th>
<th>TOPICS</th>
<th>ASSIGNMENTS ALL DUE SATURDAYS by 10 p.m.*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>Course Syllabus &amp; Online Tour</td>
<td>• Familiarize Yourself with the Course</td>
</tr>
</tbody>
</table>
| Module 1 | Personal Experience | • Discussion Board Post #1
| | | • Movers & Shakers 1 |
| Module 2 | Exploring Perspectives | • Discussion Board Post #2
| | | • Movers & Shakers 2
| | | • View Through Deaf Eyes DVD
| | | • Through Deaf Eyes Quiz & Reflection Paper |
| Module 3 | Deaf Education | • Discussion Board Post #3
| | | • Movers & Shakers 3 |
| Module 4 | Language | • Discussion Board Post #4
| | | • Movers & Shakers 4 |
| Module 5 | Deaf Theater and The Arts | • Discussion Board Post #5
| | | • Movers & Shakers 5 |
| Module 6 | Deaf Humor | • Discussion Board Post #6
| | | • Movers & Shakers 6 |
| Module 7 | Deaf Stereotypes | • Discussion Board Post #7
| | | • Movers & Shakers 7 |
| Module 8 | Sporty Deafies | • Discussion Board Post #8
| | | • Movers & Shakers 8 |
| Module 9 | Deaf President Now (DPN) | • Discussion Board Post #9
| | | • Movers & Shakers 9 |
| Module 10 | Technology | • Discussion Board Post #10
| | | • Movers & Shakers 10 |
| Module 11 | The Cochlear Controversy | • Discussion Board Post #11
| | | • Movers & Shakers 11
| | | • View Sound & Fury (DVD)
| | | • Sound & Fury Reflection Paper
| | | • View For a Deaf Son (Streaming on www.dcmp.org)
| | | • For a Deaf Son Discussion Board (Special Topic – Separate from Weekly Board)
| | | • For a Deaf Son Reflection Paper |
| Thanksgiving | No New Topics – Thanksgiving Week | • THANKSGIVING BREAK |
| Module 12 | Deafness & Discrimination | • Deadline to Schedule Group Presentation with Dr. Kennon
| | | • Book Reflection Papers & Quizzes Due 12/03/16 by Midnight |
| Dead Week | Group Planning & Final Presentations No New Topics – Dead Week | • Group Culture Presentations via GoToMeeting
| | | • Times TBA |
| Finals Week | Course Wrap-Up No New Topics – Finals Week | • All Remaining Work Due |

*With the exception of the Group Presentation (Scheduled – TBA)
& INITIAL Discussion Board Posts (Due Every Wednesday by Midnight)
VI. REQUIRED TEXT

Deaf Like Me
- Thomas S. Spradley
- ISBN 0930323114
- No Kindle Edition

Train Go Sorry: Inside a Deaf World
- Leah Hagar Cohen
- ISBN 0679761659
- Kindle Edition Available

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.

COMPLETION IS MANDATORY. YOU WILL RECEIVE A GRADE OF 100 FOR COMPLETION OF THE EVALUATION. FAILURE TO COMPLETE THE EVALUATION PRIOR TO THE UNIVERSITY DEADLINE WILL RESULT IN A GRADE OF ZERO FOR THE ASSIGNMENT.

VIII. STUDENT ETHICS & POLICY INFORMATION

Class Attendance and Excused Absence: Policy 6.7 - Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6 - 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 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.

Student Academic Dishonesty: Policy 4.1 - 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 policy 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.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

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

Withheld Grades: Policy 5.5 - At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4 - 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

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, driver’s license, state or provincial ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.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 936-468-1740 or snyderke1@sfasu.edu.

X. ADDITIONAL INSTRUCTOR POLICY INFORMATION

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/Participation – This is a fully online course. However, weekly online attendance will be taken. Online courses require a great deal of discipline, planning, and careful, thoughtful, intentional participation. You should be logging on to our course a MINIMUM of five times per week, on at least three different days, spending more than 10 minutes in the course. I will be checking your activity weekly and issuing random participation grades. Those weeks have already been determined via random.org and will not be disclosed to students.

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Updated 8/17 MHP