SPH 470.001 : Language and Literacy for the Deaf
FALL 2018

INSTRUCTOR
Lindsey Kennon, M.Ed.

COURSE TIME/LOCATION
TR 12:30 – 1:45 p.m.
Human Services 318

CONTACT INFORMATION
Dept. (936) 468-2906
Office (936) 468-5510

EMIL
jlkennon@sfasu.edu

DO NOT EMAIL VIA D2L

OFFICE
Human Services 308

OFFICE HOURS
T/Th 10:30 a.m. – 12:00 p.m.
W 12:00 - 2:00 p.m.
Other Times by Appointment

PREREQUISITES
SPH 274 (Course Grade of B or Better)

COURSE CREDIT
3 Semester Hours

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 274)

II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES
SPH 470 upholds the Perkins College of Education (PCOE) Vision, Mission, Goals, and Core Values. As an accredited Educator Preparation Program (EPP), the Deaf and Hard-of-Hearing Program at SFA maintains the same high standards of excellence in preparing preservice educators set forth by the PCOE.

Program Learning Outcomes (PLO’s):
CEC Student Learning Outcomes (Click for Complete List of CEC Standards)
• SPH 470 Addresses the Following CEC Standards
  • Advanced Standard 2
    o The SPH 470 student will learn how to apply language development theories, philosophies, and research methods to data collection and analysis (assessment)
    o Products: Lesson Plans & Activities, Me Bag Writing Sample Analysis
  • CEC/CED Standard 4 (DH4S3)
    o The SPH 470 student will apply first and second language teaching strategies to the instruction of the individual.
    o Products: Fairview Sets, Instructional Strategies Board

Other Standards/Learning Objectives:
TEA Deaf and Hard-of-Hearing Educator Standards
TEA Technology Applications EC-12 Standards
ISTE Standards
InTASC Standards

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 live demonstration with a DHH faculty member. Details on sign-ups will be given in class.
- Sign mastery is performance-based (live demonstration) 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)

Instructions for Fairview Days

- You will sign-up for one time slot on Fairview Days.
- You must demonstrate fluency and accuracy of signs. This is done by KNOWING the signs and signing them all in a timely fashion. You will not be allowed to stay beyond your allotted time. This means you MUST know the signs well enough to get them all in in the time allowed. Time will be tight.
- ATTENDANCE IN CLASS IS MANDATORY ON FAIRVIEW DAYS.

- 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 it’s 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.

Educator of the Deaf Interview

- Conduct a professional interview with an educator of deaf and hard-of-hearing students (currently teaching ONLY).
- Questions will be discussed and created in class. Answers will be type-written.
- A two-page reflection paper is required. Relate your reflection to the content of our course in terms of language and literacy instruction.

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!)

**Professional Dispositions**

- This is strictly a subjective grade based on the instructor’s observations of you throughout the semester.
- The relevance of this grade is two fold:
  1. You do not want to become one of those teacher 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.

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**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;</td>
<td>100 Pts</td>
<td>Rubric</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>Instructional Strategies Notebook</td>
<td>100 Pts</td>
<td>Rubric</td>
</tr>
<tr>
<td>Educator of the Deaf Interview</td>
<td>200 Pts</td>
<td>Rubric</td>
</tr>
<tr>
<td>Professional Dispositions</td>
<td>100 Pts</td>
<td>Rubrics/Observation</td>
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<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>AVERAGE</strong></td>
<td>% Out of 100</td>
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A 90 – 100%
B 80 – 89%
C 70 – 79%
D 60 – 69%
F 59% and Below

ALL ASSESSMENTS 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 OR the elimination of ONE absence.
## V. TENTATIVE COURSE OUTLINE/CALENDAR

<table>
<thead>
<tr>
<th>WEEK OF</th>
<th>DUE</th>
<th>IN CLASS</th>
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<tbody>
<tr>
<td>08/26/18</td>
<td></td>
<td>• Syllabus</td>
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<td></td>
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<td>• Introductions</td>
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<td></td>
<td></td>
<td>• “Me Bag” Rubric/Explanation (Model by Instructor)</td>
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<tr>
<td>09/02/18</td>
<td>YOUR “Me Bag”</td>
<td>• Sharing of Me Bags</td>
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<tr>
<td>09/09/18</td>
<td></td>
<td>• Fairview Learning Intro</td>
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<td></td>
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<td>• Continue “Me Bag” Sharing if Needed</td>
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<td></td>
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<td>• “Me Bag” Writing Sample Analysis</td>
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<tr>
<td></td>
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<td>• Lesson Plan Discussion</td>
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<tr>
<td>09/16/18</td>
<td>Basic Obj. Chosen for Me Bag Lesson</td>
<td>• Ch 1 Discussion</td>
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<td>• Fairview Learning PowerPoint</td>
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<tr>
<td>09/23/18</td>
<td>Quiz 1 FV PP</td>
<td>• Quiz 1 Due (Midnight)</td>
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<td>• Fairview Pre Primer Levels Due</td>
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<td>09/30/18</td>
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<td>• Ch 2 Discussion</td>
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<td>• Professional Interview Discussion/Create Questions</td>
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<td>10/07/18</td>
<td>Quiz 2 FV P</td>
<td>• Quiz 2 Due (Midnight)</td>
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<td></td>
<td>• Fairview Primer Levels Due</td>
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<td>10/14/18</td>
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<td>• Ch 3 Discussion</td>
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<td>10/21/18</td>
<td>Quiz 3 FV Grade 1</td>
<td>• Quiz 3 Due (Midnight)</td>
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<td>• Fairview Grade 1 Levels Due</td>
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<td>10/28/18</td>
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<td>• Vocabulary Instruction Lecture</td>
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<td>11/04/18</td>
<td>Quiz 4 FV Grade 2</td>
<td>• Quiz 4 Due (Midnight)</td>
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<td></td>
<td>• Fairview Grade 2 Levels Due</td>
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<td>11/11/18</td>
<td>Fairview Learning Activities</td>
<td>• Ch 4 Discussion</td>
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<td></td>
<td>• Fairview Activities Presentations</td>
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<td></td>
<td>• Fairview Grade 3 Levels Due</td>
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<tr>
<td>11/18/18</td>
<td>Quiz 5</td>
<td>• THANKSGIVING BREAK</td>
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<td>11/25/18</td>
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<td>• Quiz 5 Due (Midnight)</td>
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<td></td>
<td>• Ch 6 &amp; 7 Discussion</td>
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<tr>
<td>12/02/18</td>
<td>Quiz 6/7</td>
<td>• Quiz 6 Due (Midnight)</td>
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<td></td>
<td></td>
<td>• Discussion of Interviews</td>
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<tr>
<td>12/09/18</td>
<td>Instructional Strategies Make &amp; Takes</td>
<td>• Instructional Strategies Fair (In Class)</td>
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</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 for a multiple year subscription.

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.

VII. COURSE EVALUATIONS

Course evaluations are an important assessment tool for our program. We utilize constructive feedback to improve our program and course efficacy for our preservice educators. Your honest, professional feedback assists us in maintaining excellence across our courses and program.

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. UNIVERSITY POLICY INFORMATION

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, 936-468-3004 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/.

Academic Integrity 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
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).

Withheld Grades Semester 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. 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 policy 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 http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

IX. ADDITIONAL INFORMATION

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:
1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:
□ You enrolled or planning to enroll in an educator preparation program or
□ You are planning to take a certification exam for initial educator certification, and
□ You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.
2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at 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 Martin at 936-468-1740 or snyderke1@sfasu.edu.