INSTRUCTOR
Margaret H. Patterson, MPA, BEI Level I

COURSE TIME/LOCATION
DHH 111 Section 601
Due to COVID - ONLINE
Credits: 3

CONTACT INFORMATION
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OFFICE
ECRC 209U

OFFICE HOURS
Tuesday: 12:30-2:00 PM
Wednesday: 12:00pm-1:00PM (Virtual)
Thursday: 12:30-2:00 PM & 3:00 PM
Other Times by Appointment**

I. COURSE DESCRIPTION
DHH 111 covers the beliefs, values, and expected behaviors of the Deaf Community. Special emphasis placed on educational and interpreting implications. Historical contexts, cultural considerations, and diverse perspectives will be included in the course.

Course Justification / Time Requirement
DHH 111 is a hybrid mix of online instruction and face-to-face instruction, and has a duration of 15 weeks. The course contains significant written and online content that includes the same information students in a face-to-face lecture course receive, requiring students to engage in a combination of online modules and face-to-face meetings for at least three hours per week. In addition, students are required to complete significant daily reading assignments, complete daily discussions over the course content, and complete multiple writing assignments that evaluate their ability to apply and synthesize information gleaned in the course regarding individuals who are deaf or hard-of-hearing. These activities average 6 hours minimum of work each week to prepare outside of classroom hours. This is a minimum requirement. Students are encouraged to spend more than the minimum outside of class working on this course.

DUE TO COVID this class will be conducted online to adhere to social distancing. Any place you see F2F, will be replaced with online instruction.

There are no course fees for this course.

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

II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES
DHH 111 supports and incorporates the Conceptual Framework (CF) and Vision, Mission, Goals, and Core Values (VMGV) of the Perkins College of Education (PCOE) at Stephen F. Austin State University. The CF and VMGV can be located on the PCOE website.

In this course, you will be asked to demonstrate Academic Excellence by critically thinking about Deaf Culture, considering ways you can gain new perspectives and insight in order to become a greater advocate of the Deaf Community as a whole. In doing so, you will be supporting one of the Core Values of the PCOE, Service that enriches the community.

Program Learning Outcomes
PLO6. The teacher candidate demonstrates knowledge of American Deaf Culture and its
evolution including social, political, educational, and audiological aspects.

**Student Learning Outcomes**

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.

>A full listing of standards can be located in the Deaf and Hard-of-Hearing student handbook.<

### III. COURSE ASSIGNMENTS/ACTIVITIES/PRODUCTS

#### Introductory Video
- Completed the first week of class.
- Video upload as an introduction to the course (discussion board upload).
- Use the instructor’s video as a model and a prompt.
- Video must be accessible to both hearing and Deaf. You must sign and speak, sign and caption, or speak and caption.

#### Daily Discussion Boards (12 @ 50 Points Each)
- Daily Posting to Instructor Prompt
- Related to the Day’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 (12 @ 50 Points Each)
- Read a Daily Bio of a “Famous” Deaf Person (Instructor Provided)
- Daily 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).

#### Module Reflection Assignments (5 @ 100 Points Each)
*(Instructions for each of these assignments are included in each module.)*
- Introductory Video (This verifies your attendance in the course.)
- Module 1 Deaf Diversity Reflection
- Module 5 Deaf Arts PowerPoint
- Module 6 Deaf Joke
- Module 7 Responses to Stereotypes

#### Deaf Culture Film Reflection (1 @ 50 Points)
*(Instructions for each of these assignments are included in each module.)*
- You will select ONE of the following films to view and write a two-page, double-spaced (12 point font) reflection. Upload your submission to the Deaf Culture Film Reflection Dropbox.
- *Through Deaf Eyes*
- *Sound & Fury*
- *See What I’m Saying*
• Other films as approved ahead of time with instructor.

**Final Thoughts Discussion Board** (1 @ 50 Points Each)

### IV. EVALUATION /ASSESSMENT (GRADING)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>VALUE</th>
<th>HOW ASSESSED</th>
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</thead>
<tbody>
<tr>
<td>Daily Discussion Boards</td>
<td>50 Pts (x12)</td>
<td>Rubric</td>
</tr>
<tr>
<td>Movers &amp; Shakers Discussion Boards</td>
<td>50 Pts (x12)</td>
<td>Rubric</td>
</tr>
<tr>
<td>Reflection: Introductory Video Post</td>
<td>100 Pts</td>
<td>Rubric</td>
</tr>
<tr>
<td>Reflection: Module 1 Diversity Reflection</td>
<td>100 Pts</td>
<td>Rubric</td>
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<tr>
<td>Reflection: Module 5 Deaf Arts PowerPoint</td>
<td>100 Pts</td>
<td>Rubric</td>
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<tr>
<td>Reflection: Module 6 Deaf Joke</td>
<td>100 Pts</td>
<td>Rubric</td>
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<tr>
<td>Reflection: Module 7 Response to Stereotypes</td>
<td>100 Pts</td>
<td>Rubric</td>
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<tr>
<td>Deaf Culture Film Reflection</td>
<td>50 Pts</td>
<td>Rubric</td>
</tr>
<tr>
<td>Final Thoughts Discussion Board</td>
<td>50 Pts</td>
<td>Rubric</td>
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**FINAL COURSE GRADE**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PERCENTAGE</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
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<tr>
<td>D</td>
<td>60 – 69%</td>
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<tr>
<td>F</td>
<td>59% and Below</td>
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**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”!)
ALL DUE DATES ARE AT 11:59PM*  
*With the exception of INITIAL Discussion Board Posts (Due everyday by NOON)

<table>
<thead>
<tr>
<th>WEEK OF</th>
<th>TOPICS</th>
<th>ASSIGNMENTS</th>
</tr>
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</table>
| **Classes Begin** Monday & Tuesday 5/11-12/2020 | Course Syllabus & Online Tour | • Familiarize Yourself with the Course  
• Introductory Video Uploaded  
• Introductory Video Discussion Comments |
| **Module 1** Wednesday 5/13/2020 | Personal Experience | • Discussion Board Post #1  
• Movers & Shakers 1  
• Module 1 Diversity Reflection |
| **Module 2** Thursday 5/14/2020 | Exploring Perspectives | • Discussion Board Post #2  
• Movers & Shakers 2 |
| **Module 3** Friday 5/15/2020 | Deaf Education | • Discussion Board Post #3  
• Movers & Shakers 3 |
| **Module 4** Monday 5/18/2020 | Language | • Discussion Board Post #4  
• Movers & Shakers 4 |
| **Module 5** Tuesday 5/19/2020 | Deaf Theater and The Arts | • Discussion Board Post #5  
• Movers & Shakers 5  
• Module 5 Deaf Arts PowerPoint Due |
| **Module 6** Wednesday 5/20/2020 | Deaf Humor | • Discussion Board Post #6  
• Movers & Shakers 6  
• Module 6 Deaf Joke |
| **Module 7** Thursday 5/21/2020 | Deaf Stereotypes | • Discussion Board Post #7  
• Movers & Shakers 7  
• Module 7 Response to Stereotypes |
| **Module 8** Friday 5/22/2020 | Sporty Deafies | • Discussion Board Post #8  
• Movers & Shakers 8 |
| **Module 9** Friday 5/22/2020 | Deaf President Now (DPN) | • Discussion Board Post #9  
• Movers & Shakers 9 |
| **Module 10** Monday 5/25/2020 | Technology | • Discussion Board Post #10  
• Movers & Shakers 10 |
| **Module 11** Tuesday | The Cochlear Controversy | • Discussion Board Post #11  
• Movers & Shakers 11 |
VI. REQUIRED TEXT

- Information Included in Course Content in D2L for Fall 2019

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

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. ADDITIONAL INSTRUCTOR POLICY INFORMATION