I. Course Description:
DFHH 2303 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.

Time Requirement:
DFHH 2303 “Deaf Culture” (3 Credits) is a hybrid mix of online instruction and face-to-face instruction, and has a duration of 8 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: (Program/Student Learning Outcomes)
CORE VALUES OF THE COLLEGE OF EDUCATION

This course reflects the following core values of the College of Education (see the COE Conceptual Framework at www.sfasu.edu/education/about/accreditations/ncate/conceptual):
• Academic excellence through critical, reflective, and creative thinking
• Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior
• Service that enriches the community
Student Learning Outcomes:

- TBA

Program Learning Outcomes:

- TBA

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

You are expected to participate in class activities, perform on group exercises, and practice individually in ASL communication techniques and in Deaf culture. The units are designed so that students learn language in context, retain language by activities that are meaningful and therefore necessary in order to develop these skills.

- Students are required to make all communication accessible that happens in the classroom or online
- Those students exhibiting bad manners will be asked to leave the classroom for the duration of the class.

James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

Description of Assignments

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)

In order to receive FULL CREDIT for your discussion board posts, there are some guidelines you will need to follow. Failure to do the following will result in a grade less than 100%.

DISCUSSION GUIDELINES

- Original post (your response to the prompt) must be made no later than WEDNESDAY at 11 PM. This gives peers enough time to respond to your post. Responses must be thoughtful, insightful, and utilize proper English grammar and structure.
- Responses must make it clear that you have thought about the prompt and planned out a response. Responding to a post with something like, "I like this deaf person. Reading about them was neat and I learned a lot," would be considered non-college level work and you will be asked to modify your post.
- You must NOT repeat any information or thoughts from your peers. I understand some thoughts and ideas will be similar, but it will be obvious if you are copying the ideas of others. NO CREDIT will be given if you repeat.
- IN ADDITION to your original post, you must post on a MINIMUM of TWO SEPARATE peers’ postings in response, to be eligible for full credit.
- Responses must be thoughtful, considerate, and well written. Responding with, "I like what you said," or "I agree," will be considered non-responses.

ETIQUETTE

- You may feel free to disagree with another’s posting, but you are fully expected to do so in a PROFESSIONAL MANNER.
- No vulgar or offensive language will be tolerated.
- No “text language” please. Proper spelling and punctuation are expected.
- Respect for the instructor will be expected at all times.
• Respect for peers will be expected at all times.
• Failure to respond to a post by WEDNESDAY at 11 PM will indicate that you have forfeited your grade on the board for that week. You will receive zero credit, even if you end up posting later and make the required postings on others’ responses.
• BE PROFESSIONAL.

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 (4 @ 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. EVALUATIONS AND ASSESSMENTS:
GRADES WILL BE BASED ON THE FOLLOWING:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>VALUE</th>
<th>TOTAL</th>
</tr>
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<tbody>
<tr>
<td>Daily Discussion Boards</td>
<td>50 Pts (x12)</td>
<td>600</td>
</tr>
<tr>
<td>Movers &amp; Shakers Discussion Boards</td>
<td>50 Pts (x12)</td>
<td>600</td>
</tr>
<tr>
<td>Introductory Video Post</td>
<td>100 Pts</td>
<td>100</td>
</tr>
<tr>
<td>Reflection: Module 1 Diversity Reflection</td>
<td>100 Pts</td>
<td>100</td>
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<tr>
<td>Reflection: Module 5 Deaf Arts PowerPoint</td>
<td>100 Pts</td>
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<tr>
<td>Reflection: Module 7 Response to Stereotypes</td>
<td>100 Pts</td>
<td>100</td>
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<tr>
<td>Deaf Culture Film Reflection</td>
<td>50 Pts</td>
<td>50</td>
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<tr>
<td>Final Thoughts Discussion Board</td>
<td>50 pts</td>
<td>50</td>
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</tbody>
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A variety of extra credit opportunities **MAY** arise at times throughout the semester.

- End of unit quiz
- End of Course evaluations

**Grading Standard based on Percentages:**

**A: 90-100:** Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand.

**B: 80-89:** Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

**C: 70-79:** Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression.

**D: 60-69:** Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

**F: 0-59:** Students earning the grade of F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given himself/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points. If you make an F on a major assignment, you should make an appointment with me to discuss the matter.
V. Readings:
Textbook: Information included in course content in Brightspace

Required items: Working Laptop or tablet that can access D2L in the classroom

VI. Course Evaluations:
Near the conclusion of each semester, students electronically evaluate courses taken within the College of Education. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes;
3. Making decisions on faculty tenure, promotion, pay and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation.

AS you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the Perkins 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.

VII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7
Policy is found at the following link: http://www.sfasu.edu/policies/class-attendance-6.7.pdf

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
Policy is found at the following link: http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf

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.

Masks (cloth face coverings):
Masks must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

VII. Other Relevant Course Information:

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.

Attendance: – Attendance is IMPERATIVE for success in this course! Class discussion and participation is critical as well. Excessive absences will adversely affect your ability to perform well on exams. No makeup 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 money)! More than 4 unexcused absences/3 consecutive absences will result in the automatic drop of a letter grade after FINAL grades have been calculated.

Class Participation: Successful class interactions depend on prepared and present communicators! You are expected to attend each class and to participate in all class discussions and activities. This includes actively listening, asking and answering questions, expressing your opinion. Diversions due to personal notes, visiting, or working on day planners, are not considered appropriate and will be addressed when observed. Cell phones are to be turned off during class. Texting during class (reading, composing, or sending messages) is NOT accepted and will be addressed as observed.

Turning in Assignments:
Assignments must be turned in according to the requirements for each assignment. Leaving an assignment with the secretary, with lab assistants, etc. unless specifically told to do so, will not be accepted. You are responsible for turning in your assignments according to each assignment’s requirements. It is no one else’s responsibility to make sure that I receive your assignment.

Technical Difficulties:
Technical difficulties will not relieve you of your responsibility for turning in assignments or completing quizzes on time. Attempt all assignments and quizzes early so you may seek help as needed. I suggest allowing a minimum of 24 hours.

Zoom/Virtual Etiquette: The above rules still apply in any virtual format related to this class.

- Be ready for class at least 5 minutes before start time.
  - Late log ins are disruptive and will be documented as a tardy in the course.
  - Excessive tardies will affect your disposition grade.
- Fully dressed (If you are unsure what this means, please email for clarification)
- Sitting up (not laying down on any surface)
- **Video must be on and sound off unless specified by the instructor.**
- No eating while on Zoom
- No talking to other people in the room while in class.
- Present yourself in a respectable manner as you would in any face to face class.