

SHS 436: The Development of Literacy with Students who are Deaf
and Hard of Hearing

Spring Semester, 2005

Course Number: SHS 436

Course Title: The Development of Literacy with Students who are Deaf and Hard of Hearing.

Catalog Description: The reading process, diagnostic-prescriptive teaching, and evaluation of reading skills are discussed.

Course Description: Students will study approaches for developing reading and writing skills with students who are deaf and hard of hearing (DHH) which incorporate a constructionist approach. Students will learn how to assess the reading level of pupils, and they will learn how to assess the reading level of a variety of literature. And students will be familiar with a large variety of children's literature to be read by and to DHH students.

Course Credit: 3 semester hours

Prerequisites: SHS 301, SHS 433, or permission of the instructor

Intended Audience: Education of the Deaf majors at the Junior level or above.

Instructor: Henry Teller, Ed.D.
Office: SRS Room 230
Phone: 266-6042 (office)
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Office Hours: Posted on office door

Accreditation Statement: The USM Education of the Deaf program is fully accredited by the Council on Education of the Deaf (CED) and the National Council for the Accreditation of Teacher Education (NCATE).

CEC/CED COMPENTENCIES ADDRESSED IN THIS COURSE:

3K2. Influence of diversity on assessment, eligibility, programming and educational placement of atypical children.

3S5 Gather and analyze verbal and nonverbal language samples from the d/hh children.

- 4K1** Differing learning styles and how to adapt instruction to fit these styles within various learning environments
- 4K3** Techniques for modifying instructional methods that reflect learner needs, diversity, and family dynamics.
- 4K5** Curricula and instructional strategies used in general and Deaf Education.
- 4K6.** Language development use, assessment and intervention for both English and ASL.
- 4K7.** Educational design and practices of oral/aural comprehensive, and Bi/Bi programming (introduce all focus on at least one.)
- 4S6** Demonstrate understanding of proficiency in the language(s) needed to instruct d/hh children.
- 5K3.** Use of technology to assist with planning and managing the teaching and learning environment.
- 5S2.** Prepare and organize materials needed for daily lessons, which include instructional materials, strategies, evaluation protocols, management procedures, classroom routines and transitions to/from major learning environments.
- 6S4** Prepare d/hh children in the appropriate and effective use of interpreters, note takers, peer tutors, etc.
- 7K1.** Effective & ethical communication with children, parents, school, and community personnel.
- 7S4** Facilitate communication between d/hh children and their families, and between d/hh students and support personnel.
- 8K4.** Knowledge and use of pertinent consumer and professional organizations publications, conferences, Web resources, journals and texts relevant to the education of d/hh students
- 8S3.** Demonstrate proficiency in oral & written communication.
- 8S4.** Engage in pertinent professional activities, comply with local, state, provincial and federal monitoring and evaluation requirements and use copyrighted materials in an ethical manner.

PROFESSIONAL DISPOSITIONS DEVELOPED IN SHS 436

1. Educates the whole student.
2. Values the power of knowledge.
3. Values the power of knowledge to inspire and transform lives.
7. Believes that all persons can learn and benefit from a quality education.
8. Demonstrates resilience by continuously learning from difficult situations (professionalism and ethics).
10. Assures others they are respected and valued (professionalism/respect)
11. Values lifelong learning, professional and personal development
12. Serves as role model (professional expectations and mentoring)
- 14, Demonstrates and conforms to accepted professional standards and values.
15. Inspires others to be successful.
16. Promotes positive learning.
20. Possesses a strong commitment for the equity of all.

22. Has high expectations for all.

DIVERSITY ITEMS DEVELOPED IN SHS 436

1. Recognize their responsibility to embrace and teach about an increasingly heterogeneous world.
2. Understand that strength comes from diversity.
3. Realizes the value of every individual.
7. Uses culturally responsive teaching methods.
8. Instill a strong multicultural knowledge base, a commitment to equality for all, and ability to accommodate different learning styles through differentiated instruction.
9. Demonstrate respect for all persons.
11. Have high expectations for all students.

Professional Education

The University of Southern Mississippi's Professional Education Unit is a community of learners who value the power of knowledge to inform, inspire, and transform lives.

Course Goals and Objectives:

Course Goals

1. The student will be familiar with the typical reading achievements of children and adults over the past 30 years.
2. The student will discover some of the unique problems deafness causes in developing literacy through examining the writing and communication of DHH students.
3. The student will be aware of both traditional and new approaches to teaching reading and writing in regular and deaf education.
4. The student will be familiar with some ways for accessing a pupil's reading and writing skills.
5. The student will be familiar with techniques for assessing the level of reading materials.
6. The student will understand the inclusive (whole language) approach to literacy, and other approaches and models of reading instruction and reading as a psycho-linguistic guessing game..
8. The student will be familiar with numerous applications of the inclusive approach across the curricula.

9. The student will be familiar with numerous applications of inclusive strategies in teaching reading and writing to deaf children.
10. The student will become familiar with the writers' workshop and the readers' workshop.
11. The student will understand the purpose of dialogue journal writing with children and maintain dialogue journals with DHH children.
12. The student will understand the concept of the mini-lesson and when it is appropriate to use a mini-lesson.
13. The student will have the opportunity to read and report on a variety relevant articles.
14. The student will understand the importance of building self-esteem of young readers and writers and getting them interested in quality children's literature.
15. The student will be familiar with alternative classroom arrangements including seating arrangements and centers.
16. The student will be familiar with several strategies for class governance.
17. The student will understand the importance of good communication with parents.
18. The student will understand the importance of having a multitude of children's literature in the classroom.
19. The students will understand how to apply literature themes enjoyed by the children to classroom activities.
20. The student will understand the importance of helping children to learn to enjoy books and to read for their own pleasure.
21. The student will participate in the USM Children's Book Festival and the USM Literacy Conference.
22. The student is required to utilize the World Wide Web to locate readings

for a portion of assignments.

23. The student should engage in dialogue writing via e-mail with DHH students.

24. The student will construct language-experience reading materials utilizing a digital camera and/or other visual media to carry the story.

25. The student will be familiar with several reading software programs such as KidPix for creating student reading and writing activities.

Course Objectives:

1. The student will describe the current and historical states of reading achievement among the hearing-impaired population.

2. The student will describe how a hearing loss affects the acquisition of language and learning to read and write.

3. The student will describe traditional approaches to teaching reading and contrast them to the more successful approaches of the late 1990-s and 21st century.

4. The student will demonstrate several techniques for assessing a child's reading and writing skills including portfolio assessment.

5. The student will demonstrate techniques for assessing the level of reading materials.

6. The student will explain the key elements of the inclusive approach to literacy.

7. The student will explain how reading and writing develop together.

8. The student will explain the Writers' Workshop.

9. The student will explain the Reader's Workshop.

10. The student will explain how a dialogue journal works and the theory of Vygotsky which supports dialogue journal writing.

11. The student will maintain dialogue journals with two DHH students.
12. The student will read and report on a variety of articles relevant to the topic. Some of these articles will be assigned; others will be selected by the student.
13. The student will explain how to select age-appropriate books and books of interest to different age groups.
14. The student will explain the importance of building self-esteem in young readers and writers and developing their interest in quality children's literature.
15. The student will describe and give a rationale for several seating and other options for classroom arrangement.
16. The student will describe and give a rationale for classroom governance.
17. The student will explain the importance of good communication with parents and describe several strategies for this communication.
18. The student will demonstrate the application of a literature theme enjoyed by the students to classroom activities.
19. The student will read, report on, and present variety of children's literature to the class.
20. The student will attend the USM Children's Book Festival and the USM Literacy Conference and submit written reports of his or her participation.
21. The student will utilize the Internet to locate relevant literacy activities for DHH readers.
22. The student will use a digital camera and/or other media to develop a language-experience story.
23. The student will demonstrate proficiency using computer-based software such as KidPix to create relevant reading and writing activities.

Course Texts:

Vacca, J., Vacca, R., Gove, M., Burkey, L., Lenhart, L., & McKeon, C. (2006). Reading and Learning to Read (6th ed.). Boston, MA: Allyn & Bacon.

Vacca, R., & Rasinski, T. (1992). Case Studies in Whole Language. Fort Worth, TX: Harcourt Brace College Publishers.

Related Readings: Relevant books and journal articles will be assigned throughout the semester.

Course Format: This course will be taught through class discussion, lecture, student presentations, student activities, student reports.

OSS STATEMENT If a student has a disability that qualifies under the Americans with Disabilities Act and requires accommodations, he/she should contact the Office of Support Services for Students with Disabilities (OSS) for information on appropriate policies and procedures.

Academic Honesty When cheating is discovered, the faculty member may give the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the dean of students.

In addition to being in violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion.

(Taken from *Student Handbook*)

Plagiarism Plagiarism is scholarly theft, and it is defined as the unacknowledged use of secondary sources. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism.

Because students, as scholars, must make frequent use of the concepts and facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work.

Plagiarism is committed in a number ways:

1. Reproducing another author's writing as if it were one's own.
2. Paraphrasing another author's work without citing the original.
3. Borrowing from another author's ideas, even though those ideas are
4. Copying another author's organization without giving credit.

(Taken from *Student Handbook*)

Course Requirements:

A. Academic Requirements:

1. Examination 1
2. Final Examination
3. Evaluation of Children's Reading and writing
4. Dialogue Journal
5. Children's Literature Reviews and Presentations
6. Children's Book Festival Report
7. Scheduled Observations
8. Assigned Reading Critiques
10. USM Literacy Conference Report
11. Experience Story
12. Computer-based activity

B. Administrative Requirements:

1. Students are expected to attend and be prepared to participate in each class session.

2. Students are expected to take examinations when they are scheduled and to submit assignments on the date these assignments are due during the class period.

3. Late assignments will be accepted only on or before the next regularly scheduled class period and penalized by 50%. Late assignments will not be accepted beyond the next class period and will earn "0" credit.

4. Make-up examinations will be given only in the most merited circumstances. Make-up examinations may be either oral, written, or oral and

written.

5. Daily quizzes. If one daily quiz is missed, the grade made on the next quiz will be given. Subsequent missed quizzes will receive a grade of "0".

6. Requests for Incomplete (I) grades are discouraged, and will not be approved except in the most merited circumstances.

Course Schedule: Attached

<u>Evaluation of Students:</u>	<u>Points:</u>
1. Examination 1	100
2. Final Examination	200
3. Quizzes	130
4. Dialogue Journal	120
5. Assigned Reading Critiques	100
6. Children's Literature Presentation I	75
7. Children's Literature Presentation II	50
8. USM Children's Book Festival	25
9. Experience Story	25
<u>10. Computer-based Story Activity</u>	<u>25</u>
Total points = 850	

<u>Grading:</u>	765 - 850 = A	680 - 764 = B
	595 - 679 = C	510 - 594 = D
	<510 = F	

TENTATIVE CALENDAR

SHS 436: The Development of Literacy with Students who are Deaf and Hard of Hearing

Spring Semester, 2005

Due dates for a variety of individual and group assignments TBA

- JA** 10 Overview of Course Content and Assignments
Reading achievement among the deaf population--past and present
- 12 Vacca, Chapter 1
- 14 Vacca, Chapter 1

The Dialogue Journal

- 17 HOLIDAY--Dr. Martin Luther King, Jr.'s Birthday
- 19 Vacca, Chapter 1 Quiz
The Dialogue Journal
- 21 Vacca, Chapter 2
The Dialogue Journal
- 24 Vacca, Chapter 2
- 26 Vacca, Chapter 2 Quiz
- 28 Vacca, Chapter 3
- 30 Vacca, Chapter 3
- FE** 2 Vacca, Chapter 3 Quiz
- 4 Vacca, Chapter 4
- 6 Vacca, Chapter 4
- 9 Vacca, Chapter 4 Quiz
- 11 Vacca, Chapter 5
- 13 Vacca, Chapter 5
- 16 Vacca, Chapter 5 Quiz
- 18 Vacca, Chapter 7
- 20 Vacca, Chapter 7
- 23 EXAMINATION
- 25 Vacca, Chapter 8
- 28 Vacca, Chapter 8

Mar 1 Vacca, Chapter 8

2 Vacca, Chapter 8 Quiz

4 Vacca, Chapter 9

7 Vacca, Chapter 9

9 Vacca, Chapter 9 Quiz

14 - 18 SPRING VACATION

21 Vacca, Chapter 10

23 Vacca, Chapter 10

25 HOLIDAY Good Friday

28 Vacca, Chapter 10

30 Vacca, Chapter 10 Quiz

30 Vacca, Chapter 11

AP 1 Vacca, Chapter 11

4 Vacca, Chapter 11 quiz

6 Vacca, Chapter 12 CHILDREN'S BOOK FESTIVAL, Ap. 6-8

8 CHILDREN'S BOOK FESTIVAL—NO CLASS

11 Vacca, Chapter 12

13 Vacca, Chapter 12 Quiz

15 Vacca, Chapter 13

18 Vacca, Chapter 13

- 20 Vacca, Chapter 13 Quiz
- 22 Vacca, Chapter 14
- 25 Vacca, Chapter 14
- 27 Vacca, Chapter 14 Quiz
- 29 Vacca, Chapter 15 Assignments TBA
- MY** 2 Vacca, Chapter 15 Quiz Assignments TBA
- 4 TBA
- 6 Review for final examination
- FINAL EXAMINATION -- TIME AND DATE TBA
- 14 Commencement 2:00 p.m.

SHS 436: Development of Literacy with Students who are
Deaf and Hard of Hearing

Spring Semester, 2002

Course Number: SHS 436

Course Title: Development of Literacy with Students who are Deaf and Hard of Hearing.

Catalog Description: The reading process, diagnostic-prescriptive teaching, and evaluation of reading skills are discussed.

Course Description: Students will study successful approaches for developing

reading and writing skills with students who are deaf and hard of hearing (DHH). An inclusive approach to literacy will be emphasized as well as other approaches using materials written for deaf readers. Students will learn how to assess the reading level of pupils, and they will learn how to assess the level on which materials are written. And students will be familiar with a variety of literature appropriate for children.

Course Credit: 3 semester hours

Prerequisites: SHS 301, SHS 433, or permission of the instructor

Intended Audience: Education of the Deaf majors at the Junior level or above.

Instructor: Henry Teller, Ed.D.

Office: SRS Room 230

Phone: 266-6042 (office)

266-5216 (secretary)

261-2122 (home)

E-mail henry.teller@usm.edu

Office Hours: Posted on office door

Accreditation Statement: The USM Education of the Deaf program is fully accredited by the Council on Education of the Deaf (CED) and the National Council for the Accreditation of Teacher Education (NCATE).

The CED competencies met in this course are as follows:

7.1.10 Methods for locating and utilizing resources, reference materials, and professional literature in the education of the hearing impaired and in related fields.

7.3.1(b) Research and other literature on language of the hearing impaired.

7.3.3(a) Methods of teaching reading in general education.

7.3.3(b) Special assessment and instructional procedures for teaching reading to hearing-impaired students.

7.4.3(a) Identify learner entry level.

7.4.4 Use of diagnostic instruments in programs for the hearing impaired in order to:

7.4.4(a) Interpret assessment and diagnostic information; and

7.4.4(b) Translate the diagnostic information into curriculum.

Practitioner-to-Scientist Model

The Education of the Deaf program is in accord with "Practitioner-to-Scientist model of the College of Education and Psychology. Because this is an undergraduate course the emphasis is on the practitioner aspect of the model or becoming an effective teacher of reading. Both general reading techniques and those unique to the learning style of many deaf students is emphasized. Multiple examples of implication of given throughout. Students experience the Scientist aspect of the model through keeping a dialogue journal with a deaf student and analyzing it. Students also read selected literature on teaching reading and writing.

Course Goals and Objectives:

Course Goals

1. The student will be familiar with the typical reading achievements of deaf children and adults over the past 40 years.
2. The student will understand some of the unique problems deafness causes in developing literacy.
3. The student will be aware of both traditional and current approaches to teaching reading and writing in regular and deaf education.
4. The student will be familiar with some tools for accessing a pupil's reading and writing skills.
5. The student will be familiar with techniques for assessing the level of reading materials.
6. The student will understand the inclusive (whole language) approach to literacy, and other approaches and models of reading instruction.
8. The student will be familiar with numerous applications of the inclusive approach across the curricula.
9. The student will be familiar with numerous applications of inclusive strategies in teaching reading and writing to deaf children.

10. The student will become familiar with the writers' workshop and the readers' workshop.
11. The student will understand the purpose of dialogue journal writing with children and maintain dialogue journals with one or more DHH children.
12. The student will understand the concept of the mini-lesson and when it is appropriate to use a mini-lesson.
13. The student will have the opportunity to read and report on a variety relevant articles.
14. The student will understand the importance of building the self-esteem young readers and writers and getting them interested in quality children's literature.
15. The student will be familiar with effective classroom arrangements including seating arrangements and centers.
16. The student will be familiar with several strategies for class governance.
17. The student will understand the importance of good communication with parents.
18. The student will understand the importance of having a multitude of children's literature in the classroom.
19. The students will understand how to apply literature themes enjoyed by the children to classroom activities.
20. The student will understand the importance of helping children to learn to love books and to read for their own enjoyment.
21. The student will participate in the USM Children's Book Festival and the USM Literacy Conference.
22. The student is required to utilize the World Wide Web to locate appropriate readings for a portion of assignments.
23. The student should engage in dialogue writing via e-mail with DHH

students.

Course Objectives:

1. The student will describe the current and historical states of reading achievement among the hearing-impaired population.
2. The student will describe how a hearing loss affects the acquisition of language and learning to read and write.
3. The student will describe traditional approaches to teaching reading and contrast them to the more successful approaches of the late 1990-s and 21st century.
4. The student will demonstrate several techniques for assessing a child's reading and writing skills including portfolio assessment.
5. The student will demonstrate techniques for assessing the level of reading materials.
6. The student will explain the key elements of the inclusive approach to literacy.
7. The student will explain how reading and writing develop together.
8. The student will explain the Writers' Workshop.
9. The student will explain the Reader's Workshop.
10. The student will explain how a dialogue journal works and the theory of Vygotsky which supports dialogue journal writing.
11. The student will maintain dialogue journals with two DHH students.
12. The student will read and report on a variety of articles relevant to the topic. Some of these articles will be assigned; others will be selected by the student.
13. The student will explain how to select age-appropriate books and books of interest to different age groups.

14. The student will explain the importance of building self-esteem in young readers and writers and developing their interest in quality children's literature.
15. The student will describe and give a rationale for several seating and other options for classroom arrangement.
16. The student will describe and give a rationale for classroom governance.
17. The student will explain the importance of good communication with parents and describe several strategies for this communication.
18. The student will demonstrate the application of a literature theme enjoyed by the students to classroom activities.
19. The student will read, report on, and present variety of children's literature to the class.
20. The student will attend the USM Children's Book Festival and the USM Literacy Conference and submit written reports of his or her participation.

Course Texts:

Vacca, J., Vacca, R., & Gove, M. (2000). Reading and Learning to Read (4th ed.). New York: Longman.

Vacca, R., & Rasinski, T. (1992). Case Studies in Whole Language. Fort Worth, TX: Harcourt Brace College Publishers.

Whole language I: A folio of articles from Perspectives in Education and Deafness. (1991). Washington, DC: Pre-College Programs, Gallaudet University.

Related Readings: Please see attachment of relevant books and journal articles.

Course Format: This course will be taught through class discussion, lecture, student presentations, student activities, student reports.

OSS STATEMENT If a student has a disability that qualifies under the Americans with Disabilities Act and requires accommodations, he/she should contact the

Office of Support Services for Students with Disabilities (OSS) for information on appropriate policies and procedures.

Course Requirements:

A. Academic Requirements:

1. Examination 1
2. Final Examination
3. Evaluation of Children's Reading and writing
4. Dialogue Journal
5. Children's Literature Reviews and Presentations
6. Children's Book Festival Report
7. Scheduled Observations
8. Assigned Reading Critiques
10. USM Literacy Conference Report

B. Administrative Requirements:

1. Students are expected to attend and be prepared to participate in each class session.

2. Students are expected to take examinations when they are scheduled and to submit assignments on the date these assignments are due during the class period.

3. Late assignments will be accepted only on or before the next regularly scheduled class period and penalized by 50%. Late assignments will not be accepted beyond the next class period and will earn "0" credit.

4. Make-up examinations will be given only in the most merited circumstances. Make-up examinations may be either oral, written, or oral and

written.

5. Daily quizzes. If one daily quiz is missed, the grade made on the next quiz will be given. Subsequent missed quizzes will receive a grade of "0".

6. Requests for Incomplete (I) grades are discouraged, and will not be approved except in the most merited circumstances.

Course Schedule: Attached

<u>Evaluation of Students:</u>	Points:
1. Examination 1	100
2. Final Examination	200
3. Quizzes	130
4. Dialogue Journal	120
5. Assigned Reading Critiques	100
6. Children's Literature Presentation I	75
7. Children's Literature Presentation II	50
8. USM Literacy Conference	25
9. USM Children's Book Festival	<u>20</u>
	Total points= 820

<u>Grading:</u>	738 - 820 = A	656 - 737 = B	
	574 - 655 = C	492 - 573 = D	<492 = F

TENTATIVE CALENDAR

SHS 436: Developing Reading in the Hearing impaired

Spring Semester, 2002

Due Dates for individual assignments TBA

JA 7 Overview of Course Content and Assignments
Reading achievement among the deaf population--past and present

9 Vacca, Chapter 1

11 Vacca, Chapter 1
The Dialogue Journal

- 14 Vacca, Chapter 1 Quiz
The Dialogue Journal
- 16 Vacca, Chapter 2
The Dialogue Journal
- 18 Vacca, Chapter 2
- 21 HOLIDAY--Dr. Martin Luther King, Jr. Birthday
- 23 Vacca, Chapter 2 Quiz
- 25 Vacca, Chapter 3
- 28 Vacca, Chapter 3
- 30 Vacca, Chapter 3 Quiz
- FE** 1 Vacca, Chapter 4
- 4 Vacca, Chapter 4
- 6 Vacca, Chapter 4 Quiz
- 8 Vacca, Chapter 5
- 11 Vacca, Chapter 5
- 13 Vacca, Chapter 5 Quiz
- 15 Vacca, Chapter 7
- 18 Vacca, Chapter 7
- 20 EXAMINATION
- 22 Vacca, Chapter 8
- 25 Vacca, Chapter 8

27 Vacca, Chapter 8

MR 1 Vacca, Chapter 8 Quiz

4 Vacca, Chapter 9

6 Vacca, Chapter 9

8 Vacca, Chapter 9 Quiz

11- 15 SPRING VACATION

18 Vacca, Chapter 10

20 Vacca, Chapter 10

22 USM LITERACY CONFERENCE - various sessions

25 Vacca, Chapter 10

27 Vacca, Chapter 10 Quiz

29 GOOD FRIDAY HOLIDAY

AP 1 Vacca, Chapter 11

3 Vacca, Chapter 11 Quiz USM Children's Book Festival begins

5 No class - USM Children's Book Festival

8 Vacca, Chapter 12

10 Vacca, Chapter 12 Quiz

12 Vacca, Chapter 13

15 Vacca, Chapter 13

17 Vacca, Chapter 13 Quiz

19 Vacca, Chapter 14

22 Vacca, Chapter 14

24 Vacca, Chapter 14 Quiz

26 Assignments TBA

29 Assignments TBA

MY 1 Assignments TBA

3 Review for final examination

8 FINAL EXAMINATION 11:00 a.m.-1:30 p.m.

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and Hard of Hearing

Spring Semester, 2005

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Course Credit: 3 semester hours

Prerequisites: SHS 301, SHS 433, or permission of the instructor

Intended Audience: Education of the Deaf majors at the Junior level or above.

Instructor: Henry Teller, Ed.D.

Office: SRS Room 230

Phone: 266-6042 (office)

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E-mail henry.teller@usm.edu

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Accreditation Statement: The USM Education of the Deaf program is fully accredited by the Council on Education of the Deaf (CED) and the National Council for the Accreditation of Teacher Education (NCATE).

The CED competencies met in this course are as follows:

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- 7.3.1(b) Research and other literature on language of the hearing impaired.
- 7.3.3(a) Methods of teaching reading in general education.
- 7.3.3(b) Special assessment and instructional procedures for teaching reading to hearing-impaired students.
- 7.4.3(a) Identify learner entry level.
- 7.4.4 Use of diagnostic instruments in programs for the hearing impaired in order to:
 - 7.4.4(a) Interpret assessment and diagnostic information; and
 - 7.4.4(b) Translate the diagnostic information into curriculum.

Professional Education

The University of Southern Mississippi's Professional Education Unit is a community of learners who value the power of knowledge to inform, inspire, and transform lives.

Course Goals and Objectives:

Course Goals

1. The student will be familiar with the typical reading achievements of children and adults over the past 30 years.
2. The student will discover some of the unique problems deafness causes in developing literacy through examining the writing and communication of DHH students.
3. The student will be aware of both traditional and new approaches to

teaching reading and writing in regular and deaf education.

4. The student will be familiar with some ways for accessing a pupil's reading and writing skills.

5. The student will be familiar with techniques for assessing the level of reading materials.

6. The student will understand the inclusive (whole language) approach to literacy, and other approaches and models of reading instruction and reading as a psycho-linguistic guessing game..

8. The student will be familiar with numerous applications of the inclusive approach across the curricula.

9. The student will be familiar with numerous applications of inclusive strategies in teaching reading and writing to deaf children.

10. The student will become familiar with the writers' workshop and the readers' workshop.

11. The student will understand the purpose of dialogue journal writing with children and maintain dialogue journals with DHH children.

12. The student will understand the concept of the mini-lesson and when it is appropriate to use a mini-lesson.

13. The student will have the opportunity to read and report on a variety relevant articles.

14. The student will understand the importance of building self-esteem of young readers and writers and getting them interested in quality children's literature.

15. The student will be familiar with alternative classroom arrangements including seating arrangements and centers.

16. The student will be familiar with several strategies for class governance.

17. The student will understand the importance of good communication with

parents.

18. The student will understand the importance of having a multitude of children's literature in the classroom.

19. The students will understand how to apply literature themes enjoyed by the children to classroom activities.

20. The student will understand the importance of helping children to learn to enjoy books and to read for their own pleasure.

21. The student will participate in the USM Children's Book Festival and the USM Literacy Conference.

22. The student is required to utilize the World Wide Web to locate readings for a portion of assignments.

23. The student should engage in dialogue writing via e-mail with DHH students.

24. The student will construct language-experience reading materials utilizing a digital camera and/or other visual media to carry the story.

25. The student will be familiar with several reading software programs such as KidPix for creating student reading and writing activities.

26. A Term Project involving scientific research will be completed by all graduate students on a area of literacy related to the deaf and hard-of-hearing learner. These projects will be assigned individually after conferencing with the professor. Two persons may work together on a term project of appropriate magnitude. This project is expected to be appropriately thought through and outlined. Securing necessary permissions and approvals should be a consideration. This project should be written in APA style using the most current APA manual.

Course Objectives:

1. The student will describe the current and historical states of reading achievement among the hearing-impaired population.

2. The student will describe how a hearing loss affects the acquisition of language and learning to read and write.
3. The student will describe traditional approaches to teaching reading and contrast them to the more successful approaches of the late 1990-s and 21st century.
4. The student will demonstrate several techniques for assessing a child's reading and writing skills including portfolio assessment.
5. The student will demonstrate techniques for assessing the level of reading materials.
6. The student will explain the key elements of the inclusive approach to literacy.
7. The student will explain how reading and writing develop together.
8. The student will explain the Writers' Workshop.
9. The student will explain the Reader's Workshop.
10. The student will explain how a dialogue journal works and the theory of Vygotsky which supports dialogue journal writing.
11. The student will maintain dialogue journals with two DHH students.
12. The student will read and report on a variety of articles relevant to the topic. Some of these articles will be assigned; others will be selected by the student.
13. The student will explain how to select age-appropriate books and books of interest to different age groups.
14. The student will explain the importance of building self-esteem in young readers and writers and developing their interest in quality children's literature.
15. The student will describe and give a rationale for several seating and other options for classroom arrangement.

16. The student will describe and give a rationale for classroom governance.
17. The student will explain the importance of good communication with parents and describe several strategies for this communication.
18. The student will demonstrate the application of a literature theme enjoyed by the students to classroom activities.
19. The student will read, report on, and present variety of children's literature to the class.
20. The student will attend the USM Children's Book Festival and the USM Literacy Conference and submit written reports of his or her participation.
21. The student will utilize the Internet to locate relevant literacy activities for DHH readers.
22. The student will use a digital camera and/or other media to develop a language-experience story.
23. The student will demonstrate proficiency using computer-based software such as KidPix to create relevant reading and writing activities.
24. . A Term Project involving scientific research will be completed by all graduate students on a area of literacy related to the deaf and hard-of-hearing learner. These projects will be assigned individually after conferencing with the professor. Two persons may work together on a term project of appropriate magnitude. This project is expected to be appropriately thought through and outlined. Securing necessary permissions and approvals should be a consideration. This project should be written in APA style using the most current APA manual.

Course Texts:

Vacca, J., Vacca, R., Gove, M., Burkey, L., Lenhart, L., & McKeon, C. (2003). Reading and Learning to Read (5th ed.). Boston, MA: Allyn & Bacon.

Vacca, R., & Rasinski, T. (1992). Case Studies in Whole Language. Fort Worth, TX: Harcourt Brace College Publishers.

Related Readings: Relevant books and journal articles will be assigned throughout the semester.

Course Format: This course will be taught through class discussion, lecture, student presentations, student activities, student reports.

OSS STATEMENT If a student has a disability that qualifies under the Americans with Disabilities Act and requires accommodations, he/she should contact the Office of Support Services for Students with Disabilities (OSS) for information on appropriate policies and procedures.

Academic Honesty When cheating is discovered, the faculty member may give the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the dean of students.

In addition to being in violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion.

(Taken from *Student Handbook*)

Plagiarism Plagiarism is scholarly theft, and it is defined as the unacknowledged use of secondary sources. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism.

Because students, as scholars, must make frequent use of the concepts and facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work.

Plagiarism is committed in a number ways:

1. Reproducing another author's writing as if it were one's own.
2. Paraphrasing another author's work without citing the original.
3. Borrowing from another author's ideas, even though those ideas are
4. Copying another author's organization without giving credit.

(Taken from *Student Handbook*)

Course Requirements:

A. Academic Requirements:

1. Examination 1

2. Final Examination
3. Evaluation of Children's Reading and writing
4. Dialogue Journal
5. Children's Literature Reviews and Presentations
6. Children's Book Festival Report
7. Scheduled Observations
8. Assigned Reading Critiques
10. USM Literacy Conference Report
11. Experience Story
12. Computer-based activity
13. Term Project

B. Administrative Requirements:

1. Students are expected to attend and be prepared to participate in each class session.
2. Students are expected to take examinations when they are scheduled and to submit assignments on the date these assignments are due during the class period.
3. Late assignments will be accepted only on or before the next regularly scheduled class period and penalized by 50%. Late assignments will not be accepted beyond the next class period and will earn "0" credit.
4. Make-up examinations will be given only in the most merited circumstances. Make-up examinations may be either oral, written, or oral and written.
5. Daily quizzes. If one daily quiz is missed, the grade made on the next quiz will be given. Subsequent missed quizzes will receive a grade of "0".

6. Requests for Incomplete (I) grades are discouraged, and will not be approved except in the most merited circumstances.

Course Schedule: Attached

<u>Evaluation of Students:</u>	<u>Points:</u>
1. Examination 1	100
2. Final Examination	200
3. Quizzes	130
4. Dialogue Journal	120
5. Assigned Reading Critiques	100
6. Children's Literature Presentation I	75
7. Children's Literature Presentation II	50
8. USM Children's Book Festival	25
9. Experience Story	25
10. Computer-based Story Activity	25
11. <u>Term Project</u>	<u>150</u>
Total points = 1000	

<u>Grading:</u>	900 - 1000 = A	800 - 899 = B
	700 - 799 = C	600 - 699 = D
	<600 = F	

TENTATIVE CALENDAR

SHS 536: The Development of Literacy with Students who are
Deaf and Hard of Hearing

Spring Semester, 2005

Due dates for a variety of individual and group assignments TBA

- JA** 10 Overview of Course Content and Assignments
Reading achievement among the deaf population--past and present
- 12 Vacca, Chapter 1
- 14 Vacca, Chapter 1
The Dialogue Journal
- 17 HOLIDAY--Dr. Martin Luther King, Jr.'s Birthday
- 19 Vacca, Chapter 1 Quiz
The Dialogue Journal
- 21 Vacca, Chapter 2
The Dialogue Journal
- 24 Vacca, Chapter 2
- 26 Vacca, Chapter 2 Quiz
- 28 Vacca, Chapter 3
- 30 Vacca, Chapter 3
- FE** 2 Vacca, Chapter 3 Quiz
- 4 Vacca, Chapter 4
- 6 Vacca, Chapter 4
- 9 Vacca, Chapter 4 Quiz

- 11 Vacca, Chapter 5
- 13 Vacca, Chapter 5
- 16 Vacca, Chapter 5 Quiz
- 18 Vacca, Chapter 7
- 20 Vacca, Chapter 7
- 23 EXAMINATION
- 25 Vacca, Chapter 8
- 28 Vacca, Chapter 8

Mar 1 Vacca, Chapter 8

2 Vacca, Chapter 8 Quiz

4 Vacca, Chapter 9

7 Vacca, Chapter 9

9 Vacca, Chapter 9 Quiz

14 - 18 SPRING VACATION

21 Vacca, Chapter 10

23 Vacca, Chapter 10

25 HOLIDAY Good Friday

28 Vacca, Chapter 10

30 Vacca, Chapter 10 Quiz

30 Vacca, Chapter 11

AP 1 Vacca, Chapter 11

- 4 Vacca, Chapter 11 quiz
- 6 Vacca, Chapter 12 CHILDREN'S BOOK FESTIVAL, Ap. 6-8
- 8 CHILDREN'S BOOK FESTIVAL—NO CLASS
- 11 Vacca, Chapter 12
- 13 Vacca, Chapter 12 Quiz
- 15 Vacca, Chapter 13
- 18 Vacca, Chapter 13 TERM PROJECTS DUE
- 20 Vacca, Chapter 13 Quiz
- 22 Vacca, Chapter 14
- 25 Vacca, Chapter 14
- 27 Vacca, Chapter 14 Quiz
- 29 Vacca, Chapter 15 Assignments TBA
- MY** 2 Vacca, Chapter 15 Quiz Assignments TBA
- 4 TBA
- 6 Review for final examination
- FINAL EXAMINATION -- TIME AND DATE TBA
- 14 Commencement 2:00 p.m.

