

Course Goals and Objectives:

Course Goals

1. Students will (re-)design classroom arrangement to meet the needs of D/HH students while following the principles of classroom management models. Students will explain the rationale behind such modifications.
2. Students will identify and develop appropriate classroom rules and explain the rationale behind such rules in terms of students' rights and responsibilities counterbalanced by sound academic principles.
3. Students will plan academic centers appropriate for the D/HH classroom and provide rationale for their design and content (including how and when they are to be utilized); students will identify and explain appropriate use of computers in the D/HH classroom.
4. Students will identify and explain appropriate methods of maintaining and managing group activities (large and small) in the D/HH classroom.
5. Students will identify and explain appropriate methods of initiating and maintaining pupil involvement in classroom activities/lessons.
6. Students will identify and explain appropriate methods of maintaining pupil behavior.
7. Students will identify and explain appropriate methods of initiating, completing, tracking and managing pupil progress and records, including IEPs and ITPs.
8. Students will identify and explain the rationale behind appropriate "communication techniques" used by educators. These techniques will be applied to the various modalities of communication utilized in the D/HH classroom.
9. Students will identify and explain the roles and responsibilities of the Deaf Education teacher, the D/HH pupil within the D/HH classroom, the D/HH pupil in the mainstream, the interpreter, the general education teacher, and the classroom aide.
10. Students will appropriately modify classroom/teaching characteristics to reflect an accurate application of Deaf Culture.

Course Objectives

Upon completion of this course, the student will have:

1. passed tests on textbook chapters and other readings. These tests/quizzes account for 55% of the semester grade.
2. developed models of appropriate classroom set-ups and be able to explain the rationale supporting the design(s).
3. worked in groups for the purpose of developing models of course goals (establishing classroom rules, writing an IEP or ITP, planning centers, etc.).
4. explained appropriate classroom management techniques and the rationale behind them; these explanations will have applied to both general education and to the Deaf Education classroom.
5. provided oral report(s) alone and/or in groups.

Course Requirements:

A. Academic Requirements

1. chapter tests and quizzes [55% of the semester grade]
2. oral presentation(s) on assigned topic(s) [20% of the semester grade]
3. reports and research paper [10% of the semester grade]
4. participation in class discussions and group work [5% of the semester grade is 'professionalism' and group work is also worth 5%.]
5. read/view selected material from various sources (including websites) and be able to explain why the material can or cannot be supported in the Deaf Education classroom [5% of the semester grade]

B. Administrative Requirements:

1. Students are responsible for all class material (including lessons, topics, handouts, and announcements). [Missing information must come from classmates, not the instructor. Handouts will be available on the appropriate bulletin board and/or via email.]
2. Each student is expected to attend class, participate in class discussions and activities, ask questions when clarification is needed, and help maintain the professional environment of the class. Participation and behavior influence the student's final grade (5%).
3. Assignments are to be ready at the beginning of class on the due date. Five (5) points will be lost for each school day (as opposed to "each class day") that the assignment is late. Turn in late materials to the instructor **or** to a secretary in Room 208. Make sure that your paperwork has been dated and initialed by the recipient. Without the "date received," the paperwork is not legitimately handed in, and points will be deducted until the work is dated. Assignments may be faxed to me at 266-5224.
4. Make-up tests are at the discretion of the instructor, and will be given **ONLY** for excused absences. Without a make-up, the second-lowest receptive skills test grade will be assigned for up to two tests. After these two, "0" will be entered for each missed test. For unexcused absences, the lowest test grade is duplicated (for up to two tests). For missed quizzes (excused or not), the lowest existing quiz grade will be duplicated. It is advised that you keep up with your work and be prepared for all quizzes and tests (announced or not). NOTE: If you do not arrange for your make-up test within one week of your return to class, you will lose your opportunity for a make-up.

Grading: The final grade will be determined by the accumulation of points from the following categories:

chapter/topical tests (collective quizzes equal one test grade):	55% (collectively)
oral presentations	20%
paperwork (reports, research paper, etc.):	10%
group projects	5%
web site activities	5%
professionalism	<u>5%</u>
	100%

All quizzes will be added and averaged to equal one test grade. The final exam will be comprehensive and will count for two tests.

Grades will be assigned based on the following scale (which is **not** a 10-point scale):

A = 92 – 100 B = 84 – 91 C = 76 – 83 D = 67 – 75 F = below 67

Evaluation of Students

Students are evaluated according to their test/quiz grades, class participation, as well as their written fulfillment of the Academic Requirements.

Class Attendance: Quizzes (typically given at the start of the class period) serve as a class 'sign-in sheet.' Occasionally, a sign-in sheet will be passed around class. If you arrive late, make sure that you sign in after class. If you must leave immediately after class ends, hand the instructor a signed note informing him that you were tardy. Each student will be permitted two unexcused absences and three unexcused 'partials.' Three 'partials' equal one absence. Students who exceed the limits of unexcused attendance are subject to having the 'professionalism' portion of their semester grade negatively affected. The instructor will consider extenuating circumstances; however, a written verification for the reason of absence is required, and this will be considered when the instructor determines whether a make-up test is available.

Students are responsible for securing notes, handouts, and information given for classes missed. The information and/or material covered must be obtained from classmates, NOT from the instructor. Check the bulletin board in the classroom and/or near Dr. Buisson's office for posted handouts. Students who miss a test must provide written verification of extenuating circumstances before they will be permitted to take a make-up test. If you do not make up a test within a week of returning to class, you will have lost your opportunity for a make-up test, even if your absence was excused.

Class Behavior: Students are expected to conduct themselves in a professional manner. They should be aware that their conduct in class could affect the entire class. No eating will be permitted in the classroom during class time. Students found to be speaking inappropriately will have points taken from their 'professionalism' grade. "Speaking inappropriately" not only includes speaking out of turn, but includes criticisms, complaints, whining, etc. Each incident will result in the loss of one of your five percentage points. (Yes, you can have "deficit" points.) "Complaining" is not professional. If you are not invited to negotiate with the instructor, do not try to do so. If there is anything worth the attention of the instructor, it is worth presenting in a professional manner. Professional comments are welcomed in the instructor's office. Conversing (vocally or manually), whispering, or otherwise communicating without permission can be counted against you. Remember: your classroom behavior affects your semester grade.

Class Attendance: Quizzes (typically given at the start of the class period) serve as a class 'sign-in sheet.' Occasionally, a sign-in sheet will be passed around class. If you arrive late, make sure that you sign in after class. If you must leave immediately after class ends, hand the instructor a signed note informing him that you were tardy. Each student will be permitted two unexcused absences and three unexcused 'partials.' Three 'partials' equal one absence. Students who exceed the limits of unexcused attendance are subject to having the 'professionalism' portion of their semester grade negatively affected. The instructor will consider extenuating circumstances; however, a written verification for the reason of absence is required, and this will be considered when the instructor determines whether a make-up test is available.

TESTS, ASSIGNMENTS, and ACADEMIC STANDARDS

Assignments: All assignments (unless otherwise stated) are to be typed, double-spaced, with one-inch margins on all sides. The font must be a 12-point size in Times New Roman and pages are to be numbered. Use this heading, but without the brackets, but with the appropriate information:

[your name] _____ [your hand-written initials, showing that you have read the printout] **[date]**

[title of the assignment] **SHS 451**

Write your initials on the line only if you have, indeed, read your paper after composing it. If you have not read your own paper, do not turn it in and expect the instructor to read it. Students have access to computers here at USM. These computers have tools by which grammar and spelling can be checked. The instructor is not your editor. As always, you will be held to university standards for writing. Assignments are graded on content, grammar, spelling and punctuation. Errors in spelling and punctuation earn a 1-point deduction apiece. Two points will be deducted for grammar errors, and three for each non-sentence. *Using the word "death" instead of "deaf" will cost you an entire letter grade.* Content is weighed much more than editorial matters. Content includes the material and the student's intellectual interaction and response to material being discussed. NEVER does the instructor want a synopsis of the material. Your papers generally involve your own insights on the material. You should write about your new understanding or perspective, and you should mention the concepts that you do not understand. Write about the way(s) in which your professional philosophy is developing as a result of the material. Academic honesty and soundness are vital (see below).

All assignments are to be ready at the BEGINNING of the class on which they are due. It's always better to turn in an assignment late rather than "not at all." Late assignments will lose two (2) points for each school day, as opposed to each "class day." NOTE: If I am not in my office when you turn in a late assignment, bring it to Room 208. Ask a secretary to write her initials and the time and date that the paper was turned in, and have her put it in my mailbox. DO NOT WAIT until the next class meeting to turn in a late assignment. EACH school day counts against you, whether or not we meet as a class. You may fax your late assignment to me at 266-5224, or send it as an attachment to an e-mail as proof of completion UNTIL you turn in your own hard copy. My email address appears on the first page of this syllabus.

Academic Honesty: Honesty is expected of all students at all times. If any information is used or cited (whether "quoted" or not) from another source and such source is not credited, the student is not adhering to academic honesty. If a student has been found to have plagiarized, the work will receive a score of "0" (zero), the paper photocopied, and the student will be reported to the appropriate university authority. If a student is suspected of plagiarism, he or she will be contacted, we will talk, and the Chair of the department will be involved, if necessary. There should be no "wandering eyes" during tests. Please keep your own test paper covered throughout all tests. Cheating and plagiarism are treated the same in this course. Suspicion is treated seriously, until you prove yourself innocent. Therefore, follow these simple rules.

Academic Soundness: To adhere to standards of intellectual soundness, you must substantiate your statements to be true and support your opinions as being based on fact and reasoning. Papers overtly lacking in academic content or in linguistic accuracy will be returned to the student. Edit the paper and resubmit it the next school day; late penalties will apply.

CEC-CED Standards addressed in this course:

- 1K2 Models, theories and philosophies for providing educational services to atypical children
- 1K3 Cross-cultural perspectives and their impact upon atypical children, their families and schools
- 1K4 Legal rights and responsibilities of atypical children, their families and schools
- 1K5 Cultural, linguistic, academic and social-emotional impact of educational placement options for d/hh children
- 1S1 Articulate personal understanding/application of theories, philosophies and models of education
- 1S3 Articulate pros/cons of current issues/trends in SPED and Deaf Education
- 2K1 Similarities/differences in various needs and abilities of typical and atypical persons
- 2K3 Effects of family characteristics upon the development of atypical children
- 2K4 Educational implications of d/hh children's needs and abilities
- 2K5 Cultural dimensions of deafness and Deaf Education
- 2K7 Impact of comprehensible communication, onset of hearing loss, age of identification, provision of services and incidental learning upon the development of d/hh children
- 2S1 Access information on the cognitive, physical, cultural, social, academic and emotional characteristics of atypical d/hh children
- 4K1 Differing learning styles of children and how to adopt instruction to fit these styles within various learning environments
- 4K2 Curricula and instructional strategies for the development of motor, cognitive, social, communication, language, affective, functional skills, life skills and employment
- 4K3 Techniques for modifying instructional methods and techniques that reflect learner needs, diversity, and family dynamics
- 4K4 Sources of specialized materials for d/hh children
- 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 and proficiency in the language(s) needed to instruct d/hh children
- 5K1 Basic classroom management theories, methods and techniques
- 5K2 Best practices concerning classroom management and instruction, including career/vocational transition
- 5K4 Deaf cultural factors that may influence classroom management
- 5S2 Prepare and organize materials needed for daily lessons, design those lessons to include instructional materials, strategies, evaluation protocols, management procedures, classroom routines and transitions to/from major learning environments
- 5S6 Design a classroom environment that maximizes opportunities for visual and/or auditory learning
- 6K1 Applicable laws, rules, regulations and procedural safeguards regarding the planning, implementation and management of children's behaviors and ethical related professional activities
- 6K2 Impact of teacher attitudes and behaviors on classroom management and outcomes
- 6K3 Strategies for crisis prevention/intervention
- 6K4 Strategies needed to instruct the development and use of the social skills needed for educational and functional living environments and for preparing students to live in ethnically diverse settings
- 7K1 Effective and ethical communication with children, parents, school and community personnel
- 7K2 Knowledge of typical concerns expressed by parents and the appropriate strategies or informational resources for addressing those concerns

- 7K4 Local, regional and national services provided for d/hh children
- 7S1 Use communication and collaborative strategies that foster mutual respect and encourage participation by children, parents, and school and community personnel
- 8K1 One's own biases and differences affecting one's teaching
- 8K2 Teacher's importance as a model for children
- 8K4 Knowledge and use of pertinent consumer and professional organizations, publications, conferences, web resources, journals, and tests relevant to the education of d/hh students
- 8S3 Demonstrate proficiency in oral and written communication

Professional Dispositions Developed in SHS 492 (451)

1. educate the whole student
2. value the power of knowledge to inform
3. value the power of knowledge to inspire and transform lives
4. inspire others to become, live and enhance their lives and the lives of others
6. contribute to ethical lives for all (professionalism and ethics)
7. believe that all persons can learn and benefit from a quality education
8. demonstrate resilience by continuously learning from difficult situations (professionalism and collegiality)
9. assist others through adversarial times (humanitarian, community of learners, professionalism, collegiality)
13. pursue excellence and equality for all others (respect for diversity and multiculturalism)
14. demonstrate and conform to accepted professional standards and values
15. inspire others to be successful
16. promote positive learning
17. demonstrate responsible citizenship (contributes to democratic society)
19. build a learning community that fosters learning for all community participants
20. possess a strong commitment to equity for all
22. have high expectations for all

Diversity Items Developed in SHS 492 (451) – Students will:

1. recognize their responsibility to embrace and teach about an increasingly heterogeneous world
3. realize the value of every individual
5. develop knowledge, understanding and awareness of their own culture, the learning community and beyond the classroom; develop the same of the cultures of others
9. demonstrate respect for all persons
10. foster participation in a democratic society by viewing issues from multiple perspectives
11. have high expectations for all students