California State University, Northridge
Department of Special Education

SPED 504D: FOUNDATIONS OF DEAF EDUCATION
Hybrid course- asynchronous, onsite, and synchronous

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The Department of Special Education cannot take messages for professors. **Please do not call the Department office to report anticipated absences or late arrivals.**

Conceptual Framework:

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

o We value academic excellence in the acquisition of research-based professional knowledge and skills.

o We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.

o We value ethical practice and what it means to become ethical and caring professionals.

o We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.

o We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of communities of diverse learners.

o We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.

o We value creative, critical, and reflective thinking and practice.

Course Description:

Prerequisites SPED 400. This course uses the historical context of deaf education to focus on current educational, political, and social trends that affect the placement and instruction of deaf/hard of hearing students. The breadth of placements and age ranges within this diverse population are critically reviewed using current research in the field.

Not only that, but students are also introduced to the concept of ally ship as one of the tenets of social justice and the process of ally ship and social justice in the Deaf communities. Allyship involves support and empowerment of individuals or people experiencing oppression. Within the Deaf communities, there are varieties of Deaf individuals or peoples, such as Black Deaf, Deaf Native Americans, and LGBTQI Deaf. Students will learn what it means to be an ally, a process of social justice.

NOTE: This course includes 5 hours of supervised early fieldwork that is accomplished through observational study. This fieldwork project informs candidates about current strategies for language planning used in bilingual/dual language with hearing students within general education. Mentorship for the field-based projects comes directly from the instructor. This project is guided and scaffolded by the instructors. The instructors provide mentorship through modeling and explicit feedback of project implementation.

Offered **Fall** semester only.

Course Objectives:

After completing this course, students will be able to:

1. Identify historical changes in theoretical orientations, policy and research related to deaf education;
2. Use current research findings to describe similarities and differences in educational approaches used with normally hearing and deaf and hard of hearing students;
3. Demonstrate knowledge of etiologies of deafness, including those that may result in additional disabilities;
4. Critically analyze models of deaf education and professional perspectives as they apply to the instruction of deaf and hard-of-hearing students;
5. Critically analyze historical methods and interpretations of intellectual and academic assessment of deaf and hard-of-hearing students;
6. Demonstrate knowledge of strategies to foster self-advocacy skills with DHH students relative to access to educational content, communication, and vocational opportunities.
7. Describe demographics of the population of deaf and hard-of-hearing students, from birth through age 22, including the impact of Universal Newborn Hearing Screening on identification and early intervention;
8. Demonstrate knowledge of the history and research related to representing English (spoken and signed) in deaf education, as well as more current approaches using indigenous signed languages (ASL) in deaf education;

9. Demonstrate effective uses of cognitive academic language in the discussion of course content;
10. Demonstrate knowledge of intersectionalities and breaking the oppressive cycle by pinpointing ways each of us play host passively and actively to the system as we enter critical dialogue creating constructive changes via concrete action steps;
11. Create written statements of teaching/learning philosophy, communication policy, language planning framework, and socio-economic cultural pluralism as part of diversity, equity, inclusion, and accessibility framework.

Instructional Strategies:

Instructional methods emphasize classroom interaction through critical dialogue. Presentation methods include lecture, student presentation, interactive teaching, and discussion, in face-to-face and online formats. Students are required to demonstrate the use of cognitive academic language in sign language during discussion of course content.

Two components of dual language instruction serve as the framework for the class: (1) a dual language approach that involves the use of ASL and written English and (2) an ESL approach that involves the exclusive use of English as a second language.

Course Requirements:

1. Participation and Attendance: Attend all onsite, synchronous, and asynchronous class meetings as noted in the weekly schedule.
2. Communication: Candidates are expected to use high-quality ASL and written English during classes.
3. Guided Reflections (30%): Candidates are expected to complete the reading assignments and participate in class discussions. Candidates will be assigned one of Freeman & Freeman's chapter and become an expert. Candidates will create related mind maps (or outline) of key terms and concepts **DUE: 11/6 (or earlier)**. From time-to-time candidates will also be asked to provide mind maps of articles read in response to the readings, topics discussed in class, and/or experiences that candidates have had in classrooms. Upcoming mind maps will be posted via Canvas Discussions.   DHH 1.6   DHH 2.9 DHH 2.9   DHH 6.1
4. Book Review (10%): Select a book related to the course topic. Read thoroughly and conduct a class presentation with a given handout for each student. Present for ten minutes and then facilitate related cooperative learning activities for ten minutes. **DUE: 9/18**

5. Lesson Plan Project (30%): One lesson plan demonstrating one or more of Freeman & Freeman's (1998) "Seven Principles for Effective Language Learning." Candidates will conduct peer review(s) lesson plans and provide constructive feedback discussing what worked, what did not, and what could be done differently the next time. Be specific as possible.

First Draft of Lesson Plan DUE: 10/30 (Submit via Canvas Discussions and bring hard copies to class)
Revised Draft of Lesson Plan DUE: 11/6
Implementation of Lesson Plan/Self-reflection (Teacher's Feedback) DUE: 12/11

DHH 3.7

6. Statement of Teaching/Learning Philosophy including Communication Policy and Language Planning (30%). **DUE: 12/4**

DHH 6.2

Readings (Canvas/Modules):

Freeman, Y. S., & Freeman, D. E. (2016). ESL teaching: Principles for success. Portsmouth, NH: Heinemann.

Ladd, P. (2022). Seeing through new eyes, deaf cultures, and deaf pedagogies: The unrecognized curriculum. Dawn Sign Press

Required Articles/ Chapters:

Baker, C. (2001). Second language acquisition and learning. Foundations of bilingual education and bilingualism (3rd ed., pp. 109-133). Clevedon, England: Multilingual Matters.

Bailes, C. N. (2001). Integrative ASL-English language arts: Bridging paths to literacy. Sign Language Studies, 1 (2), 147-174.

Crawford, J. (1998). Ten common fallacies about bilingual education. ERIC Digest. ED424792

Cummins, J. (2006). The relationship between American Sign Language proficiency and English academic development: A review of the research. Retrieved May 17, 2007 from http://www2.hihm.no/minoritetIKonf0kt06/ ASL'Yo20Lit'Yo20Review'Yo20Nov'Yo2 02006.rtf

Cummins, J. (n.d.) BICS and CALP. Retrieved July 10, 2006, from http://www.iteachilearn.com/cummins/bicscalp.html

Dunn, L.M. & Anderson, G.B. (2019). Examining the Intersectionality of Deaf Identity, Race/Ethnicity, and Diversity Through a Black Deaf Lens. in Irene W. Leigh, and Catherine A. O'Brien (eds), *Deaf Identities: Exploring New Frontiers* Oxford Academic.

Grosjean, F. (2008a). A wholistic view of bilingualism. Studying bilinguals (pp. 9-21). New York: Oxford University Press.

Fleischer, F., Garrow, W., & Friedman Narr, R. (2015). Developing Deaf education: What really works in Deaf education in secondary classrooms. In Murawski & Scott (Eds.), *What really works in secondary education.* Corwin Press: Thousand Oaks, CA.

Grosjean, F. (2008b). The bilingualism and biculturalism of the deaf. Studying bilinguals (pp. 221- 237). New York: Oxford University Press.

Marschark, M. & Spencer, P.E. (2010). (Eds). The Oxford Handbook of Deaf Studies, Language, and Education. Vol. 2. Chapter 1, part 1 (pgs 17-93). New York, NY: Oxford University Press.

McLaughlin, B. (1995). Fostering second language development in young children: Principles and practices (Educational Practice Report No. 14). Santa Cruz, CA: The National Center for Research on Cultural Diversity and Second Language Learning. (ERICDocument Reproduction Service No. ED386932)

Nover,S.M., Andrews, J. F., Baker, S., Everhart,V. S., & Bradford, M. (2002). Staff development in ASL/English bilingual instruction for deaf students: Evaluation and impact study. USDLC Star Schools project report no. 5 (pp. 1-8). Retrieved May 16, 2006, from http://www.nmsd.k12.nm.us/caeber/documents/year5.pdf

Nover, S.M., & Moll, L. (1997). Cultural mediation of deaf cognition. In M.P. Moeller & B. Shick (Eds.), Deafness and diversity: Sociolinguistic issues (pp.39-50). Omaha, NE: Boys Town National Research Hospital.

O'Malley, J. M., & Valdez Pierce, L. (1996). "Figure 4.2: Academic language functions" from Oral language assessment. Authentic assessment for English language learners: Practical approaches for teachers (p. 62). Old Tappan, NJ: Pearson Education, Addison-Wesley.

Pribanic, L. (2006). Sign language and deaf education: A new tradition. Sign language and linguistics, 9, 233-254.

Prinz, P. M., & Strong, M. (1998). ASL proficiency and English literacy within a bilingual deaf education model of instruction. Topics in Language Disorders, 18 (4), 47-60.

Shaver, D.M., Marschark, M., Newman, L., & Marder, C. (2014). Who is where? Characteristics of Deaf and Hard of Hearing students in regular and special schools. *Journal of Deaf Studies and Deaf Education. Vol 19:2,* 203-219.

Soltero, S. W. (2004). Dual language: Teaching and learning in two languages (pp. 1-25). Boston: Pearson Education.

Solis, A. (2001). Boosting our understanding of Bilingual education: A refresher on philosophy and models. Intercultural Development Research Association (IDRA) Newsletter, April 2001.

Zwiers, J. (2004). The third language of academic English. Educational Leadership, 62 (4), 60-63. Crawford, J. (1997). Ten common fallacies about bilingual education. Retrieved July 16, 2007, from http://www.ericdigests.org/1999-3/ten.htm

Handouts for Participants: (Canvas/Modules):

Center for ASL/English Bilingual Education and Research. (2007). Clarification of terminology. Unpublished manuscript. New Mexico School for the Deaf, Santa Fe, NM

Center for ASL/English Bilingual Education and Research. (2007). Language abilities for deaf bilinguals. Unpublished manuscript. Gallaudet University, Washington, DC.

Center for ASL/English Bilingual Education and Research. (2005).

Orientations toward teaching English language learners. Unpublished manuscript. New Mexico School for the Deaf, Santa Fe, NM.

O'Malley, J. M., & Valdez Pierce, L. (1996). "Figure 4.2: Academic language functions" from Oral language assessment. Authentic assessment for English language learners: Practical approaches for teachers (p. 62). Old Tappan, NJ: Pearson Education, Addison-Wesley.

Grading:

Grading is based on total points. Attendance and participation in class and at lab sessions is expected. A plus and minus grading system will be used. Grades will be assigned according to departmental standards as follows:

Grading Standards

93 – 100%	A
90 – 92	A-
88 – 89	B+
83 – 87	B
80-82	B-
78-79	C+
73-77	C
70-72	C-
60-69	D
00-59	F

Tentative Class Schedule:
(*Subject to change with prior notice*)

	Topic/ Assignments	Reading Due for this session
Week 1 (onsite): 8/28	Who Am I? Who Are We? & KWL!	
Week 2 (onsite): 9/4	Current Context and History of Deaf Education in the United States including history of language and communication issues; Effective Instruction Supporting students in Gen Ed Classrooms Current and Future Technologies DHH 1.1 DHH 2.8 DHH 3.1 DHH 3.1 DHH 6.1 DHH 6.8	Marschark & Spencer (2010) Ch 1 Part 1
Week 3 (onsite): 9/11	Characteristics of today's Deaf Learners Ethical Principles of Assessment DHH 5.1	Shaver, Marschark, Newman, & Marder (2014)
Week 4 (asynchronous): 9/18	Deaf Learners are Bilingual Fractional vs. wholistic views of bilinguals DHH 3.8 DHH 4.4 DHH 7.3 DHH 7.3	Grosjean (2008a) Grosjean (2008b) **BOOK REVIEW DUE**
Week 5 (synchronous): 9/25	The Paradigm Shift to viewing Deaf Learners as bilingual and bicultural; Viewpoints of Deaf People Role of signed languages Intersectionality DHH 2.4	Pribanic (2006) Grosjean (2008) Restorative Justice Continuum Dunn et al (2019)
Week 6 (onsite): 10/2	Deaf Learners benefit from Bilingual Instruction; Seven Principles of Bilingual Instruction; Translanguaging DHH 2.2 DHH 3.2 DHH 3.4 DHH 4.3	Bailes (2001) Freeman & Freeman Translanguaging (2 articles)
Week 7 (synchronous): 10/9	Deaf Bilinguals learn when taught through content from whole-to-part instruction DHH 1.6. DHH 1.6	Bailes (2001) BIPOC Deaf Educators & Anti-racism
Week 8 (synchronous): 10/16	Deaf Bilinguals Learn through Learner- Centered and Meaningful Experiences	Black Deaf People in US Racism Scale (sent via group text) VL2 Research Briefs Ochoa Paradigm Intersectionaltiies
Week 9 (synchronous): 10/23	Deaf Bilinguals learn from lessons that support development of bilingualism	Baker (2001) Baker- Bilingualism & Cognition Bloom Taxonomy Hamers- Cog. & Lang Dev

Week 10 (onsite): 10/30	Deaf Bilinguals learn through cognitively demanding lessons in ASL and English	Cummins (n.d.) Zwiers (2004) O'Malley (1996) **LESSON PLAN 1ST DRAFT DUE**
Week 11 (synchronous): 11/6	Deaf Bilinguals learn language through social interaction and from lessons that include all four modes DHH 3.7 DHH 3.7 DHH 6.5	McLaughlin (1995) Study of Storytexting Communication Policy and Language Planning Discussions **LESSON PLAN REVISED DRAFT DUE**
Week 12 (onsite): 11/13	Deaf Bilinguals learn when lessons support their first languages and cultures	Cummins (2006) Prinz & Strong (1998) Revising Philosophy Statement and next steps…
Week 13 (onsite): 11/20	Deaf Bilinguals learn language in a variety of bilingual education programs and models	Baker- Education for Bilingualism & Biliteracy Soltero (2004)
Week 14 (asynchronous): 11/27	Deaf Bilinguals learn when Educators have faith in them	Crawford (1997) Bailes (2001)
Week 15 (onsite): 12/4	Deaf Bilinguals learn when Educators apply bilingual teaching Principles	Nover et al (2002) Nover & Moll (1997) **PHILOSOPHY STATEMENT, COMMUNICATION POLICY, AND LANGUAGE PLANNING DUE**
Final Week (asynchronous): 12/11		**Implementation of Lesson Plan/Self-reflection DUE: 12/11**

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