

California State University, Northridge
Department of Special Education

SPED 565: Fundamentals of Teaching English to DHH Students

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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

(Revised: Summer 2018)

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.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- 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.
- We value ethical practice and what it means to become ethical and caring professionals.
- 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.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

COURSE DESCRIPTIONS

SPED 561D: This course is an examination of the reading process and of principles of effective literacy instruction for deaf and hard-of-hearing students. Emphasis is placed upon the important role of ASL fluency in the development of English literacy skills. Concepts covered include reading skills development, vocabulary acquisition, development of concepts through reading, and language assimilation through reading. Emphasis is also given to effective strategies of assessment and the documentation of student progress.

SPED 565: This class is a critical analysis and evaluation of various systems and methods which have been used to teach English to deaf and hard-of-hearing students. Exploration of the facilitative role of ASL fluency in the subsequent acquisition of English language skills. Development of strategies and activities for developing the written English skills of deaf and hard-of-hearing students.

*NOTE: These courses are combined into a literacy “block” and include **50 hours** of supervised early fieldwork. This guided fieldwork is accomplished through 5 supervised field-based direct student contact projects encompassing 10 hours within each project. Throughout these 5 projects, candidates select one focus student for an ongoing guided process of deeper observational and instructional study while implementing assessment and instructional strategies for the **development of English reading and writing skills**. Mentorship for the field-based projects comes directly from the instructors. Each of the projects is implemented with deaf students (or their families) and is guided and scaffolded by the instructors. The instructors provide mentorship through modeling and explicit feedback of project implementation and in many cases, students are encouraged to repeat the project if/as necessary.*

COURSE OBJECTIVES

SPED 561D

1. Candidates will demonstrate understanding of the interrelationship of primary language development and reading/writing.
2. Candidates will demonstrate understanding of various theoretical perspectives and alternative frameworks on reading development in deaf readers, including traditional models and deaf-centric frameworks.
3. Candidates will demonstrate knowledge of the varied characteristics of deaf students, their primary language fluency and the impact on their starting point in accessing meaning from print.
4. Candidates will evaluate and utilize formal and informal, formative and summative procedures, for assessing emergent and developing reading skills of deaf students.
5. Candidates will demonstrate and evaluate instructional strategies for developing the emergent literacy of deaf students.
6. Candidates will demonstrate and evaluate instructional strategies for developing the reading skills of deaf students according to the ELA Common Core.

7. Candidates will plan culturally relevant instruction, including goals, performance expectations, strategy design based on assessment data, in alignment with the ELA Common Core and content standards.
8. Candidates will design and implement instruction, demonstrating an understanding of universal design for learning and its application to a class of diverse deaf students including the expertise of deaf communities.

SPED 565

1. Candidates will demonstrate knowledge of symbolic representations of meaning (including pictures, symbols, and print) and the communicative value of these representations.
2. Candidates will demonstrate knowledge of strategies for engaging deaf students in meaningful interaction with English print in alignment with the ELA Common Core Standards.
3. Candidates will demonstrate knowledge of bilingual strategies using American Sign Language to teach English print to deaf students.
4. Candidates will utilize multimedia strategies to develop accessible lessons to develop the English language skills of deaf students.
5. Candidates will create and implement differentiated instruction informed by universal design for learning effectively supporting deaf students with diverse language and learning needs.
6. Candidates will use assessment data to prioritize instructional goals related to meaning/intent of student writing, followed by form/structure.

READINGS

Chamot, A.U. (2009). *The CALLA Handbook. Implementing the cognitive academic language learning approach*. Pearson Longman.

Golos, D., Kuntze, M., Wolbers, K., & Kurz, C. (2023). *58-IN-MIND: multilingual strategies for diverse deaf students*. (Eds.). Gallaudet University Press.

Additional readings as assigned on Canvas

Course Expectations

We strive to maintain a climate for all participants in this class that is free of all forms of discrimination and harassment based upon race, ethnicity, religion, national origin, physical or mental abilities, age, marital status, sexual orientation, gender identity, or status as a U.S. veteran. Any student who has concerns with inappropriate behavior in the course should contact me as soon as possible to correct and enhance the student experience.

If you have a disability and need accommodations, please register with the **Disability Resources and Educational Services** (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. If you would like to discuss your need for accommodations with us, please contact the instructor to set up an appointment.

IMPORTANT NOTICE ON CSUN COMMUNICATION: CSUN sends all official communications by e-mail, including registration information. Please check your CSUN e-mail as soon as you've activated your university account. Using any Web browser, go to www.csun.edu/webmail Enter your CSUN User ID and Password. To forward your CSUN e-mail to your Yahoo, gmail, or preferred address, go to www.csun.edu/account, log in and select Mail for forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN e-mail account throughout the semester.

Please proofread all your assignments. Points will be deducted for sloppy work, misspellings, grammatical errors, typos, or lack of clarity/organization. Student papers should reflect high quality and be appropriate for **graduate level** course. Late unexcused papers without prior communication with instructors will be penalized.

Cheating and plagiarizing are taken very seriously. Please see the University Catalog and/or the Schedule of Classes for definitions and examples of, and penalties for academic dishonesty.

INC grades are considered using university guidelines. Please see the University Catalog.

Course Assignments

Students are required to work individually with a k-12 lab student during this course. Projects assigned will be completed in partnership with your lab student.

All video projects MUST BE edited. Artifacts / work samples (either hard copies or digital copies) must be submitted with the projects.

Detailed guidelines and due dates for the project are posted on the course Canvas site.

Lab Assignments

- **Student Profile:** Provide an introduction and overview of your lab student through collaboration with families to make instruction learner-centered, developmentally appropriate, and meaningful.
- **Direct Reading Instructional Project (DRIP):** Plan and implement a multi-step and multi-week reading instruction project grounded in the ELA/ELD standards using **research-based bilingual education methodology, translanguaging** practices. The project includes teaching and scaffolding strategies for reading with your lab student, engaging in before, during, and

after reading instruction with your student. Incorporate multiple ways of representing content, connecting experiences to make learning meaningful, authentic, and culturally relevant. Engage students in meaning making and vocabulary development activities promoting reading and writing through multimedia and hands-on activities. Use formative assessment strategies to monitor progress on lesson objective. *Successful completion of this project satisfies 10 hours of the early fieldwork requirement.*

DHH1.1 DHH1.2 DHH1.3 DHH1.4 DHH1.6
DHH2.1 DHH2.2 DHH2.3 DHH2.5
DHH3.2 DHH3.3 DHH3.4 DHH3.5 DHH3.6 DHH3.8
DHH4.1 DHH4.2 DHH4.3 DHH4.6
DHH.6.6
DHH 7.1 DHH 7.3 DHH 7.6
DHH 7.7
DHH 7.10 DHH 7.11

- **Writing Analysis:** Start collecting writing samples from your student EARLY in the semester. Through an in-class, guided process, we will look at students' written language samples. We will assess quality according to content, structure/mechanics, conventions, and presentation. You will individually analyze a collection of 8-10 writing samples from your student, write a summary, and make instructional recommendations. Utilize linguistically and culturally appropriate assessments to develop appropriate goals. *Successful completion of this project satisfies 10 hours of the early fieldwork requirement.*

DHH5.1 DHH 5.2 DHH5.3 DHH5.5

- **4-square writing strategy:** You will apply the 4-square graphic organizer as an instructional strategy for planning, organizing, and writing a multi-sentence paragraph. Develop students' effective expression as they write, discuss, present, and use language conventions. You will summarize the application and submit your reflections. *Successful completion of this project satisfies 10 hours of the early fieldwork requirement.*

DHH 7.8

- **Communication Game writing strategy:** You will implement a communication game with your lab student and then summarize and reflect upon the implementation. *Successful completion of this project satisfies 10 hours of the early fieldwork requirement.*
- **Info Text Project:** Implement this reading instructional strategy for reading non-fiction (informational) text with your student. *Successful completion of this project satisfies 10 hours of the early fieldwork requirement.* DHH 7.9
- **Final Lab Report:** Provide a cumulative written summary for the teacher of your work with your lab student OR provide a letter to the parents summarizing your work. The instructors MUST APPROVE the lab report or letter prior to sharing it with the teacher or parent.

Projects earning 70% or lower may be resubmitted. Your final project grade will be an average of your original submission with the score of the revised assignment.

Reading Responses:

Read and reflect with your classmates and the instructors weekly on Canvas.

Exam: You will complete an examination that reflects your individual understanding of course content.

Class Participation

Education is a social endeavor, and we learn from each other. If you are not present in class, we cannot benefit from your ideas, experiences, or observations. Due to the interactive nature of this course, attendance and participation are critical. Students are asked to notify the instructors in advance of missed classes and are responsible for obtaining any missed notes or handouts **from a classmate**. Missing multiple classes (2 or more) will result in a lowered grade.

Grading

Grading is based on a total of 275 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	78 - 79	C+
90 - 92	A -	73 - 77	C
88 - 89	B+	70 - 72	C -
83 - 87	B	60 - 69	D
80 - 82	B-	00 - 59	F

Course Schedule

Week 1	Overview and Assignments	
Week 2	Discuss current research and best practices and trends in deaf education related to literacy instruction. DHH 6.8 DHH 6.8	58-IN-MIND: Ch. 6 Reading Andrews, J., et al (2016). Early reading for young DHH children: Alternative Frameworks Reading quiz: DHH 6.8
Week 3	Common Core Standards	CALLA Handbook. Ch. 3 Academic Language Development
Week 4	Direct Reading Instructional Project (DRIP): Learn research-based bilingual education methodology, translanguaging practices. Learn to scaffolding engaging in before, during, and after reading instruction. Discuss and explore multiple ways of representing content, connecting experiences to make learning meaningful, authentic, and culturally relevant. Learn techniques for engaging students in meaning making and vocabulary development activities promoting reading and writing through multimedia and hands-on activities. DHH1.1 DHH1.1 DHH1.2 DHH1.2 DHH1.3 DHH1.3 DHH1.4 DHH1.4 DHH1.6 DHH1.6 DHH2.1 DHH2.1 DHH2.2 DHH2.2 DHH2.3 DHH2.3 DHH2.5 DHH2.5 DHH3.2 DHH3.2 DHH3.3 DHH3.3 DHH3.4 DHH3.4 DHH3.5 DHH3.5 DHH3.6 DHH3.6 DHH3.8 DHH3.8 DHH4.1 DHH4.1 DHH4.2 DHH4.2 DHH4.3 DHH4.3 DHH4.6 DHH4.6 DHH6.6 DHH6.6	CALLA Handbook. Ch. 4 Learning Strategy Instruction Schirmer & Schaffer, (2010). Guided Reading Approach How Deaf ASL / English Bilingual Children become proficient Readers: an Emic Perspective (Mounty, et.al., 2013)
Week 5	DRIP Engage in top-down bottom-up activities to promote various reading strategies. Use formative assessment strategies to	

	monitor progress on lesson objective. DHH 7.1 DHH 7.1 DHH 7.3 DHH 7.3 DHH 7.6 DHH 7.6 DHH 7.7 DHH 7.7 DHH 7.10 DHH 7.10 DHH 7.11 DHH 7.11 Writing Analysis: 6+1 traits for analyzing student writing. DHH 5.1 DHH5.1 DHH 5.2 DHH5.2 DHH 5.3 DHH5.3 DHH 5.5 DHH5.5	
Week 6	Reading Comprehension Strategies	Crume, et.al., (2020). Language and Reading comprehension abilities
Week 7	Vocabulary Writing Development	Evaluation of Intervention using sign language & multi-sensory coding (VanStaden, 2013) Effects of Reading Racetracks on Sight Word Acquisition (Davenport, 2018)
Week 8	Spring Break Week	
Week 9	Word Study including decoding and encoding, morphological analysis, practice in connected text. Fairview Learning Systems In class hands-on activities with visual phonics, visual strategies for word decoding. Students assessed based on interaction and participation. DHH 7.5cdfg DHH 7.5cdfg	Activity/ Class participation DHH 7.5cdfg
Week 10	Holiday- Chavez Day	
Week 11	Communication Games Decoding	
Week 12	Reading Assessment Writing Strategy: 4 square: Learn to writing instructional strategies to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and presentations in various genres.	58-IN-MIND: Ch.4. Writing

	DHH 7.8 DHH 7.8	
Week 13	Reading Instruction with Informational Text DHH 7.9 DHH 7.9	58-IN-MIND: Ch.7. Reading in Content Areas. 58-IN-MIND: Ch.5. Writing in Content Areas.
Week 14	Reading Fluency In class use fluency rubric to discuss component of fluency for deaf readers and evaluate lab student's reading fluency DHH 7.5e DHH 7.5e Dyslexia with Deaf students Discuss case study of a deaf student with dyslexia and develop structured literacy instructional strategies appropriate for student. DHH 7.2 DHH 7.2	Reading fluency and students who are DHH: Synthesis of the Research (Luckner & Urbach, 2012) DHH 7.5e
Week 15	Elements of Your language arts Program	
Week 16	Finals Week	

SPED 561-565 Syllabus linking page

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DHH1.4 DHH1.4	7	DHH1.4	5
DHH1.6 DHH1.6	7	DHH1.6	5
DHH2.1 DHH2.1	7	DHH2.1	5
DHH2.2 DHH2.2	7	DHH2.2	5
DHH2.3 DHH2.3	7	DHH2.3	5
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DHH3.4 DHH3.4	7	DHH3.4	5
DHH3.5 DHH3.5	7	DHH3.5	5
DHH3.6 DHH3.6	7	DHH3.6	5
DHH3.8 DHH3.8	7	DHH3.8	5
DHH4.1 DHH4.1	7	DHH4.1	5
DHH4.2 DHH4.2	7	DHH4.2	5
DHH4.3 DHH4.3	7	DHH4.3	5
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DHH 5.1 DHH5.1	8	DHH 5.1	5
DHH 5.2 DHH5.2	8	DHH 5.2	5
DHH 5.3 DHH5.3	8	DHH 5.3	5
DHH 5.5 DHH5.5	8	DHH 5.5	5
DHH 6.6 DHH 6.6	7	DHH 6.6	5
DHH 6.8 DHH 6.8	7	DHH 6.8	7
DHH 7.1 DHH 7.1	8	DHH 7.1	5
DHH 7.2 DHH 7.2	9	DHH 7.2	5
DHH 7.3 DHH 7.3	8	DHH 7.3	5
DHH 7.5cdfg DHH 7.5cdfg	8	DHH 7.5 cdfg	8
DHH 7.5e DHH 7.5e	9	DHH 7.5e	9
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DHH 7.11 DHH 7.11	8	DHH 7.11	5