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Recommended Citation

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Instructional Strategies and Curriculum Development for Deaf and Hard of Hearing Students

Course Description:
This course focuses on students developing the pedagogical strategies and skills required to successfully teach deaf or hard of hearing students in a variety of academic settings. Review and modification of standard curricular subjects are facilitated through a series of field experiences. (3 credit hours)

Mission Statement
The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning and promote health and wellness through enhanced community partnerships. The unit’s purpose is to prepare reflective practitioners who develop, implement, and evaluate effective education and human development programs/services through a program of study grounded in the interaction of theory, practice, and research.

GOAL
To familiarize teachers with methods of differentiation designed: to diagnose learner needs, adapt and modify curricular materials, plan and implement differentiated instruction, develop assignments, and evaluate learning outcomes for students who are deaf or hard of hearing.

Conceptual Framework:
Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.
Objectives Alignment with Unit and State Standards
In addition to the identified goals and objectives, this course addresses UNO Teacher Roles and Louisiana State COMPASS Standards.

I. EFFECTIVE TEACHERS MANAGE CLASSROOM CONTEXTS AND ENVIRONMENTS
A. They establish a culture for learning by:
   1. Managing classroom procedures (COMPASS 2c)
   2. Managing student behavior
   3. Organizing physical space
   4. Organizing classrooms to integrate technology
   5. Maintaining accurate records using available technology
B. They create an environment of respect and rapport by:
   1. Using cultural contexts in the classroom
   2. Demonstrating knowledge of diversity among students
   3. Presenting rationales for change to meet students needs

II. EFFECTIVE TEACHERS DESIGN CURRICULUM AND INSTRUCTION
A. They understand and use curriculum and instruction by:
   1. Knowing content
   2. Knowing pedagogy
   3. Setting instructional outcomes (COMPASS 1c)
   4. Designing coherent instruction
   5. Designing student assessments
   6. Incorporating knowledge of diversity in the classroom
   7. Planning for the use of technologies in curriculum and instruction
   8. Demonstrating knowledge of resources, including technologies
   9. Planning for the use of collaborative group practices in the classroom
B. They communicate effectively by:
   1. Incorporating effective written communication in the classroom
   2. Incorporating effective oral communication in the classroom

III. EFFECTIVE TEACHERS DELIVER INSTRUCTION AND ASSESS LEARNING
A. They engage students in active learning (COMPASS 3c) by:
   1. Interacting effectively with students
   2. Demonstrating flexibility and responsiveness
   3. Integrating technology and other resources
B. They integrate disciplines into instruction by:
   1. Applying connections to multiple disciplines
   2. Demonstrating connections to real life
C. They use assessment in instruction by:
   1. Incorporating performance tasks in the classroom
   2. Using questioning and discussion techniques (COMPASS 3b)
   3. Using pre-assessment, formative assessment, and summative assessment appropriately (COMPASS 3d)
D. They embed diversity in decision-making by:
   1. Selecting resources
   2. Delivering instruction
   3. Assessing learning

IV. EFFECTIVE TEACHERS PARTICIPATE IN PROFESSIONAL RESPONSIBILITIES
A. They advocate for children, in terms of services and supports by:
   1. Communicating with families
   2. Demonstrating knowledge of resources in school and the community
B. They collaborate to improve professional practice by:
   1. Engaging in a professional community
   2. Participating in professional development
   3. Collaborating with teachers and mentors
   4. Developing goals for social justice
   5. Using research-based practices that include current available technology
C. They reflect on teaching and learning by:
   1. Focusing on cultural contexts and social justice
   2. Collecting and analyzing data to improve practice

Course Objectives:

The teacher candidate will:

1. use a variety of formal and informal diagnostic measures to assess skill levels in language arts and other instructional content areas

2. select and adapt materials and language level of instruction to meet the needs of the D/HH pupils.
3. employ a variety of pedagogical strategies to teach skills/content in language arts and other content areas

4. use the Louisiana Academic Standards to outline curricula, plan sequenced units and write lesson plans for language arts (reading, writing, listening, speaking/signing), and other content areas

5. individualize programming to meet each child’s need and document progress using data driven decision making methods

6. use instructional technologies to enhance learning opportunities and increase linguistic communicative competence

7. advocate and participate in a team approach to facilitating student learning

8. utilize instructional technology in the creation, application, and longitudinal maintenance of progress monitoring data

9. identify and discuss current issues/trends related to meeting the curricular needs of D/HH students

<table>
<thead>
<tr>
<th>Alignment of objectives with Unit and State Standards and SPA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
</tr>
<tr>
<td>1</td>
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<td>8</td>
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<tr>
<td>9</td>
</tr>
</tbody>
</table>
Field Experiences:

The three Field Experience activities for this course will culminate in a complete Case Study of a target child who has hearing loss and is learning in a general education classroom.

Field Experience 1: Case Study Background - School Data Collection:

**Activity:** The UNO teacher candidate will use all available resources to research and record information regarding the targeted student’s living and learning environments, auditory history, and current academic performance levels.

**Product:** A formally written document that thoroughly describes the parish, the town, and the school district, the targeted child, the child’s teacher, and all of the relevant demographics.

Field Experience 2: Case Study Introductory Letter

**Activity:** The UNO teacher candidate will use the information collected for Field Experience 1 to create a document for the collaborating general education teacher that focuses on the targeted child’s academic, auditory, linguistic, and social needs.

**Product:** A formally written letter that provides the general education teacher with information and specific instructional strategies that facilitate the likelihood of positive learning outcomes for the targeted child in the general education classroom.

Field Experience 3: Case Study Side-by-Side Lesson and Teaching

**Activity:** The UNO teacher candidate will take a lesson plan written by the collaborating general education teacher and create an ancillary lesson plan that includes the specially designed instructions and adaptations needed by the targeted student. The teacher candidate will pre-teach the designed lesson; observe the general education teacher’s implementation of the suggested modifications; and collect outcome data to demonstrate instructional effectiveness and student learning.

**Product:** A formally written lesson plan that includes a pre-teaching session to be delivered by the teacher candidate, the modifications and adaptations suggested, a reflective document focusing on the strengths and weaknesses of the pre-teaching session, a report describing the general education teacher’s implementation of the modifications and student performance during the lesson.

Required Text:

Course Requirements:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Point Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of either a pre-selected chapter</td>
<td>Sessions 3, 11</td>
<td>100</td>
</tr>
<tr>
<td>conclusion question OR activity for a total of 2</td>
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<td></td>
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<tr>
<td>tasks (50 points each)</td>
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<td></td>
</tr>
<tr>
<td>Case Study</td>
<td>FINAL PRODUCT DUE</td>
<td>700</td>
</tr>
<tr>
<td>Field Experience 1</td>
<td>Draft due session 5</td>
<td></td>
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<tr>
<td>Field Experience 2</td>
<td>Draft due session 9</td>
<td></td>
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<tr>
<td>Field Experience 3</td>
<td>Draft due session 14</td>
<td></td>
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<tr>
<td>FINAL submission of Case Study Due</td>
<td>Session 17</td>
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<tr>
<td>Final Exam</td>
<td>Session 17</td>
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Grades:

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<th>Points earned</th>
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<tr>
<td>930- 1,000</td>
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<tr>
<td>859- 929</td>
<td>B</td>
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<tr>
<td>789 - 858</td>
<td>C</td>
</tr>
<tr>
<td>718 – 788</td>
<td>D</td>
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<tr>
<td>000 – 717</td>
<td>F</td>
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</table>

Tentative Weekly Session Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Required Readings</th>
<th>Topic(s)</th>
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</thead>
<tbody>
<tr>
<td>Session 1</td>
<td></td>
<td>Review Syllabus; Characteristics and Themes</td>
</tr>
<tr>
<td>Session 2</td>
<td>Text – Chapter 1</td>
<td>Involving the Families</td>
</tr>
<tr>
<td></td>
<td>Text – Chapter 14</td>
<td></td>
</tr>
<tr>
<td>Session 3</td>
<td>Text – Chapter 11</td>
<td>Other Teaching Situations</td>
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<td></td>
<td>Text – Chapter 12</td>
<td>Diversity in Deaf Education</td>
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<tr>
<td>Session 3</td>
<td><strong>Question/Activity 1 due</strong></td>
<td><strong>Submit as directed by instructor</strong></td>
</tr>
<tr>
<td>Session 4</td>
<td>Text – Chapter 5</td>
<td>Teaching Deaf Studies</td>
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<tr>
<td>Session 5</td>
<td>Text – Chapter 9</td>
<td>Testing Deaf Children</td>
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<tr>
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</tr>
<tr>
<td><strong>FE #1</strong></td>
<td><strong>Draft Field Experience #1</strong></td>
<td><strong>Submit as directed by instructor</strong></td>
</tr>
<tr>
<td>Session 7</td>
<td>Text – Chapter 8</td>
<td>Integrating Technology into your Teaching</td>
</tr>
<tr>
<td>Session 8</td>
<td>Text – Chapter 3</td>
<td>Teaching Social Studies</td>
</tr>
<tr>
<td>Session 9</td>
<td>Text – Chapter 2</td>
<td>Teaching Science</td>
</tr>
<tr>
<td><strong>FE #2</strong></td>
<td><strong>Draft Field Experience #2</strong></td>
<td><strong>Submit as directed by instructor</strong></td>
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<tr>
<td>Session 10</td>
<td>Text – Chapter 6</td>
<td>Teaching Mathematics</td>
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<tr>
<td>Session 11</td>
<td>Text – Chapter 7</td>
<td>Teaching Physical Education and Extracurriculars</td>
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<tr>
<td><strong>Session 11</strong></td>
<td><strong>Question/Activity 2 due</strong></td>
<td><strong>Submit as directed by instructor</strong></td>
</tr>
<tr>
<td>Session 12</td>
<td>Text – Chapter 13</td>
<td>Classroom Management and Learning Disabilities</td>
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<tr>
<td>Session 13</td>
<td></td>
<td>Deaf children with multiple disabilities</td>
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<td>Session 14</td>
<td><strong>Draft Field Experience #3</strong></td>
<td>IEP Development and Placement Decisions</td>
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<td>Session 15</td>
<td>Text – Chapter 10</td>
<td>Transition</td>
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<tr>
<td>Session 16 3</td>
<td><strong>FINAL EXAM Completed Case Study Due</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Technology Requirements:**

In order to attend, each student MUST have-

1. A Broadband connection (DSL or Cable)… **NO SATIELLITE LINKS ALLOWED**

2. Microsoft WORD

3. A webcam or digital camera (with video capabilities).

4. A headset with attached boom microphone (either USB or jack plugs to attached into your speaker slots). This is a MUST because the microphone in your webcam causes feedback for all participants and will stop the class from participating.

5. Availability to attend this class live online from your personal computer on Wednesdays from 5:00 – 7:45pm CST
6. A computer located in a place where you can communicate with your classmates without bothering others - a public computer lab probably is NOT a good place to attend this course.

7. An UNO e-mail account (LAN account)

8. Also, for your convenience ALL class sessions are recorded and available the day after the class. This DOES NOT mean you do not have to attend the Live class!! You must come to class each week. The location of these recordings is http://media.uno.edu. Click on “UNO Public Media Site”, then LALIDC-EDSP6480-Fall 15 and, finally, the class session you want to watch.

Other information:

- If you do not have a Broadband (if you are using dial-up or satellite) connection to the internet, this class will not work for you - please contact the instructor and **plan to drop the course**.

- If you cannot access the audio or video portion of this class because you are deaf/hard of hearing or you have a visual impairment, please contact Kate Reynolds (kate.reynolds@uno.edu) so we can make certain that accommodations can be made - (captioning/interpreters, etc.)

- If you do not have a webcam you will need to purchase one. Webcams range from $30 to $200 and unless you are using it professionally the high-end cameras are not necessary.

- You will also need a way to talk to us and listen to the class (class will have an interpreter and/or real time captioning for anyone who needs it due to a hearing loss – please arrange this in advance!). A headset with an attached microphone is the minimal requirement here. Logitech also makes a good headset - here extra money is worth spending ($30-50 is a good price).
  
  o **Note:** **On the microphone/speaker set-up…** I have recently started using the hands free and no headset needed Polycom CX200 Desktop Phone - USB VoIP handset / speakerphone and I love it. It runs from $70-130 (used to new). It has clear sound, easy muting, and no FEEDBACK. When you plug it into a USB port, it appears in your devices list as “Catalina Handset”.

- If you are using a laptop to join the class, and the laptop doesn't have a built in camera then purchase a Logitech laptop clip-on webcam or my favorite is the Logitech Pro 9000 (about $79-$99 each) and it works on laptops and desktops. They clip-ons cost about $90 and are very portable. The image is great.

- Finally, if you are selecting a camera, look for one that is at least 1.3 pixels and, if possible, adjusts for low light situations. The Orbit by Logitech is one such camera and it is also good as it comes with a tripod that can be set-up in a classroom so you can show a live lesson to your professor and class. Again my favorite is the Logitech Pro 9000 (about $79-$99 each). Once you get your camera, follow the installation instructions that come with the camera. There usually is a CD that takes you through the set-up and tests the system.
  
  o (Photos of equipment and textbook - see page 12 of syllabus)

**Remember- YOU** must buy the webcam and voice communication device (headset or handset [Polycom]) **ASAP** and pay for it just like you would a textbook. Webcams can be bought online, or in
stores like Best Buy, Office Depot, Staples, and even Wal-Mart and Sam's. Google the Polycom CX200 and you will get a list of distributors and prices.

**Before the first class** you must have connected and tested your webcam and headset/Polycom. You will be signing into the class via an email invitation sent to your UNO e-mail address. The e-mail will ask you to JOIN A MEETING. We will assist you in becoming comfortable with this instructional platform. **DO NOT FORWARD UNO E-MAIL!**

*Important!!!*

**IMMEDIATELY** - Please send your full name, computer model and operating system, connection type (cable or DSL, UNO on-campus location and alternate e-mail addresses, and your phone number where you can be contacted during class time to Dr. Kate Reynolds kate.reynolds@uno.edu AND to UNO Media Productions – our Tech Folks at mp@uno.edu. Include the course number (EDSP 6480), your physical location (town/city and Parish), your contact phone number DURING class time, the location where you work (if in education related field, please provide your Parish and School(s) name(s) or list itinerant in XYZ Parish), and what you do. Also list the certifications you presently hold in Louisiana, other states, and other countries. Our tech team NEEDS to know how to contact you in case you have a problem and can’t get online and I need to know a bit more about you. Do this as soon as you finish reading this syllabus!

**POLICIES**

1. **Attendance Statement:**

Students are expected to attend all classes regularly and punctually. A student who is not present in class is marked absent.

You will miss no more than 1 class of a once a week course or 3 classes of a twice a week course without an approved excuse.

2. **Disability Statement:** Also see [http://www.ods.uno.edu/faculty/](http://www.ods.uno.edu/faculty/) for more information

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to [http://www.ods.uno.edu](http://www.ods.uno.edu).

3. **Academic Integrity Policy:**

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information, including the consequences for acts of academic dishonesty. The Code is available online at: [http://www.uno.edu/~stif/policy%20Manual/judicial_code_pt2.htm](http://www.uno.edu/~stif/policy%20Manual/judicial_code_pt2.htm)
To ensure academic integrity, all students enrolled in distance learning courses at the University of New Orleans may be required to participate in additional student identification procedures. At the discretion of the faculty member teaching the course, these measures may include on-campus proctored examinations, off-site or online proctored examinations, or other reasonable measures to ensure student identity. Authentication measures for this course are identified below and any fees associated are the responsibility of the student.

4. Harassment and Discrimination Policy:
The University of New Orleans is a multicultural community composed of diverse students, faculty, and staff. A fundamental principle of the University of New Orleans is that there be an environment of mutual tolerance and respect, which is free of hostility toward, discrimination against, or harassment of any person based on race, color, religion, sex, disability, national origin, age, sexual orientation, marital or veteran status, or any other status protected by law. Every member of the university community is held strictly accountable for his or her behavior with regard to this standard.
Bibliography:


This is the Polycom CX200 phone and two Logitech headsets with attached microphone (there are many different models)

The Logitech Orbit and Logitech 9000 camera (can use on laptops AND desktops)

This is your textbook