Course information:
Copy and paste current course information from Class Search/Course Catalog. Provides students with an overview of issues related to deaf, hard of hearing and comprehensive vision hearing loss (CVHL). Topics include historical, cultural, educational and political issues, technology, arts and literature as it relates to the deaf community. Taught primarily in English.

<table>
<thead>
<tr>
<th>College/School</th>
<th>College of Liberal Arts and Sciences</th>
<th>Department/School</th>
<th>College of Liberal Arts and Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix:</td>
<td>ASL</td>
<td>Number: 410</td>
<td>Title: Deaf Culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Units: 3</td>
</tr>
</tbody>
</table>

Course description: This course will provide students with an overview of issues related to Deaf, hard of hearing and Comprehensive Vision Hearing Loss (CVHL). Topics will include historical, cultural, educational and political issues, technology, arts and literature as it relates to the Deaf community.

Is this a cross-listed course? Yes, SLC 410, SHS 410

Is this a shared course? Yes, SILC and College of Health Solutions

Note: For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? Yes

If yes, each topic requires an individual submission, separate from other topics.

Requested designation: Global Awareness-G
Mandatory Review: Yes

Eligibility: Permanent numbered courses must have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follows:
For Fall 2021 Effective Date: October 2, 2020
For Spring 2022 Effective Date: March 5, 2021

Area proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:
- Complete and attach the appropriate checklist
  - Literacy and Critical Inquiry core courses (L)
  - Mathematics core courses (MA)
  - Computer/statistics/quantitative applications core courses (CS)
  - Humanities, Arts and Design core courses (HU)
  - Social-Behavioral Sciences core courses (SB)
  - Natural Sciences core courses (SQ/SG)
  - Cultural Diversity in the United States courses (C)
  - Global Awareness courses (G)
  - Historical Awareness courses (H)

A complete proposal should include:
x Signed course proposal cover form
x Criteria checklist for General Studies designation being requested
x Course catalog description
x Sample syllabus for the course
x Copy of table of contents from the textbook and list of required readings/books

Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:
Name: Hannah Cheloha
E-mail: hannah.cheloha@asu.edu
Phone: 480-227-7176
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[G] CRITERIA

**GLOBAL AWARENESS [G]**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>1. Studies <strong>must</strong> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>2. The course must match at least one of the following descriptions: (check all which may apply):</td>
</tr>
<tr>
<td>x</td>
<td></td>
<td>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <strong>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</strong></td>
</tr>
<tr>
<td></td>
<td>x</td>
<td>Please see the syllabus, course outline, and images of table of contents. This class focuses on the Deaf Community. World-wide there are millions of Deaf people and they are found in every country. This course covers many common themes for Deaf communities globally such as struggles to get access to education, criminal just, employment, ans so forth.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures.”</td>
<td></td>
</tr>
</tbody>
</table>
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</td>
<td>The course teaches about a subgroup of the global population: the Deaf community. This class focuses on the Deaf Community. World-wide there are millions of Deaf people and they are found in every country. This course covers many common themes for Deaf communities globally such as struggles to get access to education, criminal just, employment, and so forth.</td>
<td>Throughout the course students learn about the Deaf community, and Deaf Cultural norms. These chapters are the most clearly related to global awareness: chapter 1: Deaf community past and present Chapter 3: ASL and other signed languages Chapter 4: how Deaf children think and learn Chapter 5: Deaf Education, Deaf Culture, and multiculturalism Chapter 7: Deaf communities within the Deaf community Chapter 11: Arts, literature, and Media</td>
</tr>
</tbody>
</table>
Contact Information

Lecturer: Hannah Cheloha  
Office Location: Durham Hall 305c  
Telephone number: (480) 965-7286  
Email: hannah.cheloha@asu.edu  
Zoom Link: https://asu.zoom.us/j/5847650417 (by appointment)  
Office Hours: By appointment  
If my regular office hours are not convenient for a student, we can set up an appointment outside those times. Contact me via email for an appointment or for other questions and problems. I will try to respond within 24 hours.

Course Description

C-2a  
This course will provide students with an overview of issues related to Deaf, hard of hearing and Comprehensive Vision Hearing Loss (CVHL). Topics will include historical, cultural, educational and political issues, technology, arts and literature as it relates to the Deaf community.

Credits: 3 credit hours  
Prerequisites or enrollment requirements: ENG 101 or 105 or 107  
Fees: None  
Special Notes: Some knowledge of ASL recommended, but not required.

Course Objectives

C-2a  
The purpose of this course is to help students develop an understanding of Deaf Culture and to explore ways to serve as an advocate for the Deaf. Coursework, which may include lectures, small group activities, use of electronic media, familiarization with relevant terminology, and exploration of current and other relevant events. Students will be encouraged to consider not only aspects of Deaf culture and identity but also the relationships that exist between minority cultures and mainstream cultures in America. Students are expected
to come to the online classroom well prepared to participate in discussions and think critically. Active participation in group work is required for the success of the class.

**Textbooks and Required Purchases**

ISBN-10: 1597567914

Memrise.com Account (free)

**Course Time Commitment**

This is an online course, which means that student learning time will be facilitated in the online environment. At times, it may feel like there is more homework in an online course, but in actuality, it has the same amount of homework as any other class. Students in this 3 credit course are expected to participate in learning activities facilitated by the instructor online 50 minutes 3 days a week (2-3 hours) as well as participate in independent homework about 6-9 hrs per week. In total, students should expect to spend around 8-12 hours each week preparing for and actively participating in this course.

**Learning Outcomes**

C-2a

1. Students will be able to describe the history and development of Deaf education in the United States and formulate possible best practices for approaches to Deaf Education.
2. Students will be able to define terminology as related to the U.S. Deaf community.
3. Students will be able to explain both past and present political actions influencing the Deaf community and determine plans to act appropriately as community advocates.
4. Students will be able to examine identity, values, and group interaction in contemporary Deaf culture.
5. Students will be able to evaluate how Deaf people are represented in popular culture and interpret how these representations reflect diversity, such as gender, class, religion, race and ethnicity within the culture.
6. Students will be able to examine technological advances and the resulting effects in the Deaf community.
7. Students will be able to analyze how Deaf people contribute to the development of contemporary culture and the future.
8. Students will be able to examine the cultural, social, and scientific contributions of members of the Deaf community and theorize about how they have resulted in successful or unsuccessful interactions between Deaf and other cultural groups in the U.S. and globally.

**Course Assignments**

In each unit students will have various resources to help students succeed in this course.

**HOMEWORK/PARTICIPATION** (10% of grade) *(including Lectures, Memrise, practice quizzes and other misc)*

○ **PARTICIPATION:** Participation in class is required and expected. This is an online course so participation will be measured by completion of online assignments and assessments. Failure to participate in exercises, practice quizzes, discussion boards, and other assignments will be weighed in the same way as participation in a face-to-face course.
○ **LECTURES**
Online lectures for this class will include google slide shows, quizzes, collaborations, polls, videos, discussions and more. Students are expected to complete all the materials for each module and will see this information in the cumulative quizzes and exams. Students will receive points for the completion of each lecture item.

○ **MEMRISE**
Students will use Memrise website/app to study vocabulary for this course. This will include vocabulary from the textbook, lectures, and ASL Basics. The vocabulary will be available on Memrise and there will appear in online exercises and discussion boards. Students will earn points based on completion of lesson/points earned.

**ONLINE EXERCISES** (5% of grade)
The online assignments are designed to help prepare students for the next class and/or the quizzes. These exercises are not graded – if students completed the assignment they will receive the full points despite how many errors were made. If students need extra practice, students may do the exercises as often as they like.

**DISCUSSION BOARDS/DRILLS** (10% of grade)
Students will be expected to participate in discussion board assignments for each chapter. The purpose of the discussion boards is to reflect and share ideas about the cultural information learned in class. Activities for the discussion board will vary. Read the directions for each assignment.

**GROUP PROJECT- DEAF ADVOCATE INFOGRAPHIC** (10% of grade)
Students will work in groups to create an infographic about how to be an advocate for the Deaf Community. Each group will work on a different rhetorical situation related to a chapter discussed in class and consider ways that they can function as an advocate for the Deaf community within the specific situation they are assigned. Students will work together to create an infographic that allows for the visual representation of data. Students will be asked to use credible sources and provide citations for all data.

**QUIZZES/MIDTERM/FINAL EXAM** (65% of grade)
There will be several quizzes and two exams for this course. Both exams are cumulative and can contain anything covered in class or assigned up to the date of the exam. Students can expect to see questions from the book readings, lectures, online exercises, and discussion boards. Exam dates will be announced at least 48 hours in advance. Exams will be held online and students will have several days to take the exam online. The online exams CAN NOT be made up. Please refer to the Universal Syllabus to see what constitutes an “emergency”.

**OTHER HOMEWORK:** There may be other miscellaneous assignments that do not fit in the above categories

---

**Course Schedule**
Session A/B (7.5 week) courses will cover one module per week. Due dates for all assignments will be posted in Canvas. Please follow Canvas due dates.

<table>
<thead>
<tr>
<th>Units</th>
<th>Assignments, Quizzes, Activities</th>
<th>Due dates</th>
</tr>
</thead>
</table>

Rev. 10/2020
| **Module 1:** | **Online Orientation and Syllabus Quiz**  
| | Profile Assignment  
| | -Discussion Board: Introductions  
| | Set up Account for Course Content  
| | Memrise Account  
| | Memrise Assignments:  
| | -Deaf Culture: Vocab Chapter 1  
| | -Deaf Culture: ASL Basics Chapter 1 -Deaf Culture: Vocab Chapter 2  
| | -Deaf Culture: ASL Basics Chapter 2  
| | Deaf Culture: Vocab Chapter 3  
| | -Deaf Culture: ASL Basics Chapter 3  
| | **Lectures:**  
| | Chapter 1 Lecture: Deaf Community Past and Present  
| | Chapter 2 Lecture: Causes of being Deaf and the Auditory Field  
| | Chapter 3 Lecture: American Sign Language  
| | **Online Exercise:**  
| | -Chapter 1 ASL basics  
| | -Chapter 2 ASL basics  
| | -Chapter 3 ASL Basics  
| | **Discussion Board:**  
| | -Chapter 1 Discussion  
| | -Chapter 2 Discussion  
| | -Chapter 3 Discussion  
| | **Quizzes**  
| | -Chapter 1 Quiz  
| | -Chapter 2 Quiz  
| | -Chapter 3 Quiz  
| | **Group Project:**  
| | -Project Description and Group Sign Up  
| | **May 18**  
<p>| | <strong>May 24</strong> |</p>
<table>
<thead>
<tr>
<th>Module 2:</th>
<th>Memrise Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-Deaf Culture: Vocab Chapter 4</td>
</tr>
<tr>
<td></td>
<td>-Deaf Culture: ASL Basics Chapter 4</td>
</tr>
<tr>
<td></td>
<td>-Deaf Culture: Vocab Chapter 5</td>
</tr>
<tr>
<td></td>
<td>-Deaf Culture: ASL Basics Chapter 6</td>
</tr>
<tr>
<td></td>
<td>-Deaf Culture: Vocab Chapter 5</td>
</tr>
<tr>
<td></td>
<td>-Deaf Culture: ASL Basics Chapter 6</td>
</tr>
<tr>
<td>Lectures:</td>
<td>Chapter 4 Lecture: How Deaf Children Think, Learn, and Read</td>
</tr>
<tr>
<td></td>
<td>Chapter 5 Lecture: Deaf Education, Deaf Culture, and Multiculturalism</td>
</tr>
<tr>
<td></td>
<td>Chapter 6 Lecture: Deaf Identities</td>
</tr>
<tr>
<td>Online Exercise:</td>
<td>-Chapter 4 ASL Basics</td>
</tr>
<tr>
<td></td>
<td>-Chapter 5 ASL Basics</td>
</tr>
<tr>
<td></td>
<td>-Chapter 6 ASL Basics</td>
</tr>
<tr>
<td>Discussion Board:</td>
<td>-Chapter 4 Discussion</td>
</tr>
<tr>
<td></td>
<td>-Chapter 5 Discussion</td>
</tr>
<tr>
<td></td>
<td>-Chapter 6 Discussion</td>
</tr>
<tr>
<td>Quizzes</td>
<td>-Chapter 4 Quiz</td>
</tr>
<tr>
<td></td>
<td>-Chapter 5 Quiz</td>
</tr>
<tr>
<td></td>
<td>-Chapter 6 Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 3:</th>
<th>Memrise Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-Deaf Culture: Vocab Chapter 7</td>
</tr>
<tr>
<td></td>
<td>-Deaf Culture: ASL Basics Chapter 7</td>
</tr>
<tr>
<td></td>
<td>-Deaf Culture: Vocab Chapter 8</td>
</tr>
<tr>
<td></td>
<td>-Deaf Culture: ASL Basics</td>
</tr>
<tr>
<td>Lectures:</td>
<td>Chapter 7 Lecture: Deaf Communities Within the Deaf Community</td>
</tr>
<tr>
<td></td>
<td>Chapter 8 Lecture: Navigating Lives</td>
</tr>
<tr>
<td>Online Exercise:</td>
<td>-Chapter 7 ASL Basics</td>
</tr>
<tr>
<td></td>
<td>-Chapter 8 ASL Basics Discussion Board</td>
</tr>
<tr>
<td>Discussion Board:</td>
<td>-Chapter 7 Discussion</td>
</tr>
<tr>
<td></td>
<td>-Chapter 8 Discussion</td>
</tr>
<tr>
<td>Quizzes</td>
<td>-Chapter 7 Quiz</td>
</tr>
<tr>
<td></td>
<td>-Chapter 8 Quiz Group Project</td>
</tr>
<tr>
<td></td>
<td>-Groups 5 and 6 Infographic presentation and discussion</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Module 4: | **Memrise Assignments:**  
- Deaf Culture: Vocab Chapter 9  
- Deaf Culture: ASL Basics Chapter 9  
- Deaf Culture: Vocab Chapter 10  
- Deaf Culture: ASL Basics Chapter 10  
**Lectures:**  
Chapter 9 Lecture: Technology and Accessibility  
Chapter 10 Lecture: Deaf People and the Legal System: Education, Employment, and Criminal Justice  
**Online Exercise:**  
- Chapter 9 ASL Basics  
- Chapter 10 ASL Basics  
**Discussion Board:**  
- Chapter 9 Discussion  
- Chapter 10 Discussion  
**Quizzes:**  
- Chapter 9 Quiz  
- Chapter 10 Quiz  
**Group Project:**  
- Post final copy of Infographic presentation and discussion  | June 8 - 14 |
| --- | --- |
| Module 5: | **Memrise Assignments:**  
- Deaf Culture: Vocab Chapter 11  
- Deaf Culture: Vocab Chapter 12  
**Lectures:**  
Chapter 11 Lecture: Arts, Literature, and Media  
Chapter 12 Lecture: Advocating and Career Opportunities  
Chapter 13 Lecture: Final thoughts on Deaf Culture and Its Future  
**Discussion Board:**  
- Chapter 11 Discussion  
- Chapter 12 Discussion  
- Chapter 13 reflection  
**Quizzes:**  
- Chapter 11 Quiz  
- Chapter 12 Quiz  | June 15 - June 21 |
| Module 6: | **Review and Final Exam**  | June 22 - June 26 |
Late or Missed Assignments

Because of the quick pace and flexible schedule of online courses late assignments are not accepted. Notify the instructor BEFORE an assignment is due if an urgent or emergency situation arises and the assignment will be submitted late. If pre-approved, late assignments can be submitted up to a week late for half credit. Assignments submitted late without pre-approved extensions will not be graded nor earn credit. Published assignment due dates (Arizona time) are firm.

Submitting Assignments

All online assignments MUST be submitted via the associated assignment submission feature in Canvas. Do NOT submit an assignment via email.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100% - 97%</td>
</tr>
<tr>
<td>A</td>
<td>&lt;97% - 94%</td>
</tr>
<tr>
<td>A-</td>
<td>&lt;94% - 90%</td>
</tr>
<tr>
<td>B+</td>
<td>&lt;90% - 87%</td>
</tr>
<tr>
<td>B</td>
<td>&lt;87% - 84%</td>
</tr>
<tr>
<td>B-</td>
<td>&lt;84% - 80%</td>
</tr>
<tr>
<td>C+</td>
<td>&lt;80% - 76%</td>
</tr>
<tr>
<td>C</td>
<td>&lt;76% - 70%</td>
</tr>
<tr>
<td>D</td>
<td>&lt;70% - 60%</td>
</tr>
<tr>
<td>E</td>
<td>&lt;60% - 0%</td>
</tr>
</tbody>
</table>

Grading Procedure

Grade turn around time is typically 1-3 days. ASU has formal and informal channels to appeal a grade. If students wish to appeal any grading decisions, please see [http://catalog.asu.edu/appeal](http://catalog.asu.edu/appeal).

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](http://catalog.asu.edu/appeal).
Drop/Add and Withdrawal Dates

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course. Consult with an academic advisor and notify the instructor to add or drop this course. If a student is considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

Communication and Technology Requirements

Canvas Email/Messages is an official means of communication among students, faculty, and staff. Students are expected to read and act upon messages in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. All instructor correspondence will be sent to the student’s ASU email account.

This course requires a computer with Internet access and the following:

- Web browsers (Chrome, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office or Google Drive (Microsoft 365 and Google Drive are free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. may not be sufficient for completing work in ASU courses. While students will be able to access course content with mobile devices, students must use a computer for all assignments, quizzes and exams, and virtual labs.

Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at http://my.asu.edu or the Canvas home page at https://myasucourses.asu.edu. To monitor the status of campus networks and services, visit the System Health Portal at http://syshealth.asu.edu. To contact the help desk, call toll-free at 1-855-278-5080.

Language Tutoring and Other Campus Resources

SILC Learning Support Services offers free language tutoring services. They provide both face-to-face and online tutoring. To check their schedule and sign-up for a tutoring session, go to https://silc.asu.edu/learning-support-services/tutoring (scroll down to find the schedule for tutors in the target language).

Please refer to the following additional resources available to ASU students:

- ASU Academic Success Program (tutoring)
- Counseling Services
- Financial Aid
- Disability Resource Center
- Major & Career Exploration
- Career Services
- Student Organizations
Absences

Attendance in an online class is measured by participation in the online course materials and activities. Failing to participate (log in and complete online work) for more than one week of class is equivalent to excessive absences in a face to face class and may result in being dropped from the course or receiving a failing grade. Excessive unexcused absences can and will adversely affect the final grade in the course, since online work done for class cannot be made up. Absences may be excused on a case by case basis. Extenuating circumstances should be discussed with the instructor. However, that does not guarantee that an exception will be made.

Documentation will be required by the instructor in order to excuse the absences. Students must email or call the instructor to arrange for makeup work if necessary. If a student is absent (without a doctor’s note), online work should not be submitted late. If absences are excused the instructor will determine the length of the extension given the current point in the course. Absences toward the end of the course will be more difficult to accommodate and may have a lower rate of approval for exceptions due to time constraints.

Students that need to be absent from class due to religious observances (ACD 304–04: Accommodations for Religious Practices) or due to participation in university-sanctioned activities (ACD 304–02: Missed Classes Due to University-Sanctioned Activities) should notify the instructor at the beginning of the semester about the need to be absent from class and make arrangements to make up missed assignments and in-class work.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal from ASU. For more information, see http://provost.asu.edu/academicintegrity.

A student may be found to have engaged in academic dishonesty if, in connection with any academic evaluation or academic or research assignment (including a paid research position), he or she engages in any form of academic deceit, refers to materials/sources or uses devices (e.g., computer disks, audio recorders, camera phones, text messages) not authorized by the instructor for use during the evaluation or assignment; possesses, reviews, buys, sells, obtains, or uses, without appropriate authorization, any materials intended to be used for an evaluation or assignment in advance of its administration; acts as a substitute for another person in any academic evaluation or assignment; uses a substitute in any academic evaluation or assignment; depends on the aid of others, including other students or tutors, in connection with any evaluation or assignment to the extent that the work is not representative of the student's abilities; engages in plagiarism; uses materials from the Internet or any other source without full and appropriate attribution; permits his or her work to be submitted by another person in connection with any academic evaluation or assignment, without authorization; claims credit for or submits work done by another; signs an attendance sheet for another student, allows another student to sign on the student's behalf, or otherwise participates in gaining credit for attendance for oneself or another without actually attending.

Students are not allowed to use online translators or ask tutors to copy-edit their written assignments. Students are encouraged to use good dictionaries, their textbooks, and other reference materials.
Accommodating Students with Disabilities

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthew Center Building. DRC staff can also be reached at (480) 965-1234 (v) or (480) 965-9000 (TTY). For additional information visit: www.asu.edu/studentaffairs/ed/drc.

Expected Classroom Behavior

Netiquette is defined as appropriate online behavior. For this course, netiquette includes keeping course discussion posts focused on the assigned topics, maintaining a positive and polite atmosphere, and using tact in expressing differences of opinion. Inappropriate discussion posts may be deleted by the instructor.

Students are asked to participate in five synchronous meetings via SignOn Connect with a native ASL signer. During the meetings students are expected to use their web cameras so they can be seen. Students should ensure that background noises and distractions are removed (food, TVs, music, other people in the room). Students should dress appropriately for this academic meeting. They should remember that any inappropriate distracting behavior via a virtual meeting will be dealt with in the same manner as in the physical classroom.

Policy Against Threatening Behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Reporting Title IX Violations

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If a student or someone the student knows has been harassed on the basis of sex or sexually assaulted, they can find information and resources at https://sexualviolenceprevention.asu.edu/faqs.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, https://eoss.asu.edu/counseling, is available if a student wishes to discuss any concerns confidentially and privately.

Policy on Sexual Discrimination

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and
guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

**Copyrighted Materials**

All content in this course, including video lectures/meetings, presentations, assignments, discussions, quizzes, and exams is protected by copyright and may not be shared, uploaded, sold, or distributed.

Students must refrain from uploading or submitting material that is not the student's original work to any website, course shell, or discussion used in this course or any other course unless the students first comply with all applicable copyright laws. Instructors reserve the right to delete materials on the grounds of suspected copyright infringement. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Disability Resource Center.

**Syllabus Disclaimer**

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check ASU email and the course site often.
Part I. Deaf Culture: Yesterday and Today

1 Deaf Community: Past and Present
   Introduction                                      3
   The Deaf Community and Its Members               9
      Deaf Children of Culturally Deaf Parents       10
      Deaf Children of Hearing Parents               10
      Hearing Members in Deaf Families               12
      Hard-of-Hearing Individuals                    12
      Late-Deafened Individuals                      12
      DeafBlind Individuals                          13
      Multiple Communities                           14
   Demographics                                     14
   Historical Highlights                            15
   Contemporary Descriptions                       22
      Deafhood                                       23
      Deaf Gain                                      23
      Deaf Ethnicity                                 24
      People of the Eye                              25
      Deaf Epistemologies                            25
   Conclusions                                      26
   References                                       26

2 Causes of Being Deaf and the Auditory Field       31
   Determining One’s Hearing Level                  32
      Audiologists and Audiograms                    32
      Hearing Labels                                 40
      What Causes Changes in Hearing Levels?          42
         Genetic Causes                               42
         Acquired                                      42
         Conductive                                    43
         Sensorineural                                 43
   History of Auditory Technology                   44
   Current Auditory Innovations and Rehabilitation  47
      Hearing Level Screening                       47
      Hearing Aids                                   50
      Cochlear Implants                               51
         The Cochlear Implant Controversy             54
         Inspiration Porn                            56
### Part II. Signed Languages and Learning

#### 3 American Sign Language

- Background of ASL and Other Sign Languages
- Indigenous Communities and “Hand-Talk”
- African American Communities and BASL
- European Communities
- Euro-American Communities
- Home Signs and Gestures
- Village Sign Languages
- How Sign Languages Are Spread
- International Sign (IS) and Signed Languages Used Globally
- ASL and English: Features, Content, and Structure
- ASL Content
- Structure
- The Manual Alphabet
- ASL Learners and Strategies
- Dialects and Other Forms of Signed Communication
- Attitudes: Linguistic Imperialism
- Conclusions
- References

#### 4 How Deaf Children Think, Learn, and Read

- Culture, Learning, and Intelligence
  - Culture and Language
  - IQ Tests
  - Thought and Language
- Cognitive Abilities
  - Cognition Shaped by Culture
  - Incidental Learning
  - Joint Attention
- Visual Attention and Peripheral Vision
- Visual Imagery and Spatial Memory
- Reasoning
- Metacognitive Abilities
  - Theory of Mind
  - Executive Function
- Language Pathways
  - Early Gestures, Family Communication, and Play
  - Language Milestones
  - The Brain, Multilingualism, and Sign Languages
  - Theories and Strategies
- Literacy Learning
- Importance
5 Deaf Education, Deaf Culture, and Multiculturalism

Deaf Culture and Multiculturalism
- Factors Impacting Schooling
  - Age of Onset and Parental Hearing Status
  - Multilingualism, Multiculturalism, and Schooling
    - Lesbian, Gay, Bisexual, and Transgender (LGBT) Deaf Students
    - DeafDisabled Students
- Communication and Language Approaches
  - History of Deaf Education
  - Bilingual and Multilingual Approaches
  - Blended Approaches
  - Monolingual Listening and Spoken Language (LSL) Approaches
  - Communication Approaches and DeafDisabled Students
- School Settings
  - Center Schools
  - Private Oral Schools
  - Day Schools
  - Inclusion
  - Mainstream, Self-Contained Resource Room
  - Coenrollment
  - Charter Schools and Home Schools
- Technology, DeafSpace, and Classroom Acoustics
- Educational Programming
  - Early Childhood (EC) Levels (Birth to 5 Years)
    - Curriculum and Outcomes
  - Challenges in School
  - K to 12th-Grade Levels (5 to 22 Years)
    - Curriculum and Outcomes
  - Transition and Postsecondary Educational Opportunities
    - Curriculum and Outcomes
  - Postsecondary Challenges
- Preparation of Teachers and Educational Interpreters
  - Teacher-Training
  - Educational Interpreter Training
  - Challenges for Teachers and Interpreters
- Conclusions
- References

Part III. Deaf Lives, Technology, Arts, and Career Opportunities

6 Deaf Identities

Deaf Identities
- Categories of Deaf Identities
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Deaf Communities Within the Deaf Community</td>
<td>177</td>
</tr>
<tr>
<td></td>
<td>References</td>
<td>188</td>
</tr>
<tr>
<td>8</td>
<td>Navigating Lives</td>
<td>191</td>
</tr>
<tr>
<td></td>
<td>Introduction</td>
<td>191</td>
</tr>
<tr>
<td></td>
<td>Forms of Discrimination</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Resilience</td>
<td>195</td>
</tr>
<tr>
<td></td>
<td>The Role of Relationships in Strengthening Resilience</td>
<td>196</td>
</tr>
<tr>
<td></td>
<td>The World of Work</td>
<td>198</td>
</tr>
<tr>
<td></td>
<td>Health Issues</td>
<td>201</td>
</tr>
<tr>
<td></td>
<td>Mental Health Issues</td>
<td>203</td>
</tr>
<tr>
<td></td>
<td>Domestic Violence</td>
<td>205</td>
</tr>
<tr>
<td></td>
<td>Criminal Justice Issues</td>
<td>206</td>
</tr>
<tr>
<td></td>
<td>Aging Issues</td>
<td>208</td>
</tr>
<tr>
<td></td>
<td>Conclusions</td>
<td>209</td>
</tr>
<tr>
<td></td>
<td>References</td>
<td>209</td>
</tr>
<tr>
<td>9</td>
<td>Technology and Accessibility</td>
<td>215</td>
</tr>
<tr>
<td></td>
<td>History: Foundations for Access</td>
<td>216</td>
</tr>
<tr>
<td></td>
<td>Deaf Community and Access</td>
<td>217</td>
</tr>
<tr>
<td></td>
<td>Captions</td>
<td>219</td>
</tr>
<tr>
<td></td>
<td>Telephones</td>
<td>226</td>
</tr>
<tr>
<td></td>
<td>Alerting Devices or Systems</td>
<td>234</td>
</tr>
<tr>
<td></td>
<td>Wake-Up Devices</td>
<td>236</td>
</tr>
<tr>
<td></td>
<td>Baby Alerting Devices</td>
<td>236</td>
</tr>
<tr>
<td></td>
<td>Residential Security and Alarm Systems</td>
<td>237</td>
</tr>
<tr>
<td></td>
<td>Emergency Announcements</td>
<td>239</td>
</tr>
<tr>
<td></td>
<td>Assistive Systems and Devices</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>Innovative Technology</td>
<td>242</td>
</tr>
<tr>
<td></td>
<td>Conclusions</td>
<td>247</td>
</tr>
<tr>
<td></td>
<td>References</td>
<td>248</td>
</tr>
<tr>
<td>10</td>
<td>Deaf People and the Legal System: Education, Employment, and Criminal Justice</td>
<td>253</td>
</tr>
<tr>
<td></td>
<td>Education Laws</td>
<td>254</td>
</tr>
<tr>
<td></td>
<td>Laws in Early Childhood</td>
<td>254</td>
</tr>
</tbody>
</table>
11 Arts, Literature, and Media

Arts
Visual and Tactile Arts
De\'VIA
Performing Arts
Deaf Theater
Deaf in Television and Movies
Deaf in Game and Reality Shows
Deaf Music and Dancing

Literature
Literature in the Deaf Community
ASL Literature
Deaf Literature: English
Online ASL and Deaf Literature
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Media</td>
<td>310</td>
</tr>
<tr>
<td></td>
<td>Deaf Images: Digital Arts and Photography</td>
<td>310</td>
</tr>
<tr>
<td></td>
<td>Deaf Motion: Cinema and Film</td>
<td>312</td>
</tr>
<tr>
<td></td>
<td>Conclusion</td>
<td>315</td>
</tr>
<tr>
<td></td>
<td>References</td>
<td>315</td>
</tr>
<tr>
<td></td>
<td><strong>12 Advocating and Career Opportunities</strong></td>
<td>321</td>
</tr>
<tr>
<td></td>
<td>Introduction</td>
<td>321</td>
</tr>
<tr>
<td></td>
<td>Deaf-Hearing Collaboration</td>
<td>322</td>
</tr>
<tr>
<td></td>
<td>Career Possibilities</td>
<td>325</td>
</tr>
<tr>
<td></td>
<td>ASL Interpreters</td>
<td>325</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>327</td>
</tr>
<tr>
<td></td>
<td>Early Childhood Educators</td>
<td>329</td>
</tr>
<tr>
<td></td>
<td>Audiologists</td>
<td>330</td>
</tr>
<tr>
<td></td>
<td>Speech and Language Therapists</td>
<td>332</td>
</tr>
<tr>
<td></td>
<td>Vocational Rehabilitation Counselors and Job Coaches</td>
<td>333</td>
</tr>
<tr>
<td></td>
<td>Mental Health Service Providers</td>
<td>334</td>
</tr>
<tr>
<td></td>
<td>Hotline Volunteer</td>
<td>335</td>
</tr>
<tr>
<td></td>
<td>Clinical Mental Health Counselor</td>
<td>336</td>
</tr>
<tr>
<td></td>
<td>School Counselor</td>
<td>336</td>
</tr>
<tr>
<td></td>
<td>Social Work</td>
<td>336</td>
</tr>
<tr>
<td></td>
<td>Clinical Psychology</td>
<td>337</td>
</tr>
<tr>
<td></td>
<td>Emergency Medical Technicians</td>
<td>338</td>
</tr>
<tr>
<td></td>
<td>Other Career Possibilities</td>
<td>338</td>
</tr>
<tr>
<td></td>
<td>Conclusions</td>
<td>339</td>
</tr>
<tr>
<td></td>
<td>References</td>
<td>339</td>
</tr>
<tr>
<td></td>
<td><strong>13 Final Thoughts on Deaf Culture and Its Future</strong></td>
<td>343</td>
</tr>
<tr>
<td></td>
<td>References</td>
<td>350</td>
</tr>
<tr>
<td></td>
<td><strong>Index</strong></td>
<td>353</td>
</tr>
</tbody>
</table>