A. Department of Special Education
SED 832
Course Title: Advanced Language for the Deaf and Hard of Hearing
3 credit hours

B. Course Description Prerequisite: SED 338 or instructor approval. Methods of developing written language at the preschool, elementary, and secondary levels, including traditional and current methods of teaching written English. Evaluation of written language competency of deaf and hard of hearing students.

C.   Text(s):

Graves, Donald. (2003) **Writing: Teachers and Children at Work, 20ᵗʰ Anniversary Edition.** Portsmouth, NH: Heinemann.

Selected research articles: **These references are all from the Journal of Deaf Studies and Deaf Education. This journal should be available to you via one of the electronic databases in the EKU library.**

Daan Hermans, Harry Knoors, Ellen Ormel, and Ludo Verhoeven

Modeling Reading Vocabulary Learning in Deaf Children in Bilingual Education Programs
Journal of Deaf Studies and Deaf Education Advance Access published on November 28, 2007
J. Deaf Stud. Deaf Educ. 2008 13: 155-174; doi:10.1093/deafed/enm057

Loes N. Wauters, Agnes E. J. M. Tellings, Wim H. J. van Bon, and Willem M. Mak

Mode of Acquisition as a Factor in Deaf Children's Reading Comprehension
Journal of Deaf Studies and Deaf Education Advance Access published on September 21, 2007
J. Deaf Stud. Deaf Educ. 2008 13: 175-192; doi:10.1093/deafed/enm050

Kimberly A. Wolbers

Using Balanced and Interactive Writing Instruction to Improve the Higher Order and Lower Order Writing Skills of Deaf Students
Journal of Deaf Studies and Deaf Education Advance Access published on October 26, 2007
J. Deaf Stud. Deaf Educ. 2008 13: 257-277; doi:10.1093/deafed/enm052

Connie Mayer

What Really Matters in the Early Literacy Development of Deaf Children
Journal of Deaf Studies and Deaf Education Advance Access published on June 12, 2007
J. Deaf Stud. Deaf Educ. 2007 12: 411-431; doi:10.1093/deafed/enm020

Anneke M. Vermeulen, Wim van Bon, Rob Schreuder, Harry Knoors, and Ad Snik

Reading Comprehension of Deaf Children With Cochlear Implants
Journal of Deaf Studies and Deaf Education Advance Access published on May 30, 2007
J. Deaf Stud. Deaf Educ. 2007 12: 283-302; doi:10.1093/deafed/enm017

Beverly J. Trezek, Ye Wang, Denyse G. Woods, Terri L. Gampp, and Peter V. Paul

Using Visual Phonics to Supplement Beginning Reading Instruction for Students Who Are Deaf or Hard of Hearing
Journal of Deaf Studies and Deaf Education Advance Access published on May 21, 2007
J. Deaf Stud. Deaf Educ. 2007 12: 373-384; doi:10.1093/deafed/enm014

Tamara S. Haptonstall-Nykaza and Brenda Schick

The Transition From Fingerspelling to English Print: Facilitating English Decoding
Journal of Deaf Studies and Deaf Education Advance Access published on February 24, 2007
J. Deaf Stud. Deaf Educ. 2007 12: 172-183; doi:10.1093/deafed/enm003

Paul Miller

The Role of Spoken and Sign Languages in the Retention of Written Words by Prelingually Deafened Native Signers
Journal of Deaf Studies and Deaf Education Advance Access published on January 16, 2007
J. Deaf Stud. Deaf Educ. 2007 12: 184-208; doi:10.1093/deafed/enl031

Gerald P. Berent, Ronald R. Kelly, Stephen Aldersley, Kathryn L. Schmitz, Baldev Kaur Khalsa, John Panara, and Susan Keenan

Focus-on-Form Instructional Methods Promote Deaf College Students' Improvement in English Grammar
Journal of Deaf Studies and Deaf Education Advance Access published on August 3, 2006
J. Deaf Stud. Deaf Educ. 2007 12: 8-24; doi:10.1093/deafed/enl009

Marc Marschark, Greg Leigh, Patricia Sapere, Denis Burnham, Carol Convertino, Michael Stinson, Harry Knoors, Mathijs P. J. Vervloed, and William Noble

Benefits of Sign Language Interpreting and Text Alternatives for Deaf Students' Classroom Learning
Journal of Deaf Studies and Deaf Education Advance Access published on August 23, 2006
J. Deaf Stud. Deaf Educ. 2006 11: 421-437; doi:10.1093/deafed/enl013

Kerstin W. Falkman and Erland Hjelmquist

Do You See What I Mean? Shared Reference in Non-native, Early Signing Deaf Children
Journal of Deaf Studies and Deaf Education Advance Access published on June 8, 2006
J. Deaf Stud. Deaf Educ. 2006 11: 410-420; doi:10.1093/deafed/enl002

Recommended Texts: (Not required but you should have one of these.)

Easterbrooks, Susan and Baker, Sharon. (2002) **Language Learning in Children who are Deaf and Hard of Hearing: Multiple Pathways.** Boston: Allyn and Bacon.

Schirmer, B.R., (2000) **Language and Literacy Development in Children Who Are Deaf.** New York, NY: Merrill.

Calkins, Lucy (1994) **The Art of Teaching Writing, New Edition**. Portsmouth, NH: Heinemann

D. Student Learning Outcomes:
STUDENTS WILL GAIN KNOWLEDGE IN:

1. Current theories relative to written language development in students who are deaf and hard of hearing.

2. Common linguistic and text errors of minority group deaf children.

3. Major components of theories of language with emphasis on bilingual/bicultural programs.

4. English as a second language (ESL) techniques to instruct deaf children in reading and language for different multicultural milieus.

5. Latest technological programs, materials, and assessments relevant to language and deaf and hard of hearing students.

STUDENTS WILL DEMONSTRATE THE FOLLOWING SKILLS:

1. Analyze a collection of written language samples from a deaf or hard of hearing child. Analysis will focus on semantic, syntactic and text format features as well as the impact of communication system/through-the-air language of the child.

2. Write a summary report and recommendations from the language sample analysis.

3. Design an appropriate language program for the deaf or the hard of hearing student.

4. Administer, score and interpret written language assessment instruments.

5. Integrate their understanding of the child's speech, use of residual

hearing, and language abilities.

These student learning outcomes align with CEC_CED Standards 3, 4, 5, 6, 7, 8.

E. Course Outline:
I. Review of written language development theories (Weeks 1-3)

       A. Traditional theory (pyramid)

       B. Whole language theory

       C. Application of theory to deaf/hard of hearing individuals

II. Issues in the learnability-teachability of language (Weeks 4-6)

       A. Critical language learning years

       B. Critical environmental conditions

       C. Internalization of additional elements of language

       D. Specific methodologies

III. Issues in the assessment of conversational and written language (Week 7)

    A. Appropriate assessment tools

    B. Appropriate administration and interpretation of assessment
tools

IV. Issues in program planning (Weeks 8-15)

    A. Designing language programs for deaf and hard of hearing

students

    B. Defining ASL/English approaches for bilingual/bicultural

deaf and hard of hearing students

    B. Language teaching approaches/strategies

    C. Writer's workshop

    D. Structuring and implementing written language lessons in writer's workshop.

    E. Structuring and implementing effective reading lessons with

linguistically diverse deaf and hard of hearing students

F. Not Applicable

G. Course Requirements and Evaluation Methods

Course Requirement	Points
1. Action Research Project and Instructional Plan	80
2. Research Article Critical Reviews (5)	40
3. Reflection Journal	60

H. Grade Scales:

92-100% of points	A
82-91% of points	B
72-81% of points	C
Below 72% of points	F

I. Student Progress:
Students are responsible for monitoring their progress in the course and computing their grades continually as each assignment is returned to them by the instructor. Students deficient in course performance prior to the last day to withdraw from full semester classes will be informed by the instructor on or before this dat

J. Attendance Policy:
For on-campus courses, unexcused absences in excess of 7% of the number of class meetings can result in a lowering of the course grade by one letter grade. Absences (excused or unexcused) totaling more than 10% of the number of class meetings can result in an F. All assignments must be turned in by date given on CLASS SCHEDULE or with instructor's permission. Late submission of work by due dates may result in lowered grade. For online courses, late submission of work by due dates may result in lowered grade.

K. Last Date to Drop the Course:

L. Disability Statement: If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at (859)622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

M. Academic Integrity Statement: Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Course P/N	Course Title
SED 832	**Advanced Language for the Deaf and Hard of Hearing**

CONCEPTUAL FRAMEWORK ELEMENTS
CF1: **Knowledge** - Enables candidates to construct understanding of the complexity and richness of the teaching/learning process.
CF2: **Pedagogical Skills** - Enables the professional educator to facilitate learning for all students.
CF3: **Dispositions** - Includes the professional attitudes, values and beliefs that support student learning and development.
CF4: **Technology** - Focuses on preparing candidates who are able to use educational technology to help all students learn.
CF5: **Diversity** - Reflects the Unit's commitment to preparing candidates to support learning for all students

RELATIONSHIP TO:

College of Education Conceptual Framework

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments				
CF1	CF2	CF3	CF4	CF5
K, A,	**K, A,**	**K, A,**	**K**	**K, A,**
KA2A	**KA2A**			

TEACHER STANDARDS (2008)
STANDARD 1: The teacher demonstrates applied content knowledge
STANDARD 2: The teacher designs and plans instruction
STANDARD 3: The teacher creates and maintains learning climate
STANDARD 4: The teacher implements and manages instruction
STANDARD 5: The teacher assesses and communicates learning results
STANDARD 6: The teacher demonstrates the implementation of technology
STANDARD 7: Reflects on and evaluates teaching and learning

STANDARD 8:   Collaborates with colleagues/parents/others
STANDARD 9:   Evaluates teaching and implements professional development
STANDARD 10: Provides leadership within school/community/profession

Kentucky Teacher Standards – Initial or Advanced

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments									
TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	TS9	TS10
K, A, KA2A	K, A, KA2A	K,A	K,A	K, A. KA2A	K	K, A	K, A	K, A KA2A	K, A

EKU GOALS
EKU-G1. To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.
EKU-G2. To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.
EKU-G 3. To promote learning through high quality programs, research, and support services.
EKU-G4. To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.
EKU-G5. To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

EKU Goals

EKU-G1	EKU–G2	EKU-G3	EKU-G4	EKU-G5
X		**X**	**X**	

KERA Initiatives

Identify the initiative number(s) for each category			
Learner Goals/Academic Expectations	Program of Studies: Understandings	Program of Studies: Skills & Concepts	Core Content

EPSB Themes

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments			
Diversity	Technology	Literacy	Code of Ethics
K, A	K, A	K, A	K, A

SPA

Council for Exceptional Children
Standard 1 Foundations
Standard 2 Development and Characteristics of Learners
Standard 3 Individual Learning Differences
Standard 4. Instructional Strategies
Standard 5 Learning Environments and Social Interaction
Standard 6 Language
Standard 7 Instructional Planning
Standard 8 Assessment
Standard 10 Collaboration