Instructor: Scott Whitney  
Office: HSTC 315*
Office Phone: 936-468-2906 (leave a msg.)
Credits: 3 Semester Hours
Email: swhitney@sfasu.edu**

Prerequisites:
SPH 470 B
SPH 442 Co-Requisite

Course Time & Location
Course Time
W 6:45 PM - 9:15 PM
Location:
HSTC 320
Office Hours
M 8:00 AM - 12:00 PM
T, TH 2:30 PM – 4:30 PM
OR BY APPOINTMENT

* If I am not in my office during office hours, please check in room 312 (The ASL Lab)
** DO NOT USE D2L e-mail to contact me

I. Course Description

Teacher candidates explore the latest research in Deaf Education instructional methods, materials, classroom management tools, and philosophies. Teacher candidates get hands-on experience with the latest methods and materials while learning how to evaluate them in order to recommend implementation in their future classroom. Participants increase knowledge of literacy instruction while exploring the latest methods.

II. Intended Learning Outcomes/Goals/Objectives: (Program/ Student Learning Outcomes)

CORE VALUES OF THE COLLEGE OF EDUCATION
This course reflects the following core values of the College of Education (see the COE Conceptual Framework at www.sfasu.edu/education/about/accreditations/ncate/conceptual):

The candidate:
Service
Actively participates in service that enriches the community, the profession, and the school.
Openness
Consistently models openness to new ideas, to culturally diverse people, and to innovation and change.
Collaboration
Applies skill in collaboration and shared decision-making during the academic career and during field experience.
Integrity
Models integrity, responsibility, diligence, and ethical behavior required for teaching in a deaf and hard of hearing classroom.

Academic Excellence
Consistently demonstrates Academic Excellence through critical, reflective and creative thinking which positively impacts the students the candidate will serve.

Lifelong learning
Displays commitment to continuing professional development, research, skills development and staying abreast of the latest literature in the candidate’s chosen field.

Program Learning Outcomes

INTASC
The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Student Learning Outcomes

CED - Learner Development and Individual Learning Differences: Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

CED - Curricular Content Knowledge: Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

CED - Professional Learning & Ethical Practice: Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

TExES 181 - Assessment: The teacher understands and applies knowledge of assessment and diagnosis in evaluating the strengths and needs of students who are deaf or hard-of-hearing.

TExES 181 - Learner Differences and Placements: The teacher understands and applies knowledge of the individual student and understands placement procedures and program options to recommend program decisions for students who are deaf or hard-of-hearing.

TExES181 - Learner Development - English: The teacher understands and applies knowledge of strategies and approaches for promoting students’ English language development.
TExES181 - Learner Development - Literacy: The teacher understands and applies knowledge of literacy development for students who are deaf or hard-of-hearing.

TExES181 - Learner Development - Reading: The teacher understands and applies knowledge of systematic reading instruction for students who are deaf or hard-of-hearing.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Assessment Folder

SPH 476 – Literacy for the Deaf

Assessment Folder

Purpose

The purpose of the assessment resources is to give you a place in which to BEGIN assessment in the various areas of literacy. Hopefully, this will be a resource you can add to as you begin teaching and throughout your career, weeding out the solid ones from the weaker.

Include the following sections in your assessment “folder”:

• Phonological Awareness
• Morphological Awareness
• Observation Survey
• Running Records
• Fluency
• Oral Retell
• Spelling
• Vocabulary
• Fry Instant Words
• Comprehension
• Other Resources

Include the following for each assessment:

Reliability
Thematic Unit

Literature Thematic Unit (100 pts – Counted Twice)

• Rubric/Explanation to Follow

• You will create a thematic unit, using literature, media & other reading/writing sources to fuel instruction for the unit.

• Each unit will require a minimum of ten reading

  o A variety of reading levels (2 to 4 different grade levels as is typical in DHH self-contained classes).

  o Multiple Subjects – At least two from: ELA, Math, Science, Social Studies

  o At least 4 of the reading resources must come from the Shared Reading Book bags

    - 50 available for checkout in the Library

    - An additional 100 available for use in the ASL lab

• Each unit will require a minimum of 5 Teach Me English lessons which correspond with the reading selections.

• Choose topics that will interest your future students

• Included in Packet:

  o Page of Reading Resources (Copies Where Appropriate)

  o Page of Weekly Lesson Outlines

  o Page of Activity Ideas for Reading

  o Page of Activity Ideas for Writing

  o Page of related Activities for one of: Math, Science, Social Studies
Weekly Vocabulary Set(s)

One "Fast Read" (for Reading Fluency Tabulation)

One Running Record Excerpt

Additional Requirements as Noted on Rubric

This activity will serve four (4) purposes.

1. It will give teacher candidates experience with classroom reading/writing instruction planning.

2. It will familiarize you with assessment of reading fluency and provide guidelines for miscue analysis.

3. It will help you and your classmates to have an in-hand, ready to use resource upon completion of the course.

4. It will familiarize you with how deaf and hard of hearing students read/write and where gaps in language begin to emerge in literacy development

Controversial Topics Debate

Each student will be assigned to a team supporting or opposing a given topic. Each person in the team researches the topic, finds evidence to support their assigned position and then participates in a class debate. Grading is based on communication, teamwork, and quality of literature used to support a position.

IV. Evaluation and Assessments (Grading)

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Scoring method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thematic Unit Diversity Component</td>
<td>50</td>
<td>Rubric: Unit Diversity Materials</td>
</tr>
<tr>
<td>SPH</td>
<td>150</td>
<td>Rubric: Thematic Unit</td>
</tr>
<tr>
<td>Assessment Resource Kit Research</td>
<td>50</td>
<td>Rubric: Research</td>
</tr>
<tr>
<td>Assessment Resource Kit Team work (must submit documentation of contributions of each person)</td>
<td>50</td>
<td>Rubric: Teamwork</td>
</tr>
<tr>
<td>Assessment Resource Kit Overall</td>
<td>100</td>
<td>Rubric: Assessment Toolkit</td>
</tr>
<tr>
<td>Assessment Portfolio</td>
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<td>Assessment Portfolio rubric</td>
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<tr>
<td><strong>Quizzes</strong></td>
<td><strong>10</strong></td>
<td><strong>% correct</strong></td>
</tr>
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</tbody>
</table>
| Debate 2 (Performance and documentation of teamwork and research) | 50 | Rubric: Critical Thinking  
Rubric: Teamwork  
Rubric: Oral Communication |
| Debate 3 (Performance and documentation of teamwork and research) | 50 | Rubric: Critical Thinking  
Rubric: Teamwork  
Rubric: Oral Communication |
| **Final Exam** | **150** | **% Correct** |
| **Dispositions** | Pass or Fail | Rubric |

V. **Tentative Course Outline/Calendar**

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rose Chapter 1 (Aspects of Language)</td>
</tr>
</tbody>
</table>
| 2    | Rose Chapter 1 (Theories of Language Acquisition)  
Qz. LP Quiz 2 |
| 3    | Rose Chapter 1 (Complex sentences)  
Qz. LP Quiz 3 |
| 4    | Qz. Rose Chapter 2 (Language Development Prelinguistically Deaf)  
Discussion: Thematic Unit 1 |
| 5    | Qz. Rose Chapter 3 (History of Teaching Methods)  
Discussion: Thematic Unit 2 |
| 6    | Qz. Rose Chapter 4 (Natural Language Approaches)  
Discussion: Thematic Unit 3 |
| 7    | Qz. Rose Chapter 5 (Structured and Combined Approaches)  
Discussion: Assessment Tools 1 (From Schirmer Text) |
| 8    | Qz. Rose Chapter 7 (Assessment: Accommodations, laws and tools)  
Teach Me English With ASL I |
<table>
<thead>
<tr>
<th></th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Qz. SchirmerCh001 (Language Development)</td>
</tr>
<tr>
<td></td>
<td>Discussion: Bi-Bi Resources</td>
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<tr>
<td>10</td>
<td>Qz. SchirmerCh002 (Language Development Instruction)</td>
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<td></td>
<td>Dropbox and Group Activity: Debate 1</td>
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<tr>
<td>11</td>
<td>Qz. SchirmerCh003 Part I (Balanced Literacy)</td>
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<tr>
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<td>Dropbox and Group Activity: Debate 2</td>
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<tr>
<td>12</td>
<td>Qz. SchirmerCh003 Part II (Literacy Assessments)</td>
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<td></td>
<td>Dropbox and Group Activity: Debate 3</td>
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<tr>
<td>13</td>
<td>Qz. SchirmerCh004 (Literacy Instruction)</td>
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<td>Dropbox: Assess. Portfolio Due</td>
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<tr>
<td>14</td>
<td>Qz. SchirmerCh005 (Reading and Writing in Content Areas)</td>
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<td></td>
<td>Dropbox: Thematic Unit Due</td>
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<tr>
<td>15</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

### VI. Readings
Clip And Create software: [http://www.idrt.com](http://www.idrt.com)

Live Text
LiveText account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at [www.livetext.com](http://www.livetext.com). Once you have purchased the account, you must activate your account at [www.livetext.com](http://www.livetext.com). If you have purchased LiveText in another course, you will NOT need to buy a second account. NOTE: If you plan to use financial aid to purchase this account, you must make the purchase by the date set by financial aid.

If you have any students purchasing LiveText for the first time, they need to complete the My Cultural Awareness Profile (MCAP) found within their LiveText account. Student should complete the MCAP within the first month of long terms and within the first week of short terms.

### VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education Electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning and accreditation
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all rating and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted. 10 EXTRA CREDIT points will be added to your total points before your grade is averaged if you complete a course evaluation BEFORE the university deadline.

VIII. Student Ethics and Other Policy Information:

Attendance: Meeting faithfully, promptness, and attending for the full class period are all indicators of a strong work ethic and all contribute to academic success. Failure to attend regularly and promptly affects classmates who depend on each other for activities which require peer-to-peer interaction. Failure to meet these requirements will result in the following deductions:

- **Excused absence:** 1.25% from final grade
- **Unexcused absence:** 2.5% from final grade
- **Late attendance:** 1.25% from final grade
- **Leaving Early:** 1.25% from final grade

Students with Disabilities: To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936)468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely matter may delay your accommodations. For additional information go to [http://www.sfasu.edu/disability services/](http://www.sfasu.edu/disability services/).

Academic Integrity: Academic Integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty: Academic Dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification of invention of any information, including citations, on an assigned exercise; and or (3) helping or
attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Self-Plagiarism
Submitting the same work to more in more than one course without the express written consent of the professors is considered self-plagiarism and will be treated as academic dishonesty. Similarly, if you are retaking the course, do not submit the same paper you submitted earlier.

Test Policies
Pausing a video during a test is strictly prohibited. A paused video will result in a score of zero for the test. No talking is permitted during tests except to ask the instructor questions. Since the instructor is deaf, any mouth movements will be interpreted as talking.

Withheld Grades Semester Grades Policy (A-54): Ordinarily at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior: Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

IX. Other Relevant Course Information:
- All students are expected to practice/study outside of class for at least 1 hour per week for each credit hour earned. A three credit hour course requires three hours of practice each week. During the summer the number of hours increases due to the condensed time frame. Summer expectations are approximately one hour per day.
- Due to problems with viruses no attachments will be accepted without my written permission.
• Grades may not be released through e-mail. The Family Privacy Act considers e-mail too public. In order to prevent others from seeing your grades unless you so desire, I may only discuss grades in person or over the phone.

**To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:**

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

2. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

**LiveText**

LiveText is the data management system used by the Perkins College of Education (PCOE) for program improvement and to assess and monitor compliance to national accreditation standards. All Perkins College of Education majors and Secondary Education students are required to purchase a LiveText account, either through the University Bookstore or at [www.livetext.com](http://www.livetext.com). This is a ONE-TIME purchase, and the account will be used throughout your undergraduate, graduate, or doctoral program of study. Required program assignments, designated by instructors and program coordinators, must be submitted within your LiveText account. Successful completion of this course and your degree requirements are dependent on the submission of all required LiveText assignments.