TASL 505 – Teaching Deaf Community, Culture, & ASL Literature
Summer Semester 2019

Instructor: Karen Boyd

Email: Karen.Boyd@unco.edu

Program Contact: Dr. Byron Bridges

Email: byron.bridges@unco.edu

Text Number: 303-502-7452, or Videophone: 720-399-1069

Office Hours: 6:00-7:00 pm, daily...location will be announced in class.

Class Schedule:
Online: June 3 – June 14
Onsite: July 5 – July 12
Online: July 15 – July 19

Onsite Classroom Location: Butler-Hancock Hall, #0195/0196

Course Description: The course will focus on methods of teaching Deaf community and Culture, and ASL literature in ASL classes. Appropriate cultural, community and literature contents will be explored.

Course Purpose: The purpose of this course is to learn the American Council on Teaching Foreign Languages (ACTFL) standards (5 Cs) and sub-standards and how to integrate them in teaching American Sign Language (ASL), Deaf culture, Deaf community, and ASL literature. Appropriate cultural, community and literature content will be explored.

Pre-Requisites: Prerequisite knowledge in the discipline includes American Sign Language competency and acceptance into the Graduate School and Teaching ASL program. Successful completion of TASL 502: ASL Teaching Methods and TASL 504: ASL Curriculum Development and Design.

Professional Standards Met: CDE Standards: 5.01(e), 5.05(c), 8.10(2)(a), 8.10(2)(b), 8.10(2)(e), 8.10(2)(f), 8.10(3)(c), 8.10(5)(d), 8.10(7)(d), 8.10(8)(a), 8.10(8)(b)

Course Objectives: Upon the completion of this course, students will be able to do the following:

1. Explain values of teaching Deaf community, Deaf Culture and ASL literature in ASL classes, and how they are interrelated.
   CDE Standards: 8.10(2)(a)
2. Identify and select appropriate community, cultural and literature contents, as based on historical, geographic and sociological influences from Deaf people, for ASL classes. CDE Standards: 8.10(5)(d)

3. Demonstrate efficient teaching methods to introduce Deaf community, Deaf Culture and ASL literature contents including socio-linguistic and cultural differences within the Deaf community and between Deaf people and hearing people. CDE Standards: 5.01(e)

4. Identify sources for available resources on Deaf community, Deaf Culture and ASL literature. CDE Standards: 8.10(5)(d)

5. Explain a plan to promote the Deaf cultural and language awareness to public. CDE Standards: 5.05(c), 8.10(8)(b)

This course also meets 8.10(2)(b), 8.10(2)(e), 8.10(2)(f), 8.10(3)(c), 8.10(7)(d), 8.10(8)(a) of Colorado Content Standards: identify the linguistic elements of the target language system needed to communicate in a variety of settings and demonstrate an understanding of linguistics and the changing nature of language, and compare language systems.
<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Colorado Teacher Quality Standards 5.0</th>
<th>Colorado Content Standards (specific to each licensure/endorsement area)</th>
<th>Specialized Program Association Standards (if applicable)</th>
<th>Assignments/Evidence/Outcomes</th>
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<tbody>
<tr>
<td>Explain values of teaching Deaf community, Deaf Culture and ASL literature in ASL classes, and how they are interrelated.</td>
<td></td>
<td>8.10(2)(a)</td>
<td></td>
<td>Readings: Blaz (2002) 1-113; Schuster (2014) 1-28 &amp; Complete Assignment 1 (A1) - ACTFL Essay &amp; Assignment 2 (A2) - Communication &amp; Critical Thinking Essay</td>
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<tr>
<td>Identify and select appropriate community, cultural and literature contents, as based on historical, geographic and sociological influences from Deaf people, for ASL classes.</td>
<td></td>
<td>8.10(5)(d)</td>
<td></td>
<td>Readings: Blaz (2002) 115-135; Schuster (2014) 1-28; Holcomb (2013) Chapters 11-13 &amp; Complete Assignment 3 - Setting Stage &amp; Designing Tasks Essay</td>
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<tr>
<td>Demonstrate efficient teaching methods to introduce Deaf community, Deaf Culture and ASL literature contents including socio-linguistic and cultural differences within the Deaf community and between Deaf people and hearing people.</td>
<td>5.01(e)</td>
<td></td>
<td></td>
<td>Readings: Blaz (2002) - Chapter 7; Holcomb (2013) - Chapter 8 &amp; 9 and Complete Assignment 4 (A4) - Evaluation Essay</td>
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<tr>
<td>Identify sources for available resources on Deaf community, Deaf Culture and ASL literature.</td>
<td></td>
<td>8.10(5)(d)</td>
<td></td>
<td>Readings: Holcomb (2013) - Chapters 2 &amp; 6, Schuster (2014) - Chapter 7 and Complete Discussion Posting #4 - Evaluation on selecting sources and resources when developing lesson plans to satisfy the learning objectives in accordance to the 5 Cs or Standards - one original question and two responses</td>
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<td>Explain a plan to promote the Deaf cultural and language awareness to public.</td>
<td>5.05(c)</td>
<td>8.10(8)(b)</td>
<td></td>
<td>Readings: Holomb (2013) - Deafhood &amp; Complete Assignments 5 (A5) - Reflection Essay &amp; Assignment 6 (A6) - Learning Experience Autobiography</td>
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Required Materials:


Library eReserve Readings:


Course Requirements: This is an overview of all the assignments in this course. The full instructions are posted in your online class.

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<tr>
<th>Course Requirements: Full instructions posted under Modules in Canvas.</th>
<th>Assignments</th>
<th>Description</th>
<th>Points</th>
<th>Due Dates</th>
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<td></td>
<td>Seven Expository Essay</td>
<td>Compose an expository essay in APA 6.0 style about the national standards on Communication, Cultures, Connections, Comparisons, and Communities known as 5 Cs along with its sub-standards. [NOTE: The assignment is a series of essays that will eventually be compiled into the final paper. Begin planning and structuring the essays for the final paper now – see mock final paper for layout of the final paper and the specifics under Final Paper in Canvas].</td>
<td>35</td>
<td>6/9 6/16 7/7 7/8 7/10 (2) 7/14</td>
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<td>Twelve Figures</td>
<td>Create a figure of resources for each sub-standard by a group of classmates in class and submits figure in Canvas. [NOTE: The assignment is a series of figures that will eventually be compiled into the final paper.]</td>
<td>30</td>
<td>6/9 7/6 (2) 7/8 (2) 7/9 (2) 7/10 (2) 7/11 (2)</td>
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<td>Presentation</td>
<td>Each student presents in class on 5 Cs for 10-minute to all classmates in class and the instructor evaluates the presentation.</td>
<td>15</td>
<td>7/12</td>
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<td>Final Paper</td>
<td>Complete a final paper on the ACTFL national standards in teaching a world language and submit in Canvas.</td>
<td>20</td>
<td>7/19</td>
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<td>Total Points</td>
<td></td>
<td></td>
<td>100</td>
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The points for all the assignments in a course will add up to 100 points and letter grades are assigned as follows for GRADUATE classes:

A = 93 - 100 points: superior achievement of course objectives
B = 85 - 92 points: above average achievement of objectives  
(Reminder: you must maintain at least a “B” per class to meet graduation requirements)
C = 77 - 84 points: below acceptable achievement of objectives
Below 85 is an unacceptable level of achievement of objectives and considered failing for the TASL Program. You must maintain at least a “B” average (3.0) in the program to meet graduation requirements.
**Student Code of Conduct:** You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities. If you have any questions, please refer to the Student Code of Conduct found at [Student Conduct Code](https://www.unco.edu/studentconduct.php).

**Sexual Misconduct/Title IX Statement:** The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit [www.unco.edu/sexual-misconduct](http://www.unco.edu/sexual-misconduct).

**Equity and Inclusion Statement:** The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities.

The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit [https://www.unco.edu/dean-of-students/share-concern-complaint/](https://www.unco.edu/dean-of-students/share-concern-complaint/).