

DFST 0010 - INTRODUCTION TO DEAF STUDIES

Catalog Description

Hours: 54 lecture

Description: Introduces topics central to the Deaf and Deaf community, including audiology, interpreting, education, culture, history, linguistics, sociology, and psychology. Designed to introduce basic information regarding the American Deaf experience in the United States: Deaf Community, Deaf Culture and American Sign Language. (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Identify the significance of Deaf Culture/community.
- CSLO #2: Explain how the Deaf Community was formed in America and construct a timeline of significant developments relating to the Deaf Community.
- CSLO #3: Identify and interpret basic concepts of oppression and laws protecting Deaf people and Deaf movements.
- CSLO #4: Compare and contrast major historical and current issues surrounding the Deaf Community.

Effective Term

Fall 2020

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Debate the communicative and educational options for Deaf/Deaf and hard of hearing people.
2. Identify the significance of Deaf culture/community.
3. Explain how the Deaf community was formed in America and construct a timeline of significant developments relating to the Deaf community.
4. Identify and interpret basic concepts of oppression, laws protecting Deaf people, and Deaf movements.
5. Compare and contrast major historical and current issues surrounding the Deaf community.
6. Compare the difference between medical and cultural perspectives of Deaf people.
7. Differentiate interpreting methods and explain the code of ethics.
8. Describe the past and present psychological and sociological perspectives on the Deaf.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Multicultural Studies
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSUGE - C2 Humanities
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
 - IGETC - 3B Humanities

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: Students will actively participate signing with peers and instructor on a given topic.
- Essay Examinations
 - Example: Students summarize the significant developments relating to the Deaf community in an essay.
- Objective Examinations
 - Example: "Differentiate interpreting methods." Students match each interpreting method with the correct terms. Standard grading.
- Projects
 - Example: Students will break into groups and make a poster of the time-line milestone (related to the Deaf community) they have been given by the instructor.
- Skill Demonstrations
 - Example: In class, students demonstrate the interpreting method they have been assigned.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. The instructor will give a lecture on the time-line of history showing visual pictures from each mile stone in Deaf History. Instructor will prepare the lecture and select the visual demonstrations to show to class. Instructor will provide poster boards and pens for the project activity. Instructor will grade all essays and exams and return to students checking for understanding and mastery of the objective. After exams are passed back the instructor will review the lesson again for further clarity.
2. Instructor will lecture on the different interpreting methods. Each method will be explained and also shown visually through video examples. Instructor will prepare the lecture and create the written exam. Instructor will grade the exam and check for the understanding of the objective. Instructor will also prepare the group activity explaining the project and grouping the students together for their "acting out" project. After the exam and group activity the objective will be reviewed again for further clarity.

Distance Learning

1. Lecture/Video: Instructor will provide a series of lecture videos that discusses the chapter of the book: "Deaf Culture: Exploring Deaf Communities in the United States" by Irene W. Leigh, Jean F. Andrews, and Raychelle L. Harris. Students will read 2 chapters, they student will write a formal essay in APA format with questions the instructor provided to the students. Students will turn their work in the drop box. Quizzes: Students will first watch the lecture video then have them complete an online quiz for clear understanding of the content. There are 10 quizzes throughout the semester. Assignments: On top of the lectures and online quizzes, the students will have to write 5 papers (2 chapters) in APA format and 3 movies to watch as well: "Through Deaf Eyes", "See What I Mean: Deaf Culture talking", and "Audism Unveiled". After each movie they have to write an essay and complete/answer questions I have provided. Final Project: The students will have 4 different phases to complete their final project. Each phase is a step that completes different requirements that all adds up to the finished product, their final project.

Typical Out of Class Assignments

Reading Assignments

Students will be assigned reading material of no less than one chapter per week from required text, including handouts. 1. Read a current article about Deaf culture and bring it to class for group discussion. 2. Read a book about Deaf Studies and write a research paper about the topic. 3. Students will read a book then discuss it in class along with supplemental materials provided by the instructor.

Writing, Problem Solving or Performance

1. Students are required to watch 3 videos. They are responsible for watching the videos and completing the various assignments. The class will be discussing the videos in a group discussion. Students will be expected to dialogue about each video and to fill out a worksheet or write a comparative reaction paper to each video. Video examples could be: "Through Deaf Eyes," "See What I Mean," "Audism Unveiled." 2. Evaluate the different teaching methods for deaf students through writing an essay.

Other (Term projects, research papers, portfolios, etc.)

1. Students are expected to develop a research paper on a topic related to the Deaf, such as education, rehabilitation, parent-child or Deaf-hearing relations, and the Deaf community. Papers should be at least 5 pages in length (double-spaced) plus a reference page. Citations must be given. At least five references must be from printed sources such as books, peer reviewed journals, etc., plus two Internet sources (seven references total). Students must select their topic by the date given and check with the instructor to be sure the topic is appropriate.

Required Materials

- Open Your Eyes: Deaf Studies Talking
 - Author: Dirksen, H & Bauman, L.
 - Publisher: Minneapolis, MN. University of Minnesota Press.
 - Publication Date: 2008
 - Text Edition: 1st
 - Classic Textbook?:

- OER Link:
- OER:
- History of Deaf People
 - Author: Eriksson, Per.
 - Publisher: Orebro, Sweden. SIH Läromedel
 - Publication Date: 1998
 - Text Edition: 1st
 - Classic Textbook?:
 - OER Link:
 - OER:
- Deaf Culture: Exploring Deaf Communities in the United States
 - Author: I. Leigh, j. Andrew, R. Harris
 - Publisher: Plural Publishing
 - Publication Date: 2016
 - Text Edition: 1st
 - Classic Textbook?:
 - OER Link:
 - OER:
- Oxford Handbook of Deaf Studies, Language and Education
 - Author: Marschark, Marc
 - Publisher: Oxford University Press
 - Publication Date: 2011
 - Text Edition:
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.