



Departmental Course Syllabus

Department: American Sign Language/Interpreter Training **Revision Date:** 6/02/08
San Antonio College * 1300 San Pedro * San Antonio, Texas* 78212-4299

Course Number and Title: SLNG1347 Deaf Culture

Credit Hours: 3 Credit / 3 Lecture / 0 Lab

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To contact your instructor via TTY you must first dial 711, give the operator the number you are calling, beginning with the area code, they will then connect you. To contact your instructor via Video Phone you must dial 1-866-327-8877 (Sorenson) or another VRS provider and give them the IP Address listed above.

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ACCD DPS Emergency Phone Numbers:

ACCD DPS Emergency Phone (210) 222-0911
ACCD DPS General Phone (210) 485-0099
ACCD DPS Weather Phone (210) 485-0189 (For information on college closures)

I. Course Description:

This course provides an historical and contemporary perspective of American deaf culture using a sociocultural model. Topics addressed include cultural identity, core values, group norms, communication, and language as well as significant contributions made by deaf people to the world community.

II. Pre-requisites, co-requisites and other requirements:

SLNG1317 Introduction to the Deaf Community
SLNG1345/SGNL2302 American Sign Language Intermediate II

III. Text:

Deaf World, Louis Bragg ISBN: 0-8147-9853-5

Inside Deaf Culture, Carol Padden, Tom L. Humphries; ISBN: 0674015061

IV. Instruction will consist of:

Lecture, class discussion, weekly quizzes, collaborative learning project, written midterm and final exams.

V. Course Content:

This course focuses on Deaf Culture. Emphasis will be on the development of Deaf culture, history of Deaf people, history of residential schools, development of American Sign Language, employment of Deaf people, family dynamics, Deaf people in media, Deaf Art, Deaf Poets, Deaf Storytellers, Deaf humor, Deaf sports and Deaf entertainment.

VI. Learning Outcomes and Performance Objectives with their methods of measurement as used to determine the students' mastery of those outcomes.

Learning Outcome 1: The student will be able to identify and discuss significant events in the history of Deaf people in the U.S. with a minimum of 70% accuracy. They will also be able to discuss how American Sign Language (ASL) evolved throughout history and its impact on Deaf education with a minimum of 70% accuracy.

Performance Objectives for this outcome:

- 1.01** The student will develop an understanding of and an appreciation for the rich heritage of deaf people.
- 1.02** The student will list and discuss key events in the history of Deaf people.
- 1.03** The student will demonstrate an understanding of the important role the Deaf community in Martha's Vineyard played in American Deaf History.
- 1.04** The student will identify famous people who are Deaf as well as their impact on the Deaf Community.
- 1.05** The student will discuss the history of sign language and its role in the Deaf community.
- 1.06** The student will recognize that attitudes towards ASL have changed over time and be able to identify key dates in the history of ASL.

Method of Measurement: written quizzes and exams.

Learning Outcome 2: The student will demonstrate with a minimum of 70% accuracy an understanding of Deaf arts and entertainment as related to Deaf culture.

Performance objectives for this outcome:

- 2.01** The student will compare and contrast the different forms of Deaf art.
- 2.02** The student will identify unique features of ASL storytelling and be able to give examples of ASL stories.
- 2.03** The student will identify the unique features of ASL poetry and be able to name ASL poets.
- 2.04** The student will examine the history of the National Theater for the Deaf.
- 2.05** The student will identify how the media has personified deaf people throughout history.
- 2.06** The student will discuss issues that the deaf community has regarding Deaf people's identity in the media.
- 2.07** The student will recognize how Deaf people are often portrayed stereotypically in the media.
- 2.08** The student will recognize how Deaf people incorporate humor as a means of dealing with oppression.
- 2.09** The student will compare and contrast the differences between mainstream and deaf humor.
- 2.10** The student will explore and be exposed to Deaf comedians.
- 2.11** The student will recognize the important role sports play in the Deaf community.
- 2.12** The student will identify the local, state and national sports organizations for Deaf people.
- 2.13** The student will discuss the history of the World Games for the Deaf and the USA Deaf Sports Federation.

Method of Measurement: written quizzes/exams and class discussion

Learning Outcome 3: The student will demonstrate with a minimum of 70% accuracy an understanding of Deaf culture including minorities within the culture including how different families cope with Deaf children.

Performance Objectives for this outcome:

- 3.01** The student will list specific components of Deaf culture.
- 3.02** The student will recognize Deaf people as a minority group that has experienced discrimination and oppression.
- 3.03** The student will identify cultural norms and mores of Deaf people.

- 3.04** The student will demonstrate an understanding of and be able to articulate the differences between the pathological versus the cultural perspectives of Deaf people.
- 3.05** The student will recognize the diversity of the Deaf community.
- 3.06** The student will develop cultural sensitivity of the unique issues that multicultural deaf people may encounter.
- 3.07** The student will discuss the impact being deaf has on different families including: hearing parents/deaf children, deaf parents/deaf children, deaf parents/hearing children.
- 3.08** The student will identify decisions parents' of Deaf children must make and the impact those decisions may have on the Deaf person.

Method of Measurement: written quizzes/exams and class discussion.

Learning Outcome 4: The student will be able to discuss the historical trends in employment of Deaf people as well as the unlimited opportunities for Deaf people in today's world with a minimum of 70% accuracy.

Performance Objectives for this outcome:

- 4.01** The student will develop an appreciation for the contributions of deaf people to human achievement.
- 4.02** The student will identify the challenges that may face Deaf people in the work force.
- 4.03** The student will associate the importance of success stories in the Deaf community and be able to give examples of such.
- 4.04** The student will recognize Deaf leaders who have impacted the business and/or education world.

Method of measurement: written quizzes/exams, and class discussion.

Learning Outcome 5: The student will recognize and discuss the unique relationship between Deaf Culture/Deaf people and sign language interpreters with a minimum of 70% accuracy.

Performance Objectives for this outcome:

- 5.01** The student will identify issues that interpreters may need to consider when working in a multicultural situation.
- 5.02** The student will recognize the unique position interpreters have in the Deaf community.
- 5.03** The student will discuss issues that may arise as sign language interpreters and identify strategies for resolving those issues.
- 5.04** The student will discuss the role of reciprocity and interpreting in the Deaf community.

Method of measurement: written quizzes/exams and class discussion

Workplace Competencies are defined in five areas: (a) resources, (b) interpersonal skills, (c) information, (d) systems, and (e) technology.

The following SCANS competencies will be included in this course:

Resources: A worker must identify, organize, plan, and allocate resources effectively. **C1-** Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.

Information: A worker must be able to acquire and use information. **C5-** Acquire and evaluate Information. **C6-** Organize and maintain information. **C7-** Interpret and communicate Information.

Interpersonal Skills: A worker must work with others effectively. **C9-** Participate as member of a team: contribute to group effort. **C10-** Teach Others New Skills. **C12-** Exercise leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies. **C13-** Negotiate: work toward agreements involving exchange of resources, resolve divergent interests. **C14-** Work with Diversity: work well with men and women from diverse backgrounds.

Basic Skills: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:

The following foundation skills will be included in this course:

Foundation Skills are defined in three areas: (a) basic skills, (b) thinking skills, and (c) personal qualities. **F1-** Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules. **F2-** Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

Thinking Skills: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include: **F6-** Creative thinking: generate new ideas. **F7-** Decision making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative. **F8-** Problem solving: recognize problems and devise and implement plan of action. **F9-** Visualize ("seeing things in the mind's eye"): organize and process symbols, pictures, graphs, objects, and other information. **F10-** Knowing how to learn: use efficient learning techniques to acquire and apply new knowledge and skills.

Personal Qualities: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty. **F12-** Responsibility: exert a high level of

effort and persevere toward goal attainment. **F13-** Self-esteem: believe in one's own self-worth and maintain a positive view of oneself. **F14-** Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings. **F15-** Self-management: assess oneself accurately, set personal goals, monitor progress, and exhibit self Control.

VII. Course requirements and grade computation:

Grade Computation:

Please refer to current syllabus which will be handed out during your first week of class.

A. College Requirements:

A written, comprehensive final examination, not to exceed two and one-half hours in length, shall be given at the end of each semester for each course at the regularly scheduled time. Any exceptions to these requirements must be approved by the appropriate dean. Other examinations are given at the discretion of the teacher.

A student who must be absent from a final examination should petition that instructor for permission to postpone the examination. A student absent without permission from a final examination is graded "F." Postponed examinations result in a grade of "I." The final exam must be taken within 120 calendar days from the end of the semester or the grade automatically becomes an "F." (San Antonio College Bulletin, Faculty Handbook – January 1995).

B. Department Requirement:

Global Awareness

This class will encourage an understanding of the importance of diversity and difference in the college, the community, and the country.

C. Instructor Requirements:

Student Involvement

The faculty members of the Department of American Sign Language and Interpreter Training are committed to your successful completion of our classes without lowering the college's academic standards. I understand that students face additional pressures from work and family, as well as have other obligations outside of their academic pursuits. I realize that at times issues beyond the control of a student interfere with class requirements.

If you experience any circumstance that has a negative impact on your participation in this course, please make me aware of it as soon as possible. I may be able to assist or accommodate your particular

circumstance. Do not wait until the end of the semester to ask for advice. Communication between students and instructors can be quite valuable.

VIII.

College Policies:

- A.** San Antonio College does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability with respect to access, employment programs or services.
- B.** Students are urged not to bring children to either a class or a lab. Minors under the age of twelve (12) must not be left unattended on campus. College Academic Council - April, 1998
- C.** ADA Statement: "As per Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, if accommodation is needed contact the Office of DisABILITY Support Services, CAC 124C, Phone: (210) 733-2347.
- D.** A Rapid Response Team exists for the purpose of responding to emergencies. If you have a disability that will require assistance in the event of a building evacuation, notify Disability Support Services, Chance Academic Center 124C, Phone: (210) 733-2347.
- E.** Academic Dishonesty: Students may be subject to disciplinary proceedings resulting in an academic penalty or disciplinary penalty for academic dishonesty. Academic Dishonesty includes, but is not limited to, cheating on a test, plagiarism and collusion. For additional information refer to the "Student Code of Conduct" in the San Antonio College Bulletin.
- F.** Students are required to silence all electronic devices (e.g., pagers, cellular phones, etc.) when in classrooms, laboratories and the library. College Academic Council, 01/ 2000.
- G.** San Antonio College Attendance Policy: Regular and punctual attendance at all classes and laboratories, day and/or evening, is required. A student absent for any reason is responsible for all work missed. Both tardiness and early departure from class are forms of absenteeism. The instructor establishes the policy with regard to each. Absences of each student are recorded without exception. The counting of absences begins on the first day of class. A student absent the equivalent of two weeks of instruction in a 16-week semester may be dropped by the instructor. If a student is dropped from a class for excessive absences, the instructor will record a grade of "W" (withdraw). It is the student's responsibility to ensure that the withdrawals have been submitted.

H. San Antonio College is a smoke free campus.

I. Students must also abide by the policies, procedures, and rules set forth in the "Student Code of Conduct" and all other policies set forth in the San Antonio College Bulletin.

http://www.alamo.edu/sac/sacmain/schedule/SAC_Bulletin_2007_2008/07_08_bulletin.pdf