Course Description: The goal of this course is to introduce you to signed languages of the world and to deafness and Deaf culture. The readings come from several disciplines and include historical, linguistic, and psychological research, as well as personal stories from people who are deaf and sign. By comparing spoken and signed languages, you will discover the basic features of human language, how children learn language, and how the brain processes language. Through an introduction to deafness and Deaf culture, you will learn to differentiate hearing loss and audiological status from membership in a minority community. In this course, you will relate the study of signed languages and deaf people to scientific questions regarding language origins, bilingualism, the brain bases for language, and the relation between language and thought.

Student Learning Outcomes: By the end of the course, you should be able to do the following:
1. Challenge common misconceptions about sign language and deafness.
2. Identify and respect values held by the Deaf community.
3. Define “audism” and Deaf culture.
4. Evaluate effects of social and educational policies that impact deaf individuals.
5. Explain similarities and differences between signed and spoken languages, providing examples from phonology, morphology, and syntax.
6. Distinguish between gesture, sign language, and invented sign systems.
7. Compare signed and spoken language acquisition by typically developing children.
8. Define sign language literacy and provide examples.
9. Analyze and discuss the nature of poetry in sign languages.
10. Discuss theories about how deaf children learn to read.
11. Summarize recent research on the birth of new languages, and identify the roles that children and community play in language emergence and change.
12. Discuss whether deaf people see better and whether the language that you use affects the way you think, drawing on evidence from sign language research.
13. Label areas of the brain involved in language comprehension and production.
14. Write concise one-paragraph essays that summarize research findings, linguistic analyses, or cultural ideas.

SDSU Student Outcomes Assessment Program (SOAP) outcomes, Speech-Language Pathology Knowledge and Skills (KASA – ASHA/CAA), and California Commission on Teaching Credentialing (CTC) competencies are listed at the end of the syllabus.

The instructor retains the right to adjust the course design with advance notice.
Requirements:
1. Required Readings:

   Course Readings posted on Blackboard: The course readings consist of selected research and popular articles and can be found under Course Documents on Blackboard. The readings for each week are listed on the course schedule below.

2. Weekly Quizzes and Assignments (10 points each; 30% of grade). Each week you must answer multiple choice and essay questions on Blackboard. The questions relate primarily to the readings for that week. *Answers to essay questions must take the form of a concise, connected paragraph – you will be marked down if your answer is not in this form.*
   
   **Quizzes are available on Blackboard each Friday at 9:00am until Monday at 11:55pm.** There will be a total of 12 Quizzes and 1 homework assignment ("baby signs") that counts as a quiz (due by NOON on Wednesday, March 22). There will be no Quiz for the week of the midterm (Week 8).

   **Baby sign homework (10 points; counts as a quiz)** and will be due by NOON on Wednesday, March 22. Instructions will be posted on Blackboard on March 14.

3. Exams (Midterm: 35% of grade; Final: 35% of grade). The purpose of these tests is to assess your awareness, knowledge, and critical thinking skills related to the subject matter of the course. Each exam will be a closed-book test consisting of a mixture of short answer, multiple choice, and matching questions. The final is not cumulative.

Grading:
Grades for this course will be determined as follows:

\[
\begin{align*}
A &= 93-100\%, \ A- &= 90-92\%, \ B+ &= 87-89\%, \ B &= 83-86\%, \ B- &= 80-82\%, \ C+ &= 77-79\%, \\
C &= 73-76\%, \ C- &= 70-72\%, \ D+ &= 67-69\%, \ D &= 63-66\%, \ D- &= 60-62\%, \ F &= 59\% \text{ or less.}
\end{align*}
\]
SLHS 150 Course Schedule – Spring 2016

Note: This schedule may be changed with advanced notice. Lectures are posted as PDFs on Blackboard under Course Documents. HOWEVER, the blackboard PDFs posted before class will not be identical to the lectures given in class and DATES MAY BE WRONG.

Week 1 (Jan. 19): Myths about sign languages and deafness (Is there a universal sign language? What is the difference between sign and gesture? What is the Deaf community?)
Textbook Reading
Padden and Humphries, *Deaf in America*, Introduction, Ch. 1 (Learning to be Deaf), pp. 1-25.

Week 2 (Jan. 24, Jan 26): Phonology without sound: the form of signs (Are there syllables in sign language? Can a sign be on the tip of your finger? Are there dialects in sign language?)
Blackboard Readings:
Moore, M. & Levitan, L. (2003). “Are there such things as accents among signers from different areas of the country or world?” and Chapter 11 In *For hearing people only*, pp. 89–95, Rochester, NY: Deaf Life Press.

Week 1+2 Quiz must be taken before 11:55pm on Mon., Jan. 30

Week 3 (Jan 31, Feb 2): Morphology and the lexicon: How new signs are created (Do signs differ from words? How are signs borrowed from other languages?)
Blackboard Reading:

Week 3 Quiz must be taken before 11:55pm on Mon., Feb. 6

Week 4 (Feb. 7): The grammar of sign languages (Why are signers’ faces so “expressive”? Do all sign languages have the same grammar?)
Blackboard Reading:
  Unit 8: Simple Sentences in ASL: 84-88
  Unit 14: Basic Sentence Types, pp. 127-133

Week 4 (Feb. 9): Spatial language (How do signers vs. speakers talk about what they see?)
Blackboard Reading:
Week 4 Quiz must be taken before 11:55pm on Mon., Feb. 13

Week 5 (Feb. 14): The Deaf-World: Audism (What is audism? How does audism affect Deaf people’s lives?) “Audism Unveiled” -- Film presented in class.

Textbook Reading
Padden and Humphries, Ch. 4 (Living in Others’ World), pp. 56-70

Blackboard Readings:

Week 5 (Feb. 16): History through Deaf Eyes (PBS film) Video presented in class.

Blackboard Reading:

Week 5 Quiz must be taken before 11:55pm on Mon., Feb. 20

Submit questions for Guest Speakers by midnight on Tuesday, Feb. 21

Week 6 (Feb. 21): Deaf history in America (What is the role of Martha’s Vineyard in Deaf history?) Film Deaf President Now shown in class.

Blackboard Reading:

Week 6 (Feb. 23): The Deaf-World: Guest lectures (What is Deaf culture? What is the role of sign language in the Deaf World?). Guest lectures by Cindy Farnady and Rain Bosworth

Textbook Reading
Padden and Humphries, Ch. 2 (Images of Being), pp. 26-38.
Padden and Humphries, Ch. 3 (A Different Center), pp. 39-55

Blackboard Reading:

Week 6 Quiz must be taken before 11:55pm on Mon., Feb. 27
Week 7 (Feb. 28): **Language creation and origins: Homesign** (What is “homesign”? What aspects of language are created when no language model is available?)

**Blackboard Reading:**

**Week 7 (March 2): ****Language emergence: New sign languages** (How are languages born? What can sign languages tell us about the evolution of language?)

**Blackboard Readings:**

Week 7 Quiz must be taken by 11:55pm on Mon., Mar. 6

**WEEK 8:**
**MIDTERM REVIEW: March 7**
**MIDTERM EXAM – MARCH 9**

Week 9 (Mar 14, Mar 16): **Learning sign language** (Are sign languages easier to learn? Do deaf babies babble with their hands?)

**Blackboard Reading:**

Baby Sign Homework instructions will be posted March 14

Week 9 Quiz must be taken by Mon., Mar. 20

Week 10 (Mar 21): **The effects of late language acquisition** (What is a critical period? Does late first language acquisition differ from late second language acquisition?)

**Blackboard Readings:**

**Baby sign homework due by NOON on Wednesday, March 22**

Week 10 (Mar 23): **Should I teach my baby to sign?**

**Blackboard Reading:**

Week 10 Quiz must be taken by 11:55pm on Mon., April 3

**SPRING BREAK: March 27–31**
Week 11 (April 5, 7): Acquiring English literacy (How do deaf people learn to read?)

Blackboard Readings:

Week 12 Quiz must be taken by 11:55pm on Mon., April 10

Week 12 (Apr 11, 13): Sign languages and literacy (Do sign languages have a literature? What is sign poetry?)

Textbook Readings:
Padden and Humphries, Ch. 5 (A Changing Consciousness), pp. 71-90
Padden and Humphries, Ch. 6 (The Meaning of Sound), pp. 91-109

Week 11 Quiz due by 11:55pm on Mon., April 17

Week 13 (Apr 18, 20): Deaf Cognition (Do deaf people see better? Does the language you use affect how you think?)

Blackboard Reading:

Week 13 Quiz must be taken by 11:55pm on Mon., April 24

Week 14 (April 25): Cochlear Implants (What is the controversy surrounding cochlear implants? How do cochlear implants work?)

Blackboard Reading:
National Association for the Deaf Position Statement on Cochlear Implants

Week 14 Quiz must be taken by 11:55pm on Mon., May 1

Week 14 (April 27) Sign language and the brain (What areas of the brain are important for language? Does the brain recognize the difference between gesture and sign language?)

Blackboard Reading:

Week 14 Quiz must be taken by 11:55pm on Mon., May 1

Week 15 (May 2): Sign language and the brain (What areas of the brain are important for language? Does the brain recognize the difference between gesture and sign language?)

Last day of class (May 4): Review for the final

FINAL EXAM: Thursday, May 11th, 10:30 - 12:30
How to Avoid Quiz Problems

Print Your Scores
Occasionally, a student will take a Blackboard quiz, receive a score, but when the instructor looks up this score in the Blackboard gradebook nothing is listed. This is a rare but known bug in the Blackboard software. You can avoid this problem by printing your score after the quiz is completed, providing evidence of your earned score if there is a technical problem.

Specific Steps for Student Test Score Printing:
Upon finishing a test and clicking the Submit button. You should then click OK. Your total score will then be displayed for the quiz attempt. Immediately in their browser program, you should then go to the File menu and choose Print. You should keep this printout in case it is needed for quiz score verification.

Blackboard Quizzes Should Not Be Saved in Progress by the Student
You should not use the Save Button during a test. This feature does not work well. It is recommended that you complete a quiz on the first attempt by answering all questions and then pressing Submit.

Advice About Essay Questions
For essay questions, it is recommend that you write your essay in a word processing program and copy and paste it into Blackboard. This way, if your individual computer crashes, or there are problems with the server, your work would not be entirely lost.

Browser Windows Should Not Be Resized or Refreshed During a Quiz
If you resize the window, the assessment will stop and no score will be recorded. In the Blackboard Gradebook, the instructor will receive an "Incomplete Attempt" message. Do not resize or refresh a browser window while taking a quiz to eliminate this problem.

Do Not “Preview” a Quiz
Do not take the quiz until you are actually ready to take it. If you "preview" the quiz or begin taking the quiz and then log out (manually or by quitting out of the browser) Blackboard will not let you back in to take or finish the quiz. You will receive a "Sorry… you already took this assessment on (date) and (time)" message.

Can I Print Out a Quiz Before Taking It?
Yes, you can print a quiz, however if you print out a quiz, then leave Blackboard without actually answering any questions, the system will consider the quiz "taken." Blackboard considers a quiz has been attempted every time it is entered, regardless of whether any questions have been answered.
Students with Disabilities: Americans with Disabilities Act (ADA) Accommodation
The University is committed to providing reasonable academic accommodation to students with disabilities. The Student Disability Services Office provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Student Disability Services for information regarding accommodations. Students who need accommodation of their disabilities should contact me privately, to discuss specific accommodations for which they have received authorization. If you need accommodation due to a disability, but have not registered with Student Disability Services at 619-594-6473 (Calpulli Center, Suite 3101), please do so before making an appointment to see me. To avoid any delaying the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Deferred Action for Childhood Arrivals (DACA):
All students with questions or concerns regarding DACA are encouraged to see the College of Health and Human Services Assistant Dean for Student Affairs, Jessica Robinson (jmrobinson@sdsu.edu).

Religious Observances
According to the University Policy File, students should notify the instructors of affected courses of planned absences for religious observances by the end of the second week of classes.

Commitment to Diversity and Inclusion
The University is committed to cultivating “…a campus climate that promotes human dignity, civility, and mutual appreciation for the uniqueness of each member of our community… Freedom from discrimination, harassment, and violence against persons or property is a basic right and is requisite for learning. Freedom of speech shall be protected. By the same token, the campus community shall denounce and confront acts of intolerance, abusive behaviors, and the beliefs and past events that have separated us as a people.”

Nondiscrimination Policy
- San Diego State University complies with the requirements of Title VI and Title VII of the Civil Rights Act of 1964, as well as other applicable federal and state laws prohibiting discrimination. No person shall, on the basis of race, color, or national origin be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in any program of the California State University
- SDSU does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Students should direct inquiries concerning San Diego State University’s compliance with all relevant disability laws to the Director of Student Disability Services (SDS), Calpulli Center, Room 3101, San Diego State University, San Diego, CA 92128 or call 619-594-6473 (TDD: 619-594-2929).
- SDSU does not discriminate on the basis of sex, gender, or sexual orientation in the educational programs or activities it conducts. More detail on SDSU’s Nondiscrimination Policy can be found in the SDSU General Catalog, University Policies. Students should
direct FERPA, Title IX, Discrimination, Harassment or any other protected categories inquiries and concerns to the office of Employee Relations and Compliance, phone number is 619-594-6464 and their website is http://oerc.sdsu.edu/

Concerns regarding classroom activity, grades, or other student affair matters: Though students have the option of contacting the San Diego State University Ombudsman or the CHHS Assistant Dean for Student Affairs at any time regarding classroom activity, grades, or other student affairs matters, students are encouraged to take the following courses of actions:

1. meet with their professor first to discuss the situation. If the issue is not resolved at this level, the student should
2. contact the undergraduate advisor, Dr. Peter Torre (ptorre@mail.sdsu.edu). If the problem is not resolved at this level, the student should
3. contact the director of SLHS, Dr. Tracy Love (tlove@mail.sdsu.edu). If there are still concerns, the student should
4. contact the Assistant Dean for Student Affairs, Jessica Robinson (jmrobinson@sdsu.edu).

Academic Honesty

**Students are expected to maintain the highest standards of academic honesty and respect.** According to SDSU’s Center for Student Rights and Responsibilities, students may be expelled, suspended, or put on probation for academic dishonesty. In addition to a University review of the incident(s), the School of Speech, Language and Hearing Sciences may also take disciplinary action which, depending on the severity of the incident, could result in one or all of the following sanctions: a grade of "F" on the assignment in question, dropping of one letter grade from your final grade in the class, or, for multiple or severe incidents, a grade of "F" in the class. You may receive an incomplete in a class, which will be removed once the investigation of the incident has been completed.

Per SDSU's STANDARDS FOR STUDENT CONDUCT, examples of academic dishonesty include cheating that is intended to gain unfair academic advantage; plagiarism that is intended to gain unfair academic advantage; furnishing false information to a University official, faculty member, or campus office; forgery, alteration, or misuse of a University document, key, or identification instrument; misrepresenting oneself to be an authorized agent of the University or one of its auxiliaries; encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

Examples of cheating include unauthorized sharing of answers during an exam, use of unauthorized notes or study materials during an exam, altering an exam and resubmitting it for re-grading, having another student take an exam for you or submit assignments in your name, participating in unauthorized collaboration on coursework to be graded, providing false data for a research paper, or creating/citing false or fictitious references for a term paper. Submitting the same paper for multiple classes may also be considered cheating if not authorized by the instructors involved.

Examples of plagiarism include any attempt to take credit for work that is not your own, such as using direct quotes from an author without using quotation marks or indentation in a paper, paraphrasing work that is not your own without giving credit to the original source of the idea, or failing to properly cite all sources in the body of your work.
Please be advised that even the mere appearance of these behaviors falls within the definition of dishonesty.

California State University Executive Order 969 mandates faculty reporting of all incidents of academic misconduct.

Classroom Recordings:
All students must obtain permission to record a class lecture or discussion. These recordings and all course materials provided by me are my intellectual, copyrighted property and are for individual use only and are not to be shared with anyone else or to websites or via any other public means without my written permission. This includes any social media sites created among SDSU class cohorts, even if closed/secret. On request, the instructor will usually grant permission for students to record lectures, on the condition that the individual making the recording only uses these recordings as a study aid. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course. If it is determined that a student has shared any written or recorded documents from this class without prior permission, that student may be reported for misconduct to the University.
Further Outcomes and Competencies

This course meets the following outcomes and competencies:

**SDSU Student Outcomes Assessment Program (SOAP) Outcomes:**
Undergraduate Outcomes: 1A, 1C; 2B; 3A, 3C; 4A
By the end of the semester, given course lectures, readings, class discussions and a series of exams and quizzes, students will be able to:

- describe important details of current linguistic theory and its relevance to typical and atypical language acquisition, language processing, and brain organization for language.
- identify the psychological and sociological implication of speech, language and hearing disorders (particularly related to deafness).
- identify theories and research underlying the behavioral, linguistic, academic and social aspects of communication disorders (particularly those related to deafness).
- write using appropriate grammar and syntax and present information that is well organized and accurate either orally or through signed communication
- identify multicultural, multilingual and social issues concerning the practice of audiology, deaf education and speech-language pathology

**Speech-Language Pathology Knowledge and Skills (KASA – ASHA/CAA) Standards:**

**III-A: Knowledge of Basic Principles**
Social/behavioral sciences

**III-B: Basic Communication and Swallowing Processes**
Biological, neurological, acoustic, psychological, developmental, and linguistic and cultural basis

**III-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences**
Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities (including etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)

Hearing, including the impact on speech and language (including etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)

Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning) (including etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)

Communication modalities (e.g., oral, manual, and augmentative and alternative communication techniques and assistive technology) (including etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)
III-D: Principles and Methods of Prevention, Assessment, and Intervention
Principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders across the life span, including consideration of anatomical, physiological, developmental, linguistic, and cultural correlates of the disorders

III-F: Research
Processes used in research and the integration of research principles into evidence-based clinical practice

California Commission on Teaching Credentialing (CTC) Standards:
General Program Standards
3. Educating Diverse Learners
5. Assessment of Students

Speech-Language Pathology Standards
2. Child Development and Speech, Language, and Hearing Acquisition
3. Speech, Language, Hearing and Swallowing Disorders