UF | Department of Speech, Language, and Hearing Sciences
College of Public Health and Health Professions

Deaf Culture

Syllabus Spring 2022

GENERAL INFORMATION

Contact Information

Instructor: Stephen Hardy
Email Contact: sjhardy@phhp.ufl.edu (preferred)
Phone Contact: 352-623-2814 VP relay

Basic Course Information

Online

Online / Remote: Those of you in the online/remote designated section will attend class virtually, in real-time in Zoom. You will by logging into the virtual classroom in Zoom. Microphone, live chat, video conferencing solutions, and collaborative technologies will allow you to be active participants in the learning experience, despite not being physically present in the classroom. Use the Zoom Chat to ask questions. I will typically address questions at one time during specific breakpoints in our learning activities. If your problem needs immediate feedback, you can use the Raise Hand feature in Zoom to signal a question that might have less value out of the context of the moment.

COURSE DESCRIPTION

A contemporary and vibrant Deaf culture is found within Deaf communities, including Deaf Persons of Color and Deaf-Disabled and Deaf-Blind. Taking a more people-centered view, the second edition of Deaf Culture: Exploring Deaf Communities in the United States critically examines how Deaf culture fits into education, psychology, cultural studies, technology, and the arts. With the acknowledgment of signed languages worldwide as bona fide languages, the perception of Deaf people has evolved into the recognition and acceptance of a vibrant Deaf culture centered around the use of signed languages and the communities of Deaf peoples. Written by Deaf and hearing authors with extensive teaching experience and immersion in Deaf cultures and signed languages, Deaf Culture fills a niche as an introductory textbook that is more inclusive, accessible, and straightforward for those beginning their studies of the Deaf-World.

Relation to Program Outcomes

Standard #	Standard
IV-a7	Effects of hearing loss on communication and educational, vocational, social, and psychological functioning
IV-a17	American Sign Language and other visual communication systems
IV-a27	Use of interpreters and translators for both spoken and visual communication
IV-c11	Referring to other professions, agencies, and consumer organizations
IV-e1	Educating and advocating for the communication needs of all individuals may include advocating for the programmatic requirements, rights, and funding of services for those with hearing loss, other auditory dysfunction, or vestibular disorders
IV-e2	Consulting about accessibility for persons with hearing loss and other auditory dysfunction in public and private buildings, programs, and services
IV-e3	Identifying underserved populations and promoting access to care

STUDENT LEARNING OBJECTIVES:

1. Examine society's attitudes towards disability in general and deafness in particular.
2. Explore the concept of audism from the individual to the institutional level.
3. Define culture in general and within the Deaf community.
4. Describe the rules for membership, social interaction, norms, and values.
5. Explore the concepts of Deafhood, Deaf gain, and Deaf space embraced by the Deaf community.
6. Identify the role of sign language and the forms and functions of ASL.
7. Compare the sign systems still extant, especially in educational settings.
8. Examine the history and variety of organizations, arts, literature within the Deaf community.
9. Research the Internet for access to current information within the Deaf community.
10. Explain the diversity issues of the multicultural minorities within the Deaf community.
11. Differentiate the social, psychological, and educational impact on families with deaf children at home and various education systems.
12. Explain the educational and communication philosophies behind the decisions made at home and in schools.
13. Evaluate the positive and negative impact and stresses of technology on the Deaf community.
14. Hypothesize the future of the Deaf World.

MATERIALS

Deaf Culture, Exploring Deaf Communities in the United States, 2nd Edition Leigh, Andrews, Harris and Avila. Plural Publishing, San Diego, CA, ISBN: 9781635501735 (Paperback)

Check Canvas regularly for course materials, assignments, deadlines, postings, announcements, emails, schedule changes, assignment rubric.

GRADED ASSIGNMENTS/PROJECTS

A variety of expressive and receptive activities are provided in and out of class for skills development. Assignments individuals, pairs, or groups complete assignments are viewed outside of class for fuller explanations, enrichment, and additional practice. At no time should anyone have identical or similar work presented since it will be considered cheating? This applies to all communication forms: written, spoken, signed, gestural, etc., through any media/medium. This includes 'interpreting' to help a student or copy-signing. There will be a schedule for the assignments, which is subject to change with or without notice.

CLASS SCHEDULE

Please read the rubric in discussions:

Week 1	Read Chapter 1, Deaf Community: Past and Present. Watch the video and take a Quiz on Chapter 1.
Week 2	Read Chapter 2, Causes of Being Deaf and the Auditory Field, Watch the video, and take a Quiz on Chapter 2.
Week 3	Read Chapter 3, American Sign Language. Watch the video and take a quiz on Chapter 3.
Week 4	Read Chapter 4, How Deaf Children Think, Learn, and Read. Watch the video, and take a quiz on Chapter 4.
Week 5	Read Chapter 5, Deaf Education, Deaf Culture, and Multiculturalism. Watch the video, and take a quiz on Chapter 5.
Week 6	Read Chapter 6, Deaf Identities. Watch the video, and take a quiz on Chapter 6.
Week 7	Read Chapter 7, Deaf Communities within the Deaf Communities. Watch the video, and take a quiz on Chapter 7.
Week 8	Read Chapter 8, Navigating Lives. Watch the video, and take a quiz on Chapter 8.
Week 9	Spring Break
Week 10	Read Chapter 9, Technology and Accessibility. Watch the video, and ta take Quiz on Chapter 9.
Week 11	Read Chapter 10, Deaf People and the Legal System: Education, Employment, and Criminal Justice. Watch the video, and take Quiz on Chapter 10.

Week 12   Read Chapter 11, Arts, Literature, and Media. Watch the video, and take a Quiz on Chapter 11.

Week 13   Read Chapter 12, Advocating and Career Opportunities. Watch the video, and take a Quiz on Chapter 12.

Week 14   Read Chapter 13, Final Thoughts on Deaf Culture and its Future. Watch the video, and take a Quiz on Chapter 13.

Week 15   Complete PowerPoint Project

Grading:

Quizzes: 10 points each and total of 13 quizzes (130 points). 25%

Deaf Culture Project: 50 points 50%

Discussions: 10 points each discussion chapter and total of 13 chapters (130 points). 25%

GRADING POLICY

https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Grading Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Percentage of points earned in class	93-100	90-92	87-89	83-86	80-82	77-79	72-76	70-71	69-67	63-66	60-62	<60
Grade points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.5	1.0	0.67	0.0

CLASSROOM COURTESY

No cell phones should ring, vibrate, or otherwise signal from the moment you enter the classroom; they should be turned off. Other personal electronic devices such as laptops, iPads,

iPods should also be turned off. If this request is not followed, you will be asked to leave for the session, counted as an absence.

Full participation is expected from the beginning to the end of the session, including paying attention visually and actively signing. Inappropriate behavior will result in losing participation points or being asked to leave the class.

COURSE EVALUATION

Students are expected to provide feedback on the quality of instruction in this course based on ten criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are empty. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results

Occasionally the teacher may conduct informal surveys to evaluate the progress of the class. This does not substitute for the formal online evaluations, which must still be done.

ACADEMIC HONESTY POLICY

Academic dishonesty in any form will not be tolerated. Students suspected of violating the University's academic honesty policies will be dealt with by procedures outlined by the Office of Student Judicial Affairs. If you have not done so already, please familiarize yourself with the University's academic dishonesty policy. You are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the professor or TAs in this class.

NOTE: This applies to all communication forms: written, spoken, signed, gestural, etc., through any media/medium. This includes 'interpreting' to help a student or copy-signing.

> Cheating. The improper taking or tendering of any information or material shall be used to determine academic credit. Taking of data includes, but is not limited to, copying graded homework assignments from another student; working together with another individual(s) on a take-home test or homework when not explicitly permitted by the teacher; looking or attempting to look at another student's paper during an examination; looking or trying to look at text or notes during an investigation when not permitted. Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after taking an exam; giving or selling a term paper or other written materials to another student; sharing information on a graded assignment.

> Plagiarism. The attempt to represent another's work as the product of one's thought, whether the other's work is published or unpublished, or merely the result of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on an exam, term paper, homework, or other written materials or oral presentations for an academic requirement; submitting a document

which was purchased from a term paper service as your work; submitting anyone else's paper as your work.

Bribery. The offering, giving, receiving, or soliciting any materials, items, or services of value to gain academic advantage for yourself or another.

Misrepresentation. Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes using computer programs generated by another and handing it in as your work unless expressly allowed by the teacher; lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.

Conspiracy. The planning or acting with one or more persons to commit any form of academic dishonesty.

Fabrication. The use of invented or fabricated information, or the falsification of research or other findings to deceive for academic or professional advantage.

Audit. If someone wants to audit a class, they must be registered as an official audit.

No one is permitted in the classroom except the Instructor and students. In particular, children are not allowed in the school.

Inclusive Learning Environment

Public health and health professions are based on human dignity and respect for the individual. As we share our personal ideas inside or outside of the classroom, we always understand that we value and respect the diversity of background, experience, and opinion, where every individual felt valued. We believe in and promote openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious, and political values. We further believe that celebrating such diversity enriches the quality of our students' educational experiences and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination concerning race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information, and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for an inclusive learning environment, please see your Instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

SPECIAL NEEDS AND COUNSELING SERVICES

The University of Florida, under the guidelines of ADA and 504 federal legislation, is required to make reasonable accommodations to the known physical and mental limitations of otherwise qualified individuals with disabilities. To help provide the best possible service to students, staff, faculty, and visitors, the University of Florida have an Americans with Disabilities Act Office

with a coordinator responsible for access for persons with disabilities. The ADA coordinator assists anyone with questions about access. See http://www.ada.ufl.edu/office/ada.htm for more information.

Students requesting classroom accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the Instructor when requesting an accommodation. This information must be given to the Instructor by the second class session of the term.

Other resources:

- Disability Resource Center (Reid Hall, 392-8570)

- Student Health Center (The Infirmary, 392-1161).

- Crisis & Emergency Resource Center (CERC; Peabody Hall, 392-1575, ask for the CERCt receptionist). Emergency walk-in crisis stabilization

- Counseling & Wellness Center (3190 Radio Road, 392-1575)

     1. Individual, Group, & Couples Counseling

     2. Psychiatric Consultation

- University of Florida Office of Victims Services (392-5648), sexual assault counseling.

Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling

University Police Department – 392-1111 or 9-1-1 for emergencies

Attendance: Students are responsible for satisfying all academic requirements. Absences count from the first class meeting. In general, acceptable reasons for lack from the class include illness, serious family emergencies, special curricular needs (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Bring documentation to the Instructor. Please let the Instructor know ahead of time of known absences by email. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be pre-approved to be excused. Other reasons also may be approved. Students who do not attend at least one of the first two class meetings and who have not contacted the department to indicate their intent can be dropped from the course. Students must not assume that they will be dropped if they fail to attend the first few class days. I will notify students dropped from courses by email. Students can request reinstatement on a space-available basis if documented evidence is presented. The University recognizes a professor's right to make attendance mandatory. University of Florida policy states that professors can prohibit further attendance after due warning and subsequently assign a failing grade for excessive absences (including tardies and leaving classes early).

Participation: Using cell phones, texting, doing computer work, not being attentive in class, not being involved in all activities, going out to get food, etc., will be considered as a lack of participation and will have 1 – 2 points taken off for each incidence. Daily participation is 2

points and will be deducted for each unexcused session missed. Inappropriate behavior can be cause by being asked to leave the class immediately.

Honor Code: In adopting this honor code, the University of Florida students recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the honor code's high standard of honor. Violations of the honor code will be addressed.
For example, you have not kept your paper secure, and a classmate copied it. Both documents may be subject to a zero grade. This applies to all communication forms: written, spoken, signed, gestural, etc., through any media/medium. This includes 'interpreting' to help a student or copy-signing.

The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.
On all work submitted for credit, the following pledge is implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Assignments: All assignments must be submitted on time in class. Narratives must be prepared ahead of time and ready for in-class performance. Videos must be posted correctly and on time. Canvas must be checked regularly for course materials, assignments, deadlines, postings, announcements, emails, schedule changes, etc.

Make-Ups and Review Quizzes: Any unexcused absences during review quizzes will result in an automatic zero, and the review quiz cannot be made up. Extra credit hours can be used instead. All regularly scheduled tests, if missed, will be made up during a Reading Day at the end of the semester. Missed make-up tests will result in a zero. Signed assignments such as dialogues and stories are to be made up upon return to the next class.