

**SPA 3475 – Deaf Culture in America**  
Syllabus Spring 2024  
Section (DEFC and UFO)

**GENERAL INFORMATION**

Contact Information

**Instructor:** Zulma “Yary” Santiago Zayas  
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**Phone Contact:** 352-505-7471 VP relay  
**Office Hours:** Virtual email appointment.

**Instructional Method:**

This is an asynchronous 15-week online course, meaning that there won’t be any live lectures held. There are assignments due weekly, but you can feel free to work on them during the times that best fit your schedule. This flexibility can be a double-edged sword, be sure to be mindful of upcoming due dates and to check the course schedule regularly. Each module is organized by week to make it easier to follow along.

**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-centric 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.  
**Prerequisite: (PSY 2012 and ASL 1110) or instructor permission**

## **REQUIRED MATERIALS FOR THIS COURSE:**

- Deaf Culture, Exploring Deaf Communities in the United States, 2<sup>nd</sup> 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.

## **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.
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, and 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.

### **GRADED ASSIGNMENTS/PROJECTS**

A variety of expressive and receptive activities are provided for skills development. Individual, pair, and group work settings will be used to complete assignments and will be utilized 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 medium. This includes “interpreting” to help a student or copy-signing. Below is the schedule for assignments, which is subject to change.

### **ONLINE COURSE SCHEDULE**

Please read the rubric in discussions:

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|--------|---|
| Week 1 | Read Chapter 1, Deaf Community: Past and Present. Take Chapter 1 quiz and watch the video assigned in your Discussion Boards on Canvas.                   |
| Week 2 | Read Chapter 2, Causes of Being Deaf and the Auditory Field. Take Chapter 2 quiz and watch the video assigned in your Discussion Boards on Canvas.        |
| Week 3 | Read Chapter 3, American Sign Language. Take Chapter 3 quiz and watch the video assigned in your Discussion Boards on Canvas.                             |
| Week 4 | Read Chapter 4, How Deaf Children Think, Learn, and Read. Take Chapter 4 quiz and watch the video assigned in your Discussion Boards on Canvas.           |
| Week 5 | Read Chapter 5, Deaf Education, Deaf Culture, and Multiculturalism. Take Chapter 5 quiz and watch the video assigned in your Discussion Boards on Canvas. |
| Week 6 | Read Chapter 6, Deaf Identities. Take Chapter 6 quiz and watch the video assigned in your Discussion Boards on Canvas.                                    |
| Week 7 | Read Chapter 7, Deaf Communities within the Deaf Communities. Take Chapter 7 quiz and watch the video assigned in your Discussion Boards on Canvas.       |
| Week 8 | Read Chapter 8, Navigating Lives. Take Chapter 8 quiz and watch the video assigned in your Discussion Boards on Canvas.                                   |

- Week 9 Read Chapter 9, Technology and Accessibility. Take Chapter 9 quiz and watch the video assigned in your Discussion Boards on Canvas.
- Week 10 Spring Break
- Week 11 Read Chapter 10, Deaf People and the Legal System: Education, Employment, and Criminal Justice. Take Chapter 10 quiz and watch the video assigned in your Discussion Boards on Canvas.
- Week 12 Read Chapter 11, Arts, Literature, and Media. Take Chapter 11 quiz and watch the video assigned in your Discussion Boards on Canvas.
- Week 13 Read Chapter 12, Advocating and Career Opportunities. Take Chapter 12 quiz and watch the video assigned in your Discussion Boards on Canvas.
- Week 14 Read Chapter 13, Final Thoughts on Deaf Culture and its Future. Take Chapter 13 quiz and watch the video assigned in your Discussion Boards on Canvas.
- Week 15 Submit Deaf Culture PowerPoint Project Presentations.

### Participation Grading:

#### **Discussion Posts - \*Due Sundays\***

10 points each discussion chapter and total of 15 weeks reactions (150 points) 35%

- There will be weekly discussion posts that will require a total of **three** replies. Each student is required to make **one initial** post. The next two will be replies to **two separate** students.

#### **Quizzes - \*Due Fridays\***

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

- Each week there will be a quiz on the material from the previous week.

#### **Deaf Culture Project**

40 points 40%

- Deaf Culture Project Rubric will be posted on Canvas.

## **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

## **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 SA 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 people 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.

### 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](http://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

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. 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 missed quizzes will result in an automatic zero, and the review quiz cannot be made up.