

Com D-DE 5610
Introduction to Education of the Deaf and Hard of Hearing
 Tuesday and Thursday, 3:00 - 4:15 p.m.
 James C. Blair, Ph.D. and Jess Freeman King, Ed.D.

Tentative Lecture Schedule

Date	Day	Topic	Presenter	
Aug	31	Tu	Introduction, overview of hearing loss	Blair
Sept	2	Th	Effects of hearing loss on perception, emotion, motor, intelligence, communication, & social maturity	Blair
Sept	7	Tu	Anatomy of outer and middle ear	Blair
Sept	9	Th	Anatomy of inner ear	Blair
Sept	11	Tu	Anatomy of Central Auditory Pathways	Blair
Sept	16	Th	Anatomy of the brain	Blair
Sept	21	Tu	Anatomy concluded	Blair
Sept	23	Th	The impact of childhood deafness on the family	Blair
Sept	28	Tu	History of Education of the Deaf	King
Sept	30	Th	Examination	
Oct	5	Tu	Current trends in education of the Deaf	King
Oct	7	Th	History of Education of the Deaf	King
Oct	12	Tu	History of Education of the Deaf	King
Oct	14	Th	Visit School for the Deaf	
Oct	19	Tu	Review of visit to the school for the Deaf	King
Oct	21	Th	History of Education of the Deaf	King
Oct	26	Tu	Manual versus oral controversy	King
Oct	28	Th	Bilingual/Bicultural Issues	King
Nov	2	Tu	Bilingual/Bicultural Issues	King
Nov	4	Th	Language and communication Problems	King
Nov	9	Tu	Examination	
Nov	11	Th	Language and Communication Problems	King
Nov	16	Tu	Audiology and Education of the Deaf	Blair
Nov	18	Th	Relation of Degree of Loss to Impact	Blair
Nov	23	Tu	Amplification	Blair
Nov	25	Th	Thanksgiving Break	
Nov	30	Tu	Amplification	Blair
Dec	2	Th	Case Studies	Blair
Dec	7	Tu	No Class	
Dec	9	Th	No Class	
Dec	14	Tu	Final Examination: 1:30-3:20 p.m.	

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Instructors: James C. Blair, Ph.D. and Jess Freeman King, Ed.D.

Objectives:

1. Students will be able to explain the effects of hearing loss on an individual (2K1; 2.K.3; I.1, II.4, II.5, II.6).
2. Students will be able to relate a summary of the history of education of the Deaf and Hard of Hearing (II.5, II.7).
3. Students will be able to describe the structure and function of the outer ear (II.4).
4. Students will be able to describe the structure and function of the middle ear (II.4).
5. Students will be able to describe the structure and function of the inner ear (II.4).
6. Students will be able to trace the pathways that sound follows through the brain stem (II.4).
7. Students will understand how sound is processed in the brain (II.3).
8. Students will understand why there is a controversy of teaching methodology II.9.
9. Students will be able to explain methods for teaching language to the deaf (II.7, II.8, II.9, II.10).
10. Students will observe day classes and residential classes for the Deaf (II.8, II.9, II.10).

Course Requirements:

1. Reading: King, F.(Ed). Introduction to deaf education: A deaf perspective, Butte Publications, Inc.
2. There are two visits to programs for the deaf **required** for this class. The purpose of the class is to introduce you to education of the Deaf and Hard of Hearing and

an integral part of this introduction is to see school in session. One required visit is at the Jean Massue School in Salt Lake City. This visit will be arranged for and announced in class. The second required visit will be on Thursday, October 14, 2004 to visit the Idaho School for the Deaf in Gooding, Idaho. This trip will require you to be gone for the entire day and so you need to make arrangements with your other classes or work to be gone this day. Talk with your professors at the beginning of the semester and get this date cleared.

3. Reports: observation reports are **required** for the visits to the schools for the Deaf. Explain what you observed, what you learned, and what you felt.
4. Two term examinations (it is assumed that you will read the assigned reading before the examinations, even if these are not discussed in class).
5. Abstract 15 readings (each abstract is worth 5 points, they will be evaluated on American Psychological Association [Fifth Edition] Style Manual [APA] format, content, syntax, grammar, spelling, and your opinion of and interaction with the reading). The abstract is to be 1 or 2 pages in length. At the top of the page put the title of the reading using strict APA style format, then a section describing the salient aspects of the article, and finally a section containing your opinion. Do not try to guess if the instructors want you to write a positive or negative opinion, you are not judged on your ability to agree with the instructors, but rather on your ability to form an opinion about what you have read. You are required to turn in a minimum of one abstract each week (they are due before 5:00 p.m. on Thursdays).
6. Final examination (this will be a comprehensive examination).
7. Because we are requiring two days of participation at schools for the deaf, we will reduce the number of hours you spend in class during the last week of school (see lecture schedule) you spend in class during the last week of school (see lecture schedule).

Grading:

Observation will count 50 points.

The term examinations will be worth 100 points each

Abstracts will be worth 75 points

The final will be worth 100 points

The total number of available points is 375

Reading List

(Read and abstract 15 of the following)

This can be found on the USU Library Web Site

Password bla5610

1. Christensen, K. (1994). American Sign Language and English: Parallel bilingualism. Communication Issues Among Deaf People: A Deaf American Monograph, 21, 27-30.
2. Dancer, J., Burl, N., & Waters, S. (1995). Effects of unilateral hearing loss on teacher responses to the SIFTER. American Annals of the Deaf, 140(3), 291-294.
3. Gaustad, M. G. (1999). Including the kids across the hall: Collaborative instruction of hearing, deaf, and hard-of-hearing students. Journal of Deaf Studies and Deaf Education, 4(3), 176-190.
4. Hintermair, M. (2000). Hearing impairment, social networks, and coping: The need for families with hearing-impaired children to relate to other parents and to hearing-impaired adults. American Annals of the Deaf, 145(1), 41-51.
5. Jeanes, R. C., Niehuys, T. G., Rickards, F. W. (2000). The pragmatic skills of profoundly deaf children. Journal of Deaf Studies and Deaf Education, 5(3), 237-247.

6. Johnson, R & Liddell, S. (1990). The value of ASL in the education of deaf children. Communication Issues Among Deaf People: A Deaf American Monograph, 18, 59-63.
7. Kannapell, B. (1996). Personal reflections: Current issues on language and communication among deaf people. A Deaf American Monograph, 23, 65-69.
8. Kuntze, M. (1995). ASL: Unity and power. A Deaf American Monograph, 23, 75-78.
9. Lincoln, B. (1991). Parents and ASL: Teammates in the sign game. The Endeavor, Summer, 1-2.
10. Magnuson, M. (2000). Infants with congenital deafness: On the importance of early sign language acquisition. American Annals of the Deaf, 145(1), 6-13.
11. Rhyes-Jones, S. L. & Elis, H.D. (2000). Theory of mind: Deaf and hearing children's comprehension of picture stories and judgments of social situations. Journal of Deaf Studies and Deaf Education, 5(3), 248-265.
12. Madell, J. (1990). Managing classroom amplification. In M. Ross (Ed.) Hearing-impaired children in the mainstream. York, PA: York Press, 95-118.
13. Singleton, J. L. & Tittle, M.D. (2000). Deaf parents and their hearing children. Journal of Deaf Studies and Deaf Education, 5(3), 221-236.
14. Strong, M. (1990). Bilingualism and deaf children. Communication Issues Among Deaf People: A Deaf American Monograph.
15. Valli, C. (1990). A taboo exposed: Using ASL in the classroom. Communication Issues Among Deaf People: A Deaf American Monograph, 129-131.
16. Yoshinaga-Itano, C. (2003). From screening to early identification and intervention: Discovering predictors to successful outcomes for children with significant hearing loss. Journal of Deaf Studies and Deaf Education 8(1), 11-30.