

**MIDSTATE COLLEGE**  
**411 W. NORTHMOOR RD. PEORIA, IL 661614**  
**(309) 692-4092 (800) 251-4299**  
**Spring 2019**

**Course Number and Name:** PSY 305 - Psychology of Deaf People and Their Culture

**Credit Hours:** 4 Quarter Hours

**Method of Delivery:** eLearning

**Course Description:** The study of psychological processes, behavior, emotional and social maturity, disability adjustments of deafness, social patterns, family status, socialization in groups and in the Deaf Community, economic status of deaf persons and basic sensitivity issues related to work with the Deaf and Hard-of-Hearing Community.

**Prerequisite:** None

**Text:** *A Journey into the Deaf-World*

**Authors:** Harlan Lane, Robert Hoffmeister, Ben Bahan

**Publisher:** San Diego: DawnSign Press, 1996  
ISBN #0-915035-63-4

**Text:** *Deaf Child in the Family and At School: Essays in Honor of Kathryn P. Meadow-Orlans*

**Authors:** Patricia Elizabeth Spencer, Kathryn P. Meadow-Orlans, Carol Erting

**Editors:** Patricia Elizabeth Spencer, Carol J. Erting, Marc Marschark

**Publisher:** Psychology Press, November 3, 1999  
ISBN #080583211

**Topics:** Introduction to the Deaf World; Families with Deaf Children (Chapters 1, 2)  
Language of the Deaf World; Form and Function of ASL (Chapters 3, 4)  
Deaf Culture; The World Deaf Scene (Chapters 5, 6)  
Disabling the Deaf World (Chapter 7)  
Educational Placement and the Deaf Child (Chapter 8)  
Language and Literacy (Chapter 9)  
Bilingual and Bicultural Education for Deaf Children (Chapter 10)  
Evaluating Deaf People (Chapter 11)  
The Hearing Agenda I: To Mitigate a Disability (Chapter 12)  
The Future of the Deaf World (Chapter 13)  
The Hearing Agenda II: Eradicating the Deaf (Chapter 14)  
The Deaf Agenda: Enriching the Deaf World (Chapter 15)

**Learning Objectives:** Upon completion of this course, the student will be able to:

- consider and analyze the contemporary, global and local issues and factors affecting the family, the home, the school, and the Deaf community.
- analyze the function of language as it develops through sign language, reading and writing.
- analyze and develop an understanding of the role of American Sign Language and its impact on the Deaf community.
- explore the Deaf person's viewpoint in a hearing world while examining some concepts of Deaf culture.
- compare/contrast various educational concepts, theories, and programs for Deaf persons.
- develop an understanding of the societal and educational view concerning Deaf education and the resultant influence on the Deaf individual.
- compare/contrast language acquisition based on levels of experience, based on speech-reading, and based on ASL.
- examine various methods of evaluation with regard to the unique needs of persons who are Deaf
- think critically about the educational and societal concepts, theories, and programs for Deaf persons in order to develop a personal premise about Deaf education.
- recognize a multidirectional, multicontextual, multidisciplinary model expanded from historical and philosophical perspectives.
- acquire knowledge of the various telecommunications devices available to Deaf persons.
- examine the strides that Deaf people have made in integrating into the larger society and the legal/civil rights that Deaf people have today.

<b>Midstate Grading Scale:</b>	90 – 100	A
	80 – 89	B
	70 - 79	C
	60 - 69	D
	0 - 59	F

**Midstate Plagiarism Policy:  
Academic Integrity:**

Academic integrity is a basic principle of the College's function. Midstate College students are expected to maintain a high level of academic honesty. Contrary actions may result in penalties such as failure of the assignment(s), a lesser grade on assignment(s), failure of the course and/or suspension from the College. The course instructor will review all submitted documents and supporting evidence in connection to the infraction. The course instructor will also review the student's personal file for other notifications of academic dishonesty before determining the level of action to be applied. The course instructor will complete the Academic Dishonesty Report form to document and describe the incident and actions taken, then kept on file. The student may appeal the decision to administration, whose decision will be final.

The following (**plagiarism, cheating, deception, sabotage, computer misuse and copyright infringement**) are included in the actions Midstate College considers behavior contrary to the

academic integrity policy; however, the policy is not limited to these examples. Further discussion of consequences regarding academic dishonesty are addressed in the Student Handbook.

### **Plagiarism:**

Plagiarism is using another person's words, either by paraphrase or direct quotation, without giving credit to the author(s). Plagiarism can also consist of cutting and pasting material from electronic sources by submitting all or a portion of work for assignment credit. This includes papers, computer programs, music, sculptures, paintings, photographs, etc. authored by another person without explicitly citing the original source(s). These actions violate the trust and honesty expected in academic work. Plagiarism is strictly against the academic policy of Midstate College. Its seriousness requires a measured, forceful response which includes consequences for inappropriate and/or no citation.

In courses containing writing assignments, the College promotes the use of Turnitin which compares the student's writing against previously submitted papers, journals, periodicals, books, and web pages. Students and instructors can use this service to reduce the incidence of plagiarism. This electronic resource has been found to conform to legal requirements for fair use and student confidentiality. It is able to provide a report to the student indicating the parts of the assignment that match.

### **Student Success and Tutoring:**

Contact Student Success: Room 110; (309) 692-4092, ext. 1100; [studentsuccess@midstate.edu](mailto:studentsuccess@midstate.edu);

The Office of Student Success offers help in the following areas:

- Tutoring: Tutoring is encouraged for students who are doing their best to complete assignments yet still are experiencing difficulty in this course. Tutoring may be provided by the instructor outside of scheduled class times or through the office of Student Success.
- Writing assignment assistance: This may include learning how to conduct research; using proofreading tools such as Turnitin; outlining a topic; and applying MLA/APA standards.
- Math, accounting, and computer skills (including file management).
- Test-taking techniques.
- Note-taking skills development.
- Study skills development.
- Time management.

## Psych 305 – Psych of Deaf Community and Culture

Spring 2019

**Instructor:** Vicki Draksler  
**Phone Number:** 309.692.4092, off-campus, please leave a message with the front office.  
**E-mail:** vdraksler@midstate.edu  
**Office Hours:** By appointment only (I can be available to you in person or by phone.)

### Participation Requirements:

This is not an arranged class. In addition to text readings, written assignments and projects, each student should be an active participant in discussion and communicate at a minimum of **twice weekly** with the instructor and other students on-line. Besides being a part of your grade, these discussions are an essential part to the make-up of PSY 305. Students should enter an original post of at **least two well-developed paragraphs** and at least one additional post in response to other class posts. These two posts are required. **The first post must be completed by midnight Thursday of the current week.** As in classroom learning, the more interaction, the more stimulating the class becomes. Ten points will be deducted if the first post is not made prior to midnight on Thursday of each week. Ten points will be deducted if the original post is not two well-developed paragraphs. College policy is that discussion postings must be on two separate dates. Thus, **credit for a second post will not be given if the second post is made the same day as the first.**

It is essential that each student reviews the entire folder each week for lecture content, assignments, expectations, etc. This syllabus is an overview, but it is imperative that all weekly content be read and assignments turned in by the end of each week (the following Monday at 8 a.m.).

### Policies and Procedures:

It is expected that all assignments will be turned in on time. The eLearning week is Monday through Sunday. Assignments given for a particular week starting on a Monday will be due by 8 a.m. the following Monday. Assignments can be turned in prior to that time but not after. **A request for late work must be approved by the instructor before the due date.** Late work is accepted only in extreme circumstances and must be accompanied with proof of need for an extension. Participation in the discussion forum cannot be made up under any circumstances.

### Discussion:

In the initial discussion, introduce yourself to the other persons in the class.

When responding to others' comments, review the discussion thoroughly before entering your own comments.

Maintain "threads" by using the reply to this thread.

Be polite. Choose your words carefully. Do not use derogatory statements. Be respectful of others' ideas.

Be concise in responding to others in the discussion session.  
Be prepared to enter and respond to discussion each week.  
Be constructive in your comments and suggestions.

### **Chapter Summaries:**

Chapter summaries must be at least one page in length **for each chapter** and should highlight the focus points of the chapter. The chapter summaries should be in your own words. If chapter summaries are simply excerpts from the text, the grade will be deducted by one letter grade. The summaries are to be posted to the appropriate assignment box.

A summary is about extracting main ideas, main points, and major support and omitting the rest. When you summarize, you do not draw any original conclusions. You are to report facts as they are presented by the author so that a reader unacquainted with the original reading(s) gets from your summary the essential facts and point of view of the original selection. In essence, a summary is a condensed version (in your own words) of a larger reading.

### **Methods of Evaluating Student Performance:**

- Midterm Exam (15%) – Chapters 1 through 10
- Final Exam (15%) – Comprehensive
- Chapter Summaries (10%) – reference expectations noted above
- Book Summary (10%) – Parts 1, 2, 3 of the *Deaf Child in the Family and At School: Essays in Honor of Kathryn P. Meadow-Orlans*.
- Article Review (10%) – **must be from a professional journal**
- Short Essay (15%) – 4-5 pages on history and use of ASL and Technology
- Two-page paper on Learning Environment (10%)
- Weekly on-line discussion participation (15%)

### **Examination Information:**

True/False, Multiple Choice, and Short Answer

### **Instructor's Grading Considerations:**

On-Line Discussion Forum Posts—participation at least twice per week with interaction that reflects thought and purpose

All written assignments will be graded taking the following into consideration:

- Comprehension—your ability to communicate understanding of the materials from the text and on-line discussion.
- Argumentation—how well you use examples and reasoning to “justify” your position. It is not sufficient simply to state your view; you must give adequate explanation and/or rationale for it. Tell not only what, but why. Cite examples from the text or other readings you may have done to support your point of view.
- Clarity—logical and cohesive development in presenting your position.
- Style—how well the project, paper, communication is written to include proper spelling, grammar, punctuation, and source citation (use MLA format for source citation)

## Projects:

### Project #1 – **due Week 3** (10%)—Book Summary

Write a two-three page summary on **Parts 1, 2, 3** of the *Deaf Child in the Family and At School: Essays in Honor of Kathryn P. Meadow-Orlans*. This essay should reflect your thoughts on what you have read as well as bring in concepts from the class text. This summary should be based on Chapters 1 through 4 of your text, the book itself, and the Weeks' 1 and 2 lectures. This project should be submitted to the appropriate assignment box.

### Project #2 – **due Week 8** (10%)—Short Essay on Learning Environment

Write a two and one-half to three page paper to focus on discussion of learning environments and social interactions and how they impact the Deaf individual. Your paper should reflect your reading thus far, particularly Chapter 8. This paper should not only discuss the types of learning environments but also your personal thoughts. Post to the appropriate assignment box.

### Project #3 – **due Week 10** (10%)—Article Review

Identify an article in a fairly recent (between 2014 and 2019) **professional journal** and write a one-page review. This article should deal with a topic relating to deafness that is of particular interest to you. Your paper should cite the article (in MLA format) and give a summary of the article contents. You should also submit the original article with your paper. Post to the appropriate assignment box.

### Project #4 – **due Week 11** (15%)—Short Research Paper

Write a four-five page paper on communication strategy focusing on the history and use of ASL and technology—a minimum of four sources are to be cited (MLA format). You must also include a works cited page. NOTE: The page count does not include the works cited page. **Wikipedia and Web MD cannot be used as one of the sources.** Midstate library staff can help you in selection and retrieval of materials. Post to the appropriate assignment box. **Outline and Source List are due Week 7.**

## Weekly Overviews and Assignments:

### Week 1

**Topics:** Welcome to the Deaf-World; Families with Deaf Children

### **Objectives:**

- Consider and analyze the contemporary, global, and local issues affecting the family, the home, the school and the Deaf community

- Analyze the function of language as it develops through sign language, reading and writing.

### Assignments:

1. Discussion Forum (Week 1)—summarize yourself in an autobiographical piece on who you are, what you do, your educational background, why you are in school now, what quarter of your designated program you are enrolled in, what your future aspirations are, any special hobbies or interest, etc. Let the other class members and me get to know you through this discussion. Browse the other autobiographies and give feedback. Also reply to other discussion posts. **Your first post should be completed by midnight Thursday of each week. If both posts are made the same day, credit will not be given for the second post.**
2. Text Reading—Read Chapter 1 (Welcome to the Deaf-World) and Chapter 2 (Families with Deaf Children) in the text.
3. Chapter Summaries—In your own words, summarize Chapters 1 and 2 (one-page, double-spaced, one-inch side margins—each chapter summary is to be at least one page)—post to appropriate assignment box. One letter grade will be deducted from chapter summaries that are simply excerpts from the text.
4. Projects: Start reviewing the project requirements and thinking of topics and ideas.

(Note: Unless otherwise indicated, all assignments are to be completed by Day 7, Monday, 8 a.m., of the week in which they appear.)

### Week 2

**Topics:** The Language of the Deaf World; Form and Function in ASL

### Objectives:

- Analyze the function of language as it develops through sign language, reading and writing.
- Analyze and develop an understanding of the role of American Sign Language and its impact on the Deaf Community
- Compare/contrast language acquisition based on levels of experience, based on speech-reading, and based on ASL.

### Assignments:

1. Discussion Forum: Review the posted discussion question. Post an original entry and at least one reply/comment to a class member's entry. **Initial discussion posting should be at least two well-developed paragraphs. The first post each week must be completed by midnight on Thursday of that week. If both posts are made on the same day, credit will not be given for the second post.**
2. Text Reading—Read Chapter 3 (The Language of the Deaf-World) and Chapter 4 (Form and Function in ASL) in the text.

3. Chapter Summaries—In your own words, summarize Chapters 3 and 4 (one-page, double-spaced, one-inch side margins—each chapter summary is to be at least one page)—post to appropriate assignment box. One letter grade will be deducted from chapter summaries that are simply excerpts from the text.
4. Projects: Start reviewing the project requirements and thinking of topics and ideas.  
**Project #1 is due next week.**

(Note: Unless otherwise indicated, all assignments are to be completed by Day 7, Monday, 8 a.m., of the week in which they appear.)

### Week 3

**Topics:** Deaf Culture; The World Deaf Scene

**Objectives:**

- Explore the Deaf person's viewpoint in a hearing world while examining some concepts of Deaf culture.
- Compare/contrast various educational concepts, theories, and programs for Deaf persons.

**Assignments:**

1. Discussion Forum: Review the posted discussion question. Post an original entry and at least one reply/comment to a class member's entry. **Initial discussion posting should be at least two well-developed paragraphs. The first post each week must be completed by midnight on Thursday of that week. If both posts are made on the same day, points will not be given for the second post.**
2. Text Reading—Read Chapter 5 (Deaf Culture) and Chapter 6 (The World Deaf Scene) in the text.
3. Chapter Summaries—In your own words, summarize Chapters 5 and 6 (one-page, double-spaced, one-inch side margins—each chapter summary is to be at least one page)—post to appropriate assignment box. One letter grade will be deducted from chapter summaries that are simply excerpts from the text.
4. Project #1 due this week

(Note: Unless otherwise indicated, all assignments are to be completed by Day 7, Monday, 8 a.m., of the week in which they appear.)

### Week 4

**Topics:** Disabling the Deaf-World; Educational Placement and the Deaf Child

**Objectives:**

- Consider and analyze the contemporary, global and local issues and factors affecting the family, the home, the school, and the Deaf community
- Develop an understanding of the societal and educational view concerning Deaf education the resultant influence on the Deaf individual.
- Think critically about the educational and societal concepts, theories, and programs for Deaf persons in order to develop a personal premise about Deaf education

### **Assignments:**

1. Discussion Forum: Review the posted discussion question. Post an original entry and at least one reply/comment to a class member's entry. **Initial discussion posting should be at least two well-developed paragraphs. The first post each week must be completed by midnight on Thursday of that week. If both posts are made on the same day, credit will not be given for the second post.**
2. Text Reading—Read Chapter 7 (Disabling the Deaf-World) and Chapter 8 (Educational Placement and the Deaf Child) in the text.
3. Chapter Summaries—In your own words, summarize Chapters 7 and 8 (one-page, double-spaced, one-inch side margins—each chapter summary is to be at least one page)—post to appropriate assignment box. One letter grade will be deducted from chapter summaries that are simply excerpts from the text.

(Note: Unless otherwise indicated, all assignments are to be completed by Day 7, Monday, 8 a.m., of the week in which they appear.)

### Week 5

**Topics:** Language and Literacy; Bilingual and Bicultural Education for Deaf Children

### **Objectives:**

- Compare/contrast various educational concepts, theories, and programs for Deaf persons.
- Develop an understanding of the societal and educational view concerning Deaf education the resultant influence on the Deaf individual.
- Compare/contrast language acquisition based on levels of experience, based on speech-reading, and based on ASL.

### **Assignments:**

1. Discussion Forum: Review the posted discussion question.
2. Post an original entry and at least one reply/comment to a class member's entry. **Initial discussion posting should be at least two well-developed paragraphs.**

**The first post each week must be completed by midnight on Thursday of that week. If both posts are made on the same day, credit will not be given for the second post.**

3. Text Reading—Read Chapter 9 (Language and Literacy) and Chapter 10 (Bilingual and Bicultural Education for Deaf Children) in the text.
4. Chapter Summaries—In your own words, summarize Chapters 9 and 10 (one-page, double-spaced, one-inch side margins—each chapter summary is to be at least one page)—post to appropriate assignment box. One letter grade will be deducted from chapter summaries that are simply excerpts from the text.

**Note: Week 6 (next week)—Midterm Exam (Chapters 1 through 10)**

(Note: Unless otherwise indicated, all assignments are to be completed by Day 7, Monday, 8 a.m., of the week in which they appear.)

### Week 6

**Topics:** Review Chapter 1 through 10.

### **Assignments:**

1. Discussion Forum: Your discussion should focus around chapters 1 through 10 and issues you wish to address in preparation for the midterm exam. **Initial discussion posting should be at least two well-developed paragraphs. The first post each week must be completed by midnight on Thursday of that week. If both posts are made on the same day, credit will not be given for the second post.**
2. Text Reading—No additional text readings this week.
3. Chapter Summaries—No summaries due this week.
4. **Take Midterm Exam (Chapters 1 through 10)**

(Note: Unless otherwise indicated, all assignments are to be completed by Day 7, Monday, 8 a.m., of the week in which they appear.)

**ALERT:** Source list and outline for Project #4 due next week.

### Week 7

**Topic:** Evaluating Deaf People

### **Objectives:**

- Examine various methods of evaluation with regard to the unique needs of persons who are Deaf

- Think critically about the educational and societal concepts, theories, and programs for Deaf persons in order to develop a personal premise about Deaf education.

### Assignments:

1. Discussion Forum: Review the posted discussion question. Post an original entry and at least one reply/comment to a class member's entry. **Initial discussion posting should be at least two well-developed paragraphs. The first post each week must be completed by midnight on Thursday of that week. If both posts are made on the same day, credit will not be given for the second post.**
2. Text Reading—Read Chapter 11 (Evaluating Deaf People) in the text.
3. Chapter Summaries—In your own words, summarize Chapter 11(one-page, double-spaced, one-inch side margins)—post to appropriate assignment box. One letter grade will be deducted from chapter summaries that are simply excerpts from the text.
4. **Source list and outline for Project #4 due this week.**

**Note: Week 8 (next week)—Project #2, Short Essay on Learning Environments is due.**

(Note: Unless otherwise indicated, all assignments are to be completed by Day 7, Monday, 8 a.m., of the week in which they appear.)

### Week 8

**Topic:** The Hearing Agenda I: To Mitigate a Disability

### Objectives:

- Think critically about the educational and societal concepts, theories, and programs for Deaf persons in order to develop a personal premise about Deaf education.
- Develop an understanding of the societal and educational view concerning Deaf education the resultant influence on the Deaf individual.

### Assignments:

1. Discussion Forum: Review the posted discussion question. Post an original entry and at least one reply/comment to a class member's entry. **Initial discussion posting should be at least two well-developed paragraphs. The first post each week must be completed by midnight on Thursday of that week. If both posts are made on the same day, credit will not be given for the second post.**

2. Text Reading—Read Chapter 12 (The Hearing Agenda I: To Mitigate a Disability) in the text.
3. Chapter Summaries—In your own words, summarize Chapter 12 (one-page, double-spaced, one-inch side margins)—post to appropriate assignment box. One letter grade will be deducted from chapter summaries that are simply excerpts from the text.
4. **Project #2 due this week.**

(Note: Unless otherwise indicated, all assignments are to be completed by Day 7, Monday, 8 a.m., of the week in which they appear.)

### Week 9

**Topics:** The Future of the Deaf-World; The Hearing Agenda II: Eradicating the Deaf-World

#### **Objectives:**

- Think critically about the educational and societal concepts, theories, and programs for Deaf persons in order to develop a personal premise about Deaf education.
- Recognize a multidirectional, multicontextual, multidisciplinary model expanded from historical and philosophical perspectives

#### **Assignments:**

1. Discussion Forum: Review the posted discussion question. Post an original entry and at least one reply/comment to a class member's entry. **Initial discussion posting should be at least two well-developed paragraphs. The first post each week must be completed by midnight on Thursday of that week. If both posts are made on the same day, credit will not be given for the second post.**
2. Text Reading—Read Chapter 13 (The Future of the Deaf-World) and Chapter 14 (The Hearing Agenda II: Eradicating the Deaf-World) in the text.
3. Chapter Summaries—In your own words, summarize Chapters 13 and 14 (one-page, double-spaced, one-inch side margins—each chapter summary is to be at least one page)—post to appropriate assignment box. One letter grade will be deducted from chapter summaries that are simply excerpts from the text.

Note: Project #3 (Article Review) due next week.

(Note: Unless otherwise indicated, all assignments are to be completed by Day 7, Monday, 8 a.m., of the week in which they appear.)

### Week 10

**Topic:** The Deaf Agenda: Enriching the Deaf-World

### Objectives:

- Acquire knowledge of the various telecommunications devices available to Deaf persons.
- Examine the strides that Deaf people have made in integrating into the larger society and the legal/civil rights that Deaf people have today

### Assignments:

1. Discussion Forum: Review the posted discussion question. Post an original entry and at least one reply/comment to a class member's entry. **Initial discussion posting should be at least two well-developed paragraphs. The first post each week must be completed by midnight on Thursday of that week. If both posts are made on the same day, credit will not be given for the second post.**
2. Text Reading—Read Chapter 15 (The Deaf Agenda II: Eradicating the Deaf-World) in the text.
3. Chapter Summaries—In your own words, summarize Chapters 15 (one-page, double-spaced, one-inch side margins)—post to appropriate assignment box. One letter grade will be deducted from chapter summaries that are simply excerpts from the text.
4. **Project #3 due this week.**

Note: Project #4 (Short Research Paper) due next week.

(Note: Unless otherwise indicated, all assignments are to be completed by Day 7, Monday, 8 a.m., of the week in which they appear.)

### Week 11

**Topic:** Journey's End

### Objectives:

- Discussion focuses on all course objectives.

### Assignments:

1. Discussion Forum: Review the posted discussion question. Post an original entry and at least one reply/comment to a class member's entry. **Initial discussion posting should be at least two well-developed paragraphs. The first post each week must be completed by midnight on Thursday of that week. If both posts are made on the same day, credit will not be given for the second post.**
2. Text Reading—Read Chapter 16 (Journey's End) in the text.

3. Chapter Summaries—In your own words, summarize Chapter 16 (one-page, double-spaced, one-inch side margins)—post to appropriate assignment box. One letter grade will be deducted from chapter summaries that are simply excerpts from the text.
4. Project #4 due this week.

**Note: Final Exam due next week (comprehensive)**

Week 12

**Final Exam – The final exam must be taken by midnight Wednesday of Week 12.**