

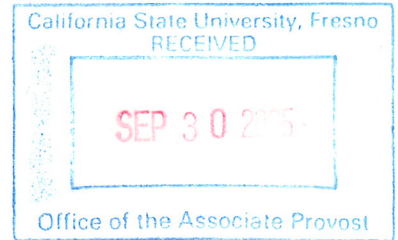
General Education Course Proposal

Proposed Course: CDDS 90 Deaf American Literature **Units** 3
Prefix No. Title

Department: Communicative Disorders & Deaf Studies **College/School:** Health and Human Services

GE Category (Indicate one category only):

Foundation: A1 A2 A3 B4
 Breadth: B1 B2 C1 C2 D E
 Integration: B C D International/Multicultural



Existing Course **Revised Course** **New Course**

Course Included in Current GE Program

New courses require the Undergraduate Course Proposal form in addition to this form.
 Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Introduction to major American Sign Language and English-language works composed by Deaf authors and artists in America. Addresses contexts in which literary and cultural texts were created, and how they reflect and shape American Deaf culture. Knowledge of Sign Language recommended but not required.

Enrollment limit per section: 40

Expected number of sections per semester - Year 1 1 **Year 3** 2

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Donald Ward 9/29/05 Mary D. Barakzi 9/29/05
Department Chair Date College/School Curriculum Committee Date

Kathleen Curtis 9/30/05 [Signature] 11/30/07
College/School Dean Date General Education Subcommittee Date

[Signature] 11/30/07
Associate Provost Date

**Forward Original and TWELVE copies to:
 Associate Provost for Academic Affairs, M/S TA 54**



Memorandum

April 1, 2008

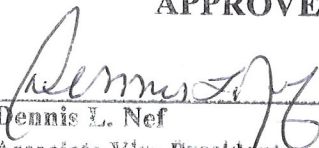
To: Dennis Nef, Associate Vice President and Dean of Undergraduate Studies

From: David H. Smith, Communicative Disorders & Deaf Studies 

Re: Revisions to Deaf American Literature (CDDS 90).

Per memo dated January 10, 2008 from the GE Committee (see next page), I have revised the course writing requirements per the committee's request. Please look on page 4, second paragraph. It is essentially the same as before with the three page requirement wording added. Please contact us at 278-2423 or dsmith@csufresno.edu if you have any questions. Thank you.

APPROVED



Dennis L. Nef
Associate Vice President and
Dean of Undergraduate Studies

4-2-08
Date



Memo

CALIFORNIA
STATE
UNIVERSITY,
FRESNO

To: Don Freed, Chair Department of Communicative Disorders
and Deaf Studies, M/S PH 80

From: Andrew Lawson, Chair, General Education Committee

CC: Denis Nef, Associate Vice President and Dean of Undergraduate
Studies

Date: January 10, 2008

Re: CDDS 90 Deaf American Literature – General Education
Area C2 Proposal

At its meeting on Nov 30, 2007, the General Education committee reviewed the course proposal for CDDS 90 to be included in area C2. The committee voted to conditionally approve the course for inclusion in area C2 provided that the proposal be modified to reflect the iterative writing requirement. Current GE policy states that:

"Every lower division General Education course requires a minimum of 1,000 words of writing in original student text. One writing requirement must be a minimum of 3 pages in length on which faculty will provide meaningful, feedback so that students may improve their writing abilities during the course. Faculty (not readers, teaching assistants, etc.) should provide ample suggestions for improvement, and in doing so, should consider using the General Education scoring guide for writing developed on campus in 2002."

A revised syllabus can be submitted to Dr. Nef's office. Please feel free to contact me if you have any questions or need clarifications from the committee.

A handwritten signature in black ink, appearing to read 'Andrew Lawson', written over a horizontal line.

Andrew B Lawson, Ph.D.
Chair, General Education Committee
Associate Professor of Entomology
Department of Plant Sciences
California State University, Fresno
Agriculture Sciences Building 117
2415 E. San Ramon Ave M/S AS72
Fresno, CA 93740-8033

Ph 559-278-2150
Fax 559-278-7413

Department of Plant Science

College of Agricultural
Sciences and Technology

Agricultural Sciences
Building, 222

2415 East San Ramon M/S AS72
Fresno, CA 93740-8033

559.278.2861

Fax 559.278.7413

<http://cast.csufresno.edu/PlantSci>

California State University Fresno
CDDS 90 Deaf American Literature
Fall 2008
3 Unit Course

Instructor: David H. Smith, Ph.D.

E-mail: dhsmith@csufresno.edu

Phone: 278-8039

Office: PH-226

Class Meetings: TBA

Class Time: Monday and Wednesday 12-1:15 PM

Office Hours: Monday, Tuesday, and Wednesday 2:00-4:00 PM. Other times by appointment.

Catalog Description: Introduction to major American Sign Language and English-language works composed by Deaf authors and artists in America. Addresses contexts in which literary and cultural texts were created, and how they reflect and shape American Deaf culture. Knowledge of Sign Language recommended but not required.

Course Description: This course covers major American Sign Language and English-language works composed by Deaf authors and artists within American Deaf culture. Students will learn about major literary and intellectual movements, genres, creators, and works. Students will also analyze, interpret, and synthesize ideas as well as critical issues from a wide range of creators and thinkers across a variety of forms and media. They will understand the historical, social, and cultural contexts in which literary and cultural texts were created, the influence of these factors on ideas and forms of expression, and the ways in which those texts both reflect and shape American Deaf culture

Prerequisites: None. Knowledge of American Sign Language recommended.

Course Outcomes: Students will

- a. Recite the major movements, genres, creators, and works in the literature of Deaf Americans including works comprising a wide range of vernacular ly signed (ASL), written English, and hybrid forms -- those exhibiting both vernacular and written features including English works translated into ASL and vice versa.
- b. Understand how Deaf American literature, like African American, Hispanic, Chinese American, and Native American literatures, can be termed a minority literature. To perceive how with other minorities, Deaf Americans exist within and without the mainstream American culture.
- c. Critically examine a body of works in which, in general, the majority language (English) and rhetoric seeks to dominate and extend its control and the minority language (ASL) and rhetoric attempt to undermine and evade this control. In other words, how Deaf American literature, in the vein of other minority literatures, "rebels" against mainstream American literature.
- d. Examine the use of humor as a time-honored method of resisting oppression via various forms of expression. How Deaf literature that pokes fun at the majority,

at themselves, at both themselves and the majority can contribute to a sense of equality or even a feeling of superiority at times. And, how members of the majority who can learn from it, and even act upon it in a way that can be beneficial for both.

- e. Interpret and explain the ways in which works and movements both reflected and shaped American Deaf culture. How the validation of vernacular sign language (ASL) as a true language in the 1960's led to a shift from English dominated works towards more ASL oriented works

Course Media:

Required Texts:

Peters, C. (2000) *Deaf American Literature: From the Carnival to the Canon*. Washington, DC: Gallaudet University Press.

Jepson, J. (Ed.). (1992) *No Walls of Stone: An Anthology of Literature by Deaf and Hard of Hearing Authors*. Washington DC: Gallaudet University Press.

Cohn, J. (1999) *Sign Mind: Studies in American Sign Language Poetics*. Boulder, Colo.: Museum of American Poetics Publications.

Readings:

Chapter 6: *Words another way* in Brueggemann, B. (1999) *Lend me your ear: Rhetorical constructions of deafness*. Washington DC: Gallaudet University Press.

Krenz, C. (2001). [Review of *Sign Mind: Studies in American Sign Language Poetics* by Jim Cohn.] *Sign Language Studies* 1.3 (2001) 316-323.

Videos:

These videos will be available for viewing in the CDDS Media Center

Eric Malzkuhn Live at SMI

Patrick Graybill Live at SMI

Tales from the Green Books

Preservation of Sign Language

ABC Stories

Adventure of the Blue Carbuncle with Sherlock Holmes (Graybill and Eastman)

Edgar Allen Poe Mysteries (Patrick Graybill)

National Theatre of the Deaf performance of "My Third Eye"

Poetry in Motion: Patrick Graybill, Clayton Valli, Debbie Rennie

Flying Words Project with Peter Cook and Kenny Lerner

Nathie: No Hand-me Downs

Grading: Participation is graded for each class session. The Reading/Video Summaries and Examinations are due as noted in Course Schedule (subject to change). The Class Presentation and Paper due dates will be assigned individually by the instructor. There will be a 10 % penalty assessed for late submissions unless prior arrangement is made with instructor.

<u>Student Activity</u>	<u>Points (% of grade)</u>
In-class Participation/Discussion	200 (20%)
Reading/Video Summaries	200 (20%)
Class Presentation and Paper	200 (20%)
Midterm Examination	200 (20 %)
<u>Final Examinations</u>	<u>200 (20 %)</u>
Total	1000 (100%)

The student grades will be determined objectively as follows based on total points earned:

900-1000 pts	A
800-899 pts	B
700-799 pts	C
600-699 pts	D
below 600 pts	F

Participation/Discussion: This is defined as a student who

- Comes to class prepared,
- Contributes readily to the discussion but does not dominate it,
- Makes thoughtful contributions that advance the conversation,
- Shows interest in and respect for others' views
- Participates actively in small groups.

Will be marked on roster as absent, minimal, adequate, or excellent by instructor.

Reading/Video Summaries: You are expected to become familiar with the reading or viewing assignments PRIOR to the class in which they are the topic. This includes making sure you know what the assigned reading/viewing will be for the next session. Please submit a short typed one page summary of the reading/viewing to the instructor prior to class via Blackboard.

Class Presentation and Writing Assignment: Each student will give a 20-minute comprehensive presentation on one of the topics related to this course. This is to be followed immediately by a small group class discussion on the topic

Organization
Content
Originality
Sources
Creativity

A **writing assignment** will accompany your presentation. The paper will be a minimum of 1000 words and three pages in APA format. Paper will be graded on the **General Education Scoring Guide for Writing** which covers

Knowledge of Writing Conventions
Clarity and Coherence
Rhetorical Choices

For the scoring guide see the URL below or ask the instructor

http://www.csufresno.edu/ir/documents/scoring_guide_writing_Rubric_060602.doc

A separate page with four well designed essay test questions developed from your presentation/paper will accompany the paper. These questions will be used on tests which each student will take during the semester. These must be submitted electronically with one hard copy for the instructor. A copy of the paper will be provided to all students in the classroom via Blackboard. The students preparing the presentation must show a copy of their paper and the four questions to the instructor at least two weeks before their presentation.

Note:

Examinations: The examinations consist of five take-home essay type questions to be written and referenced in APA format. Students will chose their five questions from a list of ten or more questions provided by the instructor. Examinations will be graded on the same rubric used for papers above.

UNIVERSITY POLICY & PROCEDURES

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such

acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the University Catalog (Policies and Regulations)

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www/csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

You may sign up for your own e-mail account at

<https://zimmer.csufresno.edu/csuf/index.html>

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Classroom conduct: In order to enhance the learning environment of the classroom and to show respect for others, a few standards have been established:

- Participants will show respect towards the communication rights of others at all times in the classroom regardless of the nature of the topic. This is usually accomplished by proper turn-taking and attending to others as they speak.
- Avoid the following
 - Use of cell phones, pagers, or any type of wireless communication devices.
 - Gum chewing or hard candy.
 - Reading of subject matter that is not related to this course (e.g. newspapers, magazines).

Course Outline

Each week you will watch and analyze one or more pieces of ASL and/or Written English literature. You will also have readings related to the genre being studied. Some of the literary genres which you will study are poetry, lectures, folklore, (Includes classifier stories, number stories, jokes), and drama. Some weeks you will be asked only to watch/read and discuss the piece of literature. Other weeks you will view the piece in class and analyze its form and message.

Week 1: Course Introduction, History
Course Objectives Covered (see p. 1 of syllabus): b,c,d

Videos: *The Preservation of ASL*: Lecture: "Memories of old Hartford" (Hotchkiss)
The Preservation of ASL: Lecture: "Plea for a statue of de l'Epee in America"
Text: *Deaf American Literature* Chapters 1 & 2

Week 2 & 3: Classic Folklore Adaptations
Course Objectives Covered: a, b,d,e

Videos: *Adventure of the Blue Carbuncle with Sherlock Holmes* (Graybill and Eastman)
Edgar Allen Poe Mysteries (Patrick Graybill)
Stories from the Attic Series Aesop's fables, folk stories(Billy Seago)
Text: *Deaf American Literature* Chapters 3 & 5

Weeks 4 & 5: Story Telling
Course Objectives Covered: a,b,c,d

Videos: *Tales from the Green Books*
"Friends" (Graybill)
"The Tree" (Eastman)
"The High Diver" (Bienvenu)
"The High Diver" (Eastman)
"Fourth of July" (Graybill)
"Football Fantasy" (Eastman)
"Grand Canyon Sunset" (Berke)

Text: *Deaf American Literature* Chapters 4 & 7

Weeks 6 and 7: Wordplay (ABC, Number Stories, Jokes_
Course Objectives Covered: a,b,c,d,e

Video: Tales from the Green Books

“Don’t sign with your hands full” (Bienvenu)

“Don’t count your chickens...” (Berke)

“Harmfulness of Tobacco” (Graybill)

“How many Indians?” (Bienvenu)

“Fun with Fives” (Bienvenu)

“The Race” (Bienvenu)

ABC Stories

Text:

Chapter 6: *Words another way* in Brueggemann, B. (1999) *Lend me your ear: Rhetorical constructions of deafness*. Washington DC: Gallaudet University Press.

No Walls of Stone: Peter Cook, Maltz and Ringoes; Robert Panara, *On his Deafness*

MIDTERM EXAM

Weeks 8 & 9: English Poetry; Written and Signed Translations

Course Objectives Covered: e

Videos:

Eric Malzkuhn Live at SMI: Jabberwocky (Lewis Carrol),

Patrick Graybill Videoclip: Hydrogen Jukebox (Allen Ginsberg)

Stories from the Attic Series: The House that Jack Built

Text:

Deaf American Literature : Chapter 8

You have to be deaf to understand (handout) Willard Madsen

No Walls of Stone: Read sections by Claire Batchford, Robert Panara, Anne McDonald, Lisa Fay, Raymond Luczak, Trudy Ducker, Jack Clemo, Christopher Heur.

Weeks 10 & 11: American Sign Language Poetry

Course Objectives Covered: a,b,c,d, e

Videos:

Poetry in Motion: Patrick Graybill, Debbie Rennie

ASL Poetry: Clayton Vall

Flying Words Project Videoclips: Peter Cook and Kenny Lerner

Text: Sign Mind: (92 p.) Jim Cohn

Krenz, C. (2001). [Review of *Sign Mind: Studies in American Sign Language Poetics* by Jim Cohn.] *Sign Language Studies* 1.3 (2001) 316-323

Weeks 12, 13 & 14: Deaf Culture, Impact of Deafness, Autobiographies
 Course Objectives Covered: a,b,c,d, e

Video: Patrick Graybill Live at SMI

Bill Ennis: Live at SMI

Tales from the Green Books "Sign is like a tree" (Lentz)

The Treasure Ella Mae Lentz

Nathie: No Hand-me Downs: Nathie Marbury

Charles Krauel: Portrait of a Filmmaker

Text: Deaf American Literature Chapter 9

No Walls of Stone: Hannah Merker, Frances Parsons, Karen Mango, Mary Holmes

Week 15 Drama

Course Objectives Covered: a,b,c,d, e

Video: My Third Eye: National Theatre of the Deaf

Eric Malzkuhn Live at SMI: Arsenic and Old Lace

Text: Deaf American Literature Chapter 6

No Walls of Stone: Willy Conley

Tentative Course Schedule

Date	Topic	Reading Assignment
Week 1	Course Introduction, , History	Video: <i>The Preservation of ASL</i> Text: Deaf American Literature Ch 1 & 2
Week 2	Classic Folklore Adaptations	Video: <i>Stories from Attic Sherlock Holmes</i> Text: Deaf American Literature Ch 3
Week 3	Classic Folklore Adaptations	Video: <i>Edgar Allen Poe</i> Text: Deaf American Literature Ch 5
Week 4	Storytelling	Video: <i>Tales from the Greenbooks</i> Text: Deaf American Literature Ch 4
Week 5	Storytelling	Video: <i>Tales from the Greenbooks</i> Text: Deaf American Literature Ch 7
Week 6	Wordplay	Video: <i>ABC Stories</i> Text: Ch 6 from Brueggemann
Week 7	Wordplay	Video: <i>Tales from the Green Books</i> Text: No Walls of Stone
	MIDTERM EXAM	
Week 8	English Poetry	Video: <i>Live at SMI</i> Text: No Walls of Stone
Week 9	English Poetry	Video: <i>Stories from the Attic</i> Text: Deaf American Literature Ch 8
Week 10	ASL Poetry	Video: <i>Poetry in Motion</i> Text: Sign Mind Ch 1-5
Week 11	ASL Poetry	Video: <i>ASL Poetry, Flying Words</i> Text: Sign Mind Ch 5-10
Week 12	Deaf Culture	Video: <i>Live at SMI, Green Books</i> Text: No Walls of Stone: Ray Luczak
Week 13	Deaf Culture	Video: <i>Nathie, The Treasure</i> Text: No Walls of Stone
Week 14	Deaf Culture	Video: <i>Portrait of a Filmmaker</i> Text: Deaf American Literature Ch 9
Week 15	Drama	Video: <i>"My Third Eye"</i> Text: Deaf American Literature Ch. 6

Final Exam Preparation & Faculty Consultation Days:		
Final Semester Examinations		
Final Exam in this course		