

CSD 98 (not 10 yrs)

### General Education Course Proposal

CSD — 2000 word  
↑  
Units 3 requirement

Proposed Course: HHS 140 Introduction to Hard of Hearing & Deaf People Units 3 requirement  
Prefix No. Title

Department: Comm. Dis. & Deaf Studies School: Health and Human Services

#### GE Category (Indicate one category only):

Foundation: A1 \_\_\_; A2 \_\_\_; A3 \_\_\_; B4 \_\_\_  
Breadth: B1 \_\_\_; B2 \_\_\_; C1 \_\_\_; C2 \_\_\_; D3; E \_\_\_  
Integration: B \_\_\_; C \_\_\_; D X; International/Multicultural \_\_\_

Lower division course

feedback on writing

Existing Course \_\_\_; Revised Course \_\_\_; New Course X;

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)

An introduction to diversity among hard of hearing and deaf individuals, their backgrounds, their history, and their life experiences. Emphasis on understanding their minority status and appreciating communication and cross-cultural skills for interaction.

Paul will write a cover letter.

Enrollment limit per section: 40

Expected number of sections per semester – Year 1 2-3; Year 3 2-3

#### 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

Steve Woodworth 3/7/01  
Department Chair Date

Robert D. Merrill 03/20/01  
School Curriculum Committee Date

Raymond Kuller 3/21/01  
School Dean Date

Robert D. Merrill 4/18/02  
General Education Subcommittee Date

J. Schereria 4/18/02  
Associate Provost Date

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

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11/19/02

## Attachment #2: Common Elements for HHS 140

Every section of *HHS 140: Introduction to Hard of Hearing and Deaf People* will include the following common elements.

### Course description

An introduction to diversity among hard of hearing and deaf individuals, their backgrounds, their history, and their life experiences. Emphasis on understanding their minority status and appreciating communication and cross-cultural skills for interaction.

### Course Content

The following topics will be covered in every course:

- **Hard of Hearing and Deaf People as a Minority Group:** An introduction to what it means to be a member of a minority group and how hard of hearing and deaf individuals are minority members regardless of their cultural background. The social model of disability as well as a means of defining culture by common experience will be discussed and specifically applied to hard of hearing and deaf people. An explanation of perceptions of hearing loss, from a hearing perspective and perspectives of hard of hearing and deaf people, will lead to interaction on how the mainstream's perception of a minority group influences the existence of members of that group. *(specifications 1, 2 and 3)*
- **Prejudice, Discrimination, and Multiculturalism:** A historical presentation of discrimination and prejudice against the hard of hearing and deaf community will be given along with a discussion of present day realities in this aspect of the lives of hard of hearing and deaf individuals. The responsibilities of both hard of hearing, deaf, and hearing people in advocating against discrimination and prejudice today will be considered. A perspective on life as a hard of hearing or deaf person in a more multicultural society will be offered in contrast to a depiction of the historical situation. *(specifications 1, 2, and 3)*
- **The Deaf Culture:** An analysis of culture using the Deaf culture as a model. Linguistics, social characteristics and customs, cultural values, cultural conflict, means of passing culture to a new generation, humor, art, literature, prerequisites for membership, acculturation, and a variety of other aspects of culture will be introduced; thereby teaching students not only the general concepts of culture but also informing them about the Deaf culture. *(specification 1, 2 and 3)*

- **Populations within the Hard of Hearing and Deaf Community / Roles of Hard of Hearing and Deaf People in Society:** A discussion of populations within the hard of hearing and deaf community, including (but not limited to) the following: pre-lingual deaf children, post-lingual deaf children, late-deafened adults, “double minorities” (hard of hearing or deaf members of other racial or ethnic minorities), deaf-blind individuals, hard of hearing people, and members of the Deaf culture. This discussion will include the roles hard of hearing and deaf people play in the mainstream society as well as the hard of hearing and deaf community, and how these roles are determined by communication, educational, and cultural factors. The means by which the hard of hearing and deaf community deals with diversity within itself will also be explored as one option for widening student tolerance for and appreciation of all levels of ethnic and cultural diversity. (*specifications 1, 2 and 3*)
- **Historical Events and Figures Influencing Hard of Hearing and Deaf People:** An explanation of how events and figures in history affect current society; a description of how this is true for hard of hearing and deaf individuals. Topics covered under this issue might include key historical figures such as Alexander Graham Bell, Laurent Clerc, Ludwig van Beethoven, Thomas Alva Edison, Juliette “Daisy” Gordon Low (founder of the girl scouts), Francisco Goya, LeRoy Colombo (lifeguard admitted into the *Guinness Book of World Records* for saving 907 lives), Douglas Tilden, and Andrew Foster; and important historical events such as the 1880 Congress of Milan, the passage of the Americans with Disabilities Act, the Deaf President Now Movement at Gallaudet College, educational advances and legislation, and section 504 of the 1973 Rehabilitation Act. (*specification 2*)
- **Age and Hearing Loss:** An exploration of how age and the maturation process factor on individuals within society, specifically applied to hard of hearing and deaf people. This is an attempt to answer questions such as “how does the onset of deafness affect people of different ages and at different stages in life?” and “how do hard of hearing and deaf people cope with their minority status throughout the changing stages in their life?” (*specifications 1 and 2*)
- **Family Life, Education, and Employment:** A further assessment of hard of hearing and deaf people as minority members. Once students have grasped the variety of backgrounds and worldviews represented by hard of hearing and deaf people, a more in-depth analysis of their daily lives and the way they all interact with the majority society can take place. Under family life, issues such as intergenerational cross-cultural conflict between hearing parents and hard of hearing or deaf children (or vice versa), communication in the home, and characteristics of positive vs. negative home environments will be discussed. The section on education

will consider various aspects of all the options for hard of hearing and deaf students including oral, mainstreamed, residential, private, and bilingual/bicultural programs. When discussing employment, the connection between employment and social status, career options for hard of hearing and deaf people, the influence of discrimination, and the reality of communication challenges in the work setting will be discussed among other topics. (*specifications 2 and 3*)

- **Technology and the Hard of Hearing and Deaf Community:** A perusal of the impact of technology on society and how the hard of hearing and deaf community has been directly affected. Real time captioning, signaling devices, assistive devices (hearing aids, cochlear implants, etc.), service and hearing dogs, TTYs, relay services, amplified telephones, email, chatrooms, etc. will be addressed, instructing the students on their purpose and their impact on the community. (*specification 2*)
- **Practical Interaction and Communication:** A treatment of how a hearing person should interact with sensitivity with a hard of hearing or deaf person. Suggestions will be given in the areas of communication, environmental factors (lighting, etc.), cross-cultural sensitivity, appropriate labeling, and mutual respect. These issues will be applied to situations and conflicts relevant to students who will interact with a hard of hearing or deaf person in some arena of their lives, whether at work, in their circle of friends, or within their family. (*specification 3*)

## Course Objectives

The goals of the course are to (1) enable recognition of the cultural diversity within the hard of hearing and deaf population; (2) analyze ways social, cultural, economic, and political forces influence the lives of hard of hearing and deaf individuals (3) analyze the ways by which the hard of hearing and deaf community deals with multiculturalism within itself; (4) raise awareness of hard of hearing and deaf individuals' roles, positions, and daily lives within the context of American society; (5) bring about an understanding of the impact of the onset or the continued existence of hearing loss during different periods of a person's life; (6) examine cultural difference in a unique, intergenerational, setting; (7) teach cross cultural sensitivity and specific skills that can be used to interact with hard of hearing or deaf individuals.

## Required Student Activities

To accomplish the above-stated objectives and encourage interaction with course content, students are expected to take four unit tests, participate in several community activities with hard of hearing people, write three research papers (total of 4,000 words), and complete one comprehensive final exam.

Class attendance and participation as well as completion of reading assignments are also requirements of the course.

## Grading Policy

The grading policy is as follows:

Unit #1 Examination	125 Points
Unit #2 Examination	125 Points
Unit #3 Examination	125 Points
Unit #4 Examination	125 Points
Research Paper #1	50 Points
Research Paper #2	75 Points
Research Paper #3	125 Points
Community Activities	100 Points
Final Exam	150 Points
Total:	<hr/> 1,000 Points

The grading scale is as follows:

90-100%	=	A
80-89%	=	B
70-79%	=	C
60-69%	=	D
60% or below	=	F

## Representative Texts

Blatchford, C. (1997). Full face: A correspondence about becoming deaf in mid-life. Hillsboro, OR: Butte Publications, Inc.

Carroll, C. & Mather, S.M. (1997). Movers & shakers: Deaf people who changed the world. San Diego, CA: DawnSign Press.

Dugan, M. (1997). Keys to living with hearing loss. Hauppauge, NY: Barron's Educational Series, Inc.

Harvey, M. A. (1998). Odyssey of hearing loss: Tales of triumph. San Diego, CA: DawnSign Press

Paul, P. & D. Jackson. (1993). Toward a psychology of deafness: Theoretical and empirical perspectives. Needham Heights, MA: Allyn & Bacon.

## Attachment #3: Sample Syllabus

Fall 2002

### HHS 140: Introduction to Hard of Hearing and Deaf People

Instructor: Paul W. Ogden, Ph.D.

**Prerequisite:** there are no prerequisites for this class.

**Course description:** An introduction to diversity among hard of hearing and deaf individuals, their backgrounds, their history, and their life experiences. Emphasis on understanding their minority status and appreciating communication and cross-cultural skills for interaction.

#### Course Objectives:

1. To enable recognition of the cultural diversity within the hard of hearing and deaf population.
2. To analyze the ways social, cultural, economic, and political forces influence the lives of hard of hearing and deaf individuals
3. To analyze the ways by which the hard of hearing and deaf community deals with multiculturalism within itself.
4. To raise awareness of hard of hearing and deaf individuals' roles, positions, and daily lives within the context of American society.
5. To bring about an understanding of the impact of the onset or the continued existence of hearing loss during different periods of a person's life.
6. To examine cultural difference in a unique, intergenerational, setting.
7. To teach cross cultural sensitivity and specific skills that can be used to interact with hard of hearing or deaf individuals.

**Textbooks:** The following textbooks are required and should be purchased for use in the class:

Blatchford, C. (1997). Full face: A correspondence about becoming deaf in mid-life. Hillsboro, OR: Butte Publications, Inc.

Dugan, M. (1997). Keys to living with hearing loss. Hauppauge, NY: Barron's Educational Series, Inc.

Harvey, M. A. (1998). Odyssey of hearing loss: Tales of triumph. San Diego, CA: DawnSign Press.

The following textbooks are supplemental and are helpful for additional information or research paper projects:

Carroll, C. & Mather, S.M. (1997). Movers & shakers: Deaf people who changed the world. San Diego, CA: DawnSign Press.

Paul, P. & D. Jackson. (1993). Toward a psychology of deafness: Theoretical and empirical perspectives. Needham Heights, MA: Allyn & Bacon.

## Highly Recommended Text

Getting a copy of the latest edition of the Publication Manual of the American Psychological Association (APA) is highly recommended since students will need to know how to put together their research paper. Be sure to read everything and follow instructions carefully. Otherwise, the penalty for not following the APA style is 25% points taken off from the overall grade for the paper.

Copies of the APA manual are usually available at both the reference section and the reserve shelf at the library.

## Electronic Mail Account

In addition to the purchase of at least the required textbooks, all students should sign up (if they haven't already) for an email account and should check their accounts regularly for occasional messages from the professor related to the class.

## Class Activities

Students are required to attend all classes. If they miss a class, they are fully responsible for all activities assigned and must make arrangements to obtain all notes, assignments, etc. from another student. For every five absences in MWF classes (for every four absences in T & Th classes) (full or partial class absence, excused or not excused) from the class, your final grade will be lowered by one letter.

So make the effort to know as many students as you can in the class. Be sure to get their phone numbers and email addresses.

Students are expected to take four unit examinations, participate in community activities with hard of hearing people, write three research papers, and complete one comprehensive final exam (see course schedule and section dealing with research paper topics). Class attendance and completion of reading assignments are also requirements of the course.

## Examinations and Major Assignments

There will be four unit exams given over the course of the semester as well as one comprehensive final exam. Reviews for all of these will take place in class to help students prepare; but students are basically responsible for all content material given in class. Unit exams are not cumulative and will only cover the information given in class since the last exam. Refer to the course schedule given below for dates and times of exams. The penalty for taking a unit examination late is 10%.

In addition to the unit exams, there will be a comprehensive final exam given during finals week. Students will be told what to study for this exam prior to

taking the test. Refer to the course schedule for the date and time of this comprehensive final exam. There will be no final examination make-ups.

### Community Activities

Students are encouraged to attend the Deaf & Hard of Hearing Awareness Week events on campus, the Silent Sleigh, the Self-Help for the Hard of Hearing (SHHH) socials, etc. More information and map with directions will be provided soon. There will be other local community events. More details on these events will be announced throughout the semester.

### Research Papers

Students will be expected to write three research papers discussing the following topics. The first two papers must be at least 1,000 words each making use of at least 8 references, and the third paper will be at least 2,000 words long with ten references. There will be a 10% penalty for late submission of a research paper.

First Paper Topic:

Hard of Hearing People ~ Today and in the Past: Research and describe the typical situations of hard of hearing people in the major periods of history. Describe the perspectives of religious, political, and social leaders on the rights of hard of hearing people and mention improvements or failures made in the struggle of hard of hearing people for recognition and respect. Compare these with the lives of hard of hearing people today, showing how events and figures in the past have influenced their present lives. (1,000 words with at least eight references). Due Date: Monday, September 30<sup>th</sup>.

Second Paper Topic:

"The Role of Advocacy on Minority Status." Provide a historical perspective on major advocates of hard of hearing people (including both those who are deaf and hard of hearing themselves and those who have been from the majority society, namely those who are hearing) and the issues for which they fought. Include the results or consequences of their efforts. Research advocates from opposite sides on controversial issues affecting the community, analyzing their differences in perspectives and the sources of these differences. Formulate a prediction of what advocacy for the community will look like in the future; answering questions such as these: *Is there a need for more legislation? Will the daily struggle to educate hearing individuals continue? Will strategies for advocacy change (if so, what will they look like)?* (1,000 words with at least 8 references). Due Date: Monday, October 28<sup>th</sup>.

Third Paper Topic:

"Diversity within the Hard of Hearing Community." Choose, define, compare, and contrast at least three groups you consider the major divisions



within the hard of hearing community. Provide an explanation of factors that lead to a hard of hearing person's identification with each particular group and comment on group interaction within the community. (2,000 words with ten references). Due Date: November 25<sup>th</sup>.

### **General Information on Grading Criteria for Research Papers:**

Each research paper will be written in the format as outlined in the Publication Manual of the American Psychological Association (Fourth Edition). The following list of criteria will be used to evaluate student research papers.

Possible Criterion:

Points	
25	A. Content (8 references for the first two papers and 10 references for the third paper)
20	B. Organization
15	C. Clarity of expression/style
15	D. Grammar/spelling/proofreading
10	E. Length of the paper/title page
<u>10</u>	F. Quality of the subject being discussed
100 points	– total

There will be a ten percent penalty for late research paper submission.

### **General Education University Writing Policy**

As students may or may not know the university policy for an upper division G.E. class in Area D, such as HHS 140, requires that each student submit one or several papers exceeding a total 4,000 word count. Students simply cannot pass the class if all three papers are not turned in, i.e. the grade for the class will be an "F". There is no extra credit for rewriting any of the three papers.

It is imperative that students meet the deadlines as outlined in Major Dates to Remember; otherwise, they cannot receive full credit for taking HHS 140.

Students who have the last chance to turn in their papers must turn in all the research papers on Friday, December 6<sup>th</sup>. Otherwise, they receive "F" for the course.

### **Grading Policy**

This syllabus and schedule are subject to change in the event of extenuating circumstances. Students are encouraged to make friends in the class since it is their responsibility to check on announcements, community activities, guest lectures, unit examinations, the content of the lectures, etc. when absent from class.

The grading policy is as follows:

Unit #1 Examination	125 Points
Unit #2 Examination	125 Points
Unit #3 Examination	125 Points
Unit #4 Examination	125 Points
Research Paper #1	50 Points
Research Paper #2	75 Points
Research Paper #3	125 Points
Community Activities	100 Points
Final Exam	150 Points
Total:	<u>1,000 Points</u>

The grading scale is as follows:

90-100 %	=	A
80-89 %	=	B
70-79 %	=	C
60-69 %	=	D
60 % or below	=	F

### Major Dates to Remember

Mon., September 2, 2002 – Labor Day – No classes

Mon., Sept. 30<sup>th</sup> – First Research Paper Due Date

Wed., November 20<sup>th</sup> – Sun., November 24<sup>th</sup> – Thanksgiving Holiday

Mon., Oct. 28<sup>th</sup> – Second Research Paper Due Date

Mon., Nov. 25<sup>th</sup> – Third Research Paper Due Date

Wed., December 11<sup>th</sup> – Last Day of Classes

Thurs. Dec. 12<sup>th</sup> and Fri. Dec. 13<sup>th</sup> – Faculty Consultation Days

Wed., Dec. 18<sup>th</sup>, 11 am – 1 pm - HHS 140 Final Examination

Mon., Dec. 16<sup>th</sup> – Thurs., Dec. 19<sup>th</sup> – Final Examination Week

**Note:** Dates of Unit Examinations are listed in the Course Outline.

**Course Policies:** In order to not disrupt the class, please turn off all cellular phones, pagers, or any other electronic devices that ring or might otherwise disturb the classroom environment before each class begins. I understand that there may be situations in which, for example, you must remain available to a caregiver. However, the use of these devices is forbidden within the classroom for the duration of the class without having secured the consent of the professor prior to the class.

### **Reasons for Dropping the Course: "Serious" and "Compelling"**

It is important to know that "failing or performing poorly in a class is not an acceptable serious and compelling reason within the university policy, nor is dissatisfaction with the subject matter, class, or instructor." Read our current CSUF General Catalog on the policy for dropping the course for serious and compelling reasons. The stated rule will continue to be strictly enforced since in the past few semesters many of the reasons students stated were marginal or ridiculous, and they were not dropped.

### **Students with Disabilities**

It is important that students with disabilities be aware that they are fully responsible for identifying themselves to the instructor and the Services for Students with Disabilities Office (SSD) in regard to making reasonable accommodation for learning and evaluation within the course. Please contact immediately the 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 Schedule of Courses (Legal Notices on Cheating and Plagiarism) or 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."

**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."

## Course Schedule

### Week One ~ Introduction / Minority Existence

Hour One: Introduction to the course; overview of syllabus; demonstration of the relevance of the course. *A discussion of the social impact of hearing loss as it touches, directly or indirectly, all strata of the population.*

Hour Two: General discussion of minorities. *Introduction to different models of culture and minority status: the social model of disability, experiential aspects of culture, and the anthropological framework of culture. Analysis of how individuals within the hard of hearing and deaf community fit into one or more of these models of culture.*

Hour Three: General instruction on majority influence, both positive and negative, on minority groups. *Explanation of life as a minority member; description of how majority influences touch all aspects of life—education, career choice, life opportunities, language, culture, self-image, etc.; introduction to minority member resistance to negative aspects of this.*

### Week Two ~ Prejudice, Discrimination, and Multiculturalism

Hour One: Historical prejudice and discrimination against hard of hearing and deaf people. *Historical analysis of prejudice and discrimination in the educational, employment, and social spheres; review of specific historic events seen as oppressive by individuals with a hearing loss.*

Hour Two: The hard of hearing or deaf person's life experiences in fighting discrimination and the role hearing people should play in this struggle. *How the daily lives of hard of hearing and deaf people have taught them to fight discrimination and press for their rights; and how this fight has changed over the years, including the nature of this battle today. A practical discussion of (a) what role hearing people, as members of the majority group, should play in working*

with hard of hearing and deaf individuals for their rights; and (b) what role the hard of hearing and deaf people, as members of the minority group, should play in facilitating interaction with the hearing people.

Hour Three: The impact of multiculturalism on hard of hearing and deaf people. An honest appraisal of how a more multicultural society has changed the situation and experiences of hard of hearing and deaf people, including an analysis of what areas still lack appropriate awareness.

### **Week Three ~ The Deaf Culture**

Hour One: Introduction to the Deaf culture and American Sign Language. Anthropological framework or definition for culture discussed and applied to the Deaf culture. The linguistics, cultural importance, and historical development of American Sign Language

Hour Two: Values and Social Customs of the Deaf culture. Discussion of factors integral to the community such as communication, group identity, indigenous leadership, respect, and openness. An analysis of how these values are played out in social customs such as greetings, departures, and other social norms of the Deaf community.

Hour Three: Cultural conflict between members of the Deaf culture and members of the hearing majority. A perspective on social conflict between these majority/minority members: intergenerational conflict within the family (members of the Deaf culture born to hearing parents or hearing children born to Deaf parents) and linguistic and social clashes between Deaf and hearing people. **Review for Unit Test One.**

### **Week Four ~ Perceptions of Hearing Loss**

Hour One: Unit Test One. Common perceptions and misconceptions of hearing loss held by hearing people. Examples of misconceptions addressed: all hard of hearing and deaf people use sign language or all hard of hearing and deaf people read lips; ignorance of degrees of hearing loss (you're either completely deaf or you can hear perfectly); hearing loss is synonymous with muteness or the inability to speak.

Hour Two: The spectrum of hard of hearing and deaf people's perceptions of deafness and hearing loss. Discussion of all views ranging from perceiving deafness as a limiting disability, seeing it as merely an inconvenience, or understanding it as the prerequisite to membership in the Deaf culture.

Hour Three: The individual approach to labeling. Discussion discouraging generalization and promoting sensitivity to individual hard of hearing and deaf people: how they choose to communicate, their chosen cultural environment (mainstream hearing society versus the Deaf culture, for example), their perception of their identity, their individual preferences and personalities, and their unique backgrounds.

### **Week Five ~ Populations Among the Hard of Hearing and Deaf Community**

Hour One: Pre-lingual, post-lingual, and late-adulthood hard of hearing and deaf people. Introduction to the implications of pre-lingual, post-lingual/childhood, and late-adulthood deafness and their sociological ramifications.

Hour Two: "Double Minorities" (panel discussion). Explanation of what life is like for individuals who are ethnically or racially a minority as well as having a

hearing loss. Treatment of how various cultures address hearing loss and how the majority culture (Caucasian/hearing) deals with these individuals.

Hour Three: The hard of hearing or deaf population with multiple disabilities. A historical and contemporary look at the lives, organizations, and educational systems of the individuals who have a disability in addition to deafness (including the deaf-blind).

### **Week Six ~ Populations... / Roles of Hard of Hearing and Deaf People in Society**

Hour One: Hard of hearing people. Instruction on the history, accomplishments, daily lives, and organizations of Americans with a mild to moderate hearing loss.

Hour Two: Roles of hard of hearing and deaf people in society. An overview of the political, professional, economical, and sociological roles of hard of hearing and deaf people. Analysis of factors that lead to specific roles.

Hour Three: Hard of hearing and deaf people and the handling of racial, ethnic, and other forms of diversity. A discussion of how the bond of hearing loss and common experience may supersede other forms of diversity, including situations where it does not; an introduction to the unique forms of diversity within the community (communication choice, educational background, etc.).

Acknowledgement of the biases and prejudices that the minority cultures should be aware of within their own populations. Use of the topic to help students form a more holistic model of multiculturalism. **Review for Unit Test Two.**

### **Week Seven ~ Historical Events**

Hour One: Unit Test Two. Discussion of how historical events influence individuals to provide students with a framework for the content provided in the following two class sessions. Brainstorm with students to come up with ideas of historical events that have influenced them as individuals or as a group. Consider what determines the degree to which individuals are influenced by these events (does it depend on the individual?, does it depend on the power of those orchestrating the event?, are there other factors?, can it be made up of a number of factors?).

Hour Two: Historical events in the arena of politics that have influenced hard of hearing and deaf people. Legislation such as the Americans with Disabilities Act, Section 504 of the 1973 Rehabilitation Act, educational laws, and laws allowing deaf people to drive. Alexander Graham Bell's proposal to ban deaf marriages as an outgrowth of general attitudes during this period towards the intermarriage of individuals with various disabilities.

Hour Three: Historical events in other arenas influencing hard of hearing and deaf people. The Congress of Milan, Abraham Lincoln signing the charter for Gallaudet College, and the Deaf President Now movement.

### **Week Eight ~ Historical Figures or Role Models**

Hour One: General characteristics of role models or significant historical figures as a backdrop to the following sessions discussing role models and historical figures of the hard of hearing and deaf community. Group discussion of what characteristics students believe are the basis for individuals becoming mentors, role models, or significant figures influencing history. Consideration of whether (and why, if so) society has found these individuals important in its evolution and growth.

Hour Two: Significant hearing figures who have influenced the hard of hearing and deaf community. *The lives and accomplishments of Abbe de l' Epee, Alexander Graham Bell, Thomas Gallaudet, and Edward Miner Gallaudet.*

Hour Three: Significant hard of hearing or deaf role models. *The lives and accomplishments of Ludwig van Beethoven, Thomas Alva Edison, Juliette "Daisy" Gordon Low, Francisco Goya, LeRoy Colombo, Douglas Tilden, Andrew Foster, Rocky Stone, Helen Keller, and Laurent Clerc.*

### **Week Nine ~ Age and Hearing Loss**

Hour One: Introduction to considerations related to the onset or continued existence of hearing loss at different stages of life. *Explanation of the implications of elements of a sociological and maturity related nature on coping with a hearing loss throughout different periods of life. Lectures include a discussion of how the onset of hearing loss at different age-levels affects individuals.*

Hour Two: Hearing loss in infancy and childhood. *Instruction on how children cope with their hearing loss and how the onset of their hearing loss affects their childhood experience. Examples of topics include the impact of hearing loss on: the parent/infant bond, language acquisition, personality and temperament factors, and the psychological and social aspects of elementary school.*

Hour Three: Hearing loss in adolescence. *Analysis of how having a minor or significant hearing loss influences the common struggles of adolescence and what the implications of becoming hard of hearing or deaf during this time are. Discussion will include an exploration of the effects of peer influence and acceptance on dealing with one's hearing loss as well as the role communication apprehension plays in regard to academic achievement during this period.*

### **Week Ten ~ Age and Hearing Loss**

Hour One: Hearing loss in early adulthood. *Explanation of the affects of hearing loss on individuals during this stage of life as well as a treatment of how the onset of hearing loss is dealt with by young adults. Issues addressed would include the impact of hearing loss on dating and marriage relationships, social functions, career choice and pursuit, and higher education options.*

Hour Two: Hearing loss in middle adulthood. *Examination of how one deals with his or her hearing loss during middle age along with the ramifications of becoming hard of hearing or deaf during this time of life. Topics to be discussed include areas such as dealing with fulfillment or disillusionment during this time of life, the availability of options to redirect one's life, caring for one's parents as a person with a hearing loss, or the family and established friends' adjustment to the onset of hearing loss.*

Hour Three: Hearing loss in late adulthood. *Discussion of life as an elderly person with a hearing loss; explanation of factors associated with losing one's hearing in one's older years. Concerns affecting this population that need to be addressed include dealing with other medical complications as well as hearing loss, dealing with social isolation as peers die and hearing loss separates one from surviving family and friends, grandparenting, and reflecting on life satisfactorily in the context of hearing loss. **Review for Unit Test Three.***

### **Week Eleven ~ Family Life**

Hour One: Unit Test Three. Family life with a hard of hearing or deaf member. A broad view of how family life affects individuals is offered in order to provide an explanation of the key issues and challenges faced by children, parents, and siblings upon the onset of the hearing loss in one of the members of the family.

Hour Two: Hope for the family of an individual with a hearing loss. Success stories from the spectrum of families dealing with hearing losses; dealing with a variety of variables such as the age of onset, the role of the family member with a hearing loss (parent, child, etc.), and the communication choice.

Hour Three: Strategies for better communication within the family. A look at the communication issues faced by families with members who have a hearing loss along with practical suggestions of how to overcome the differences.

### Week Twelve ~ Education

Hour One: Introduction to the influence of educational structures on the experiences of hard of hearing and deaf children. Discussion of the impact of formal education on hard of hearing and deaf children and their families. The range of options available to families as they decide what kind of program within which their hard of hearing or deaf child will receive an education will also be considered. The influence of the training and educational background of the administrators, teachers, and other professionals involved in the academic setting on the program's perspective on hearing loss and goals for student achievement will also be discussed.

Hour Two: The educational experiences of hard of hearing and deaf individuals. An overview of the unique experiences of hard of hearing and deaf students at the preschool, elementary school, junior high school, high school, and college levels. Discussion of the challenges faced in each of these settings by individuals with a hearing loss.

Hour Three: Strategies for interaction with hard of hearing and deaf people in educational settings. Analysis of specific ways hearing people can facilitate good relations with hard of hearing or deaf professors, students, or peers in educational or classroom settings. Discussion of ways in which the hard of hearing or deaf professor, student, or peer can promote good communication with hearing people in the setting.

### Week Thirteen ~ Employment

Hour One: The connection between employment and social status; hard of hearing and deaf people and employment. Analysis of how a person's employment shapes their life status and experience; overview of the history (up to the current time) of employment opportunities for hard of hearing and deaf people.

Hour Two: Challenges for hard of hearing and deaf individuals in the workplace. Presentation of statistics on employment issues and the realities confronting hard of hearing and deaf individuals seeking successful employment. Issues discussed include underemployment, co-worker and supervisor perceptions, self-perceptions of the hard of hearing or deaf employee, and barriers to successful employment (insurance coverage for hearing aids, lack of social or vocational skills, stress management techniques, etc.).

Hour Three: Communication in the workplace. Explanation of the specific ways by which hard of hearing and deaf people, from a variety of backgrounds,



cope with the communication challenges in their employment environment. Discussion of how hearing and hard of hearing or deaf people can work to remove obstacles to communication in these settings. **Review for Unit Test Four.**

#### **Week Fourteen ~ Technology**

Hour One: Unit Test Four. Technology and services designed specifically for hard of hearing and deaf individuals. *Hands on — demonstration and lecture on technology and services such as the TDD, the relay service, signaling devices, closed captioning, and captioned movies.*

Hour Two: Technology primarily used by the hard of hearing community and cochlear implants. *First half of the lecture devoted to a discussion of technology such as amplified telephones, hearing aids (all types), real time captioning, etc. The final section deals with the controversy surrounding and issues related to cochlear implant technology.*

Hour Three: Modern technology's influence on hard of hearing and deaf people. *A look at how the computer, modem, email, internet, chat rooms, fax machines, etc. have influenced hard of hearing and deaf people as they communicate with each other and the mainstream world in personal and professional settings.*

#### **Week Fifteen ~ Practical Interaction and Communication**

Hour One: Common conflicts faced by hard of hearing and deaf people as well as practical solutions. *Elaboration of challenges faced by hard of hearing and deaf people in medical, religious, social, legal, artistic, educational, family, rehabilitative, and social services settings as well as a discussion of practical ways these can be overcome*

Hour Two: General communication tips for interaction with hard of hearing and deaf people. *Overview of specific ways to facilitate communication with hard of hearing or deaf people. A few examples of the tips to be discussed: (1) speak at a moderate pace and don't over-exaggerate pronunciation; (2) look directly at the hard of hearing or deaf person when speaking; or (3) don't assume you know what the best way to communicate is—ask the person!*

Hour Three: Discussion of appropriate language choice. *Analysis of appropriate/inappropriate language to apply to hard of hearing or deaf people and groups and how using sensitivity in this area promotes good relations with these individuals. Examples: stress "who" hard of hearing and deaf people are, not "what" they have (a hearing loss); use "disability" instead of "handicap"; and don't refer to a person's hearing loss unless it's relevant.*

#### **Week Sixteen ~ Individuality within the Community / Summary of Course**

Hour One: Individual Response to Hearing Loss. *A discussion of positive and negative ways that individuals can respond to the reality of their hearing loss and how their response influences their experiences. Analysis of background experiences, personality traits, educational levels, and other considerations which can factor in on an individual's perception of their hearing loss and means of coping with it.*

Hour Two: Summary of Course. *Panel discussion/question and answer time with hard of hearing and deaf members from a variety of backgrounds, teachers, transliterators, interpreters, and deafness professionals allowing students to*

*solidify the semester's coursework and begin to formulate a cohesive understanding of the individual elements discussed throughout the course.*  
Hour Three: Comprehensive review of the course, including suggestions for studying for the final. **Review for the Final Exam.**

### **Final Exam Week ~ Comprehensive Final Exam**

The final exam will be given at 11 AM – 1 PM on Wednesday, December 18, 2002. There will be no final examination make-ups.

### **Paul Ogden's Office Hours**

Dr. Ogden's office hours are posted on his bulletin board outside his office (LS 185 E) at Lab School. If you need to leave a message for Dr. Ogden please call California Relay Services at 888-877-5379 (no fees involved) and tell the operator you want to call 278-4219. Thus, you will be in touch with Dr. Ogden by telephone. Another possibility is sending email messages to him at: paulo@csufresno.edu