

## Course Outline

### EDUA 5730/5740 - Recent Developments in Educational Psychology 1& 2: Educating Deaf and Hard of Hearing Students Summer 2007

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**Instructor:** Charlotte Enns  
Room 207 Education Building  
474-6393 (office/voice mail)  
ennscj@cc.umanitoba.ca

**Class Times:** July 3 - 17  
Daily (Monday – Friday), 8:30am - 4:30pm

**Office Hours:** Daily 4:30 – 5:30pm, or by appointment.

**Text Book:** Andrews, Jean F., Leigh, Irene W., & Weiner, Mary T. (2004). *Deaf People: Evolving Perspectives from Psychology, Education, and Sociology*. Pearson Education, Inc.: Boston, MA.

#### Course Description:

This summer institute has been designed for all teachers (K - 12 grade levels, regular classroom, resource, special education) and specialists (counselors, social workers, psychologists, therapists, interpreters) who are interested in learning more about educating deaf and hard of hearing students.

This course will provide participants with the fundamental information necessary to meet the needs of deaf/hard of hearing students in a variety of educational settings. Topics covered throughout the course will include the physiology of the ear and hearing mechanism, historical overview of the education of deaf/hard of hearing students in North America, psychological-social-emotional aspects of deafness, and various educational and communication approaches. Information regarding signed languages and Deaf communities will also be discussed.

Classes will include presentations from a variety of experts in the field of Deaf Education as well as members of the Deaf Community. Participants will also have the opportunity to attend the Canadian Association of Educators of the Deaf and Hard of Hearing (CAEDHH) conference being held in Winnipeg on July 5 and 6, 2007. These sessions will include workshops by leading researchers in the field and facilitate access to resources and connections with other professionals.

#### Grading:

95 - 100	A+	75 - 79	C+
90 - 94	A	70 - 74	C
85 - 89	B+	60 - 69	D
80 - 84	B	0 - 59	F

**Course Requirements:**

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>
In-Class Assignments	50 (5 x 10)	July 4, 9, 10, 12, and 16
Communication Activity	15	July 13
Research Paper	35	July 27
<b>TOTAL</b>	<b>100</b>	

**In-Class Assignments:**

During each of the five classes indicated (July 4, 9, 10, 12, and 16), you will be given time to complete an in-class assignment. Each assignment will vary in its content. Some assignments will be done individually – such as a written response to a reading or discussion question; and others will involve a group activity – discussion of a case study or development of a teaching activity. A major function of the in-class assignments is to provide a channel for feedback and communication between students and the instructor, as well as a tangible check on attendance and participation. Each in-class assignment will be worth 10 points.

**Communication Activity:**

The purpose of this assignment is to challenge you to communicate in a way that is not typical for you. Throughout the classes you will be exposed to American Sign Language (ASL) being used by both students and instructors, as well as learning about a variety of other communication approaches and devices. For this assignment you will be required to complete either a written reflection of a communication experience you initiated (making a TTY phone call, using an ASL/English interpreter, interacting with a stranger through written notes, etc.) or giving a brief presentation of a communication skill you have acquired (finger spelling words, signing a story, etc.). The various options and opportunities for completing this assignment will be discussed further in class. This assignment must be completed by July 13 and is worth 15 points.

**Research Paper:**

The final paper is a research paper. The topic for the paper is open to any area related to educating deaf and hard of hearing students; however, it must be supported and grounded in the research literature. For this reason, a minimum of five sources (books, articles, and websites) must be referred to in writing the paper. The paper is worth 35 points and should be 10 pages in length (typed and double-spaced) not including reference list or appendices.

**General Comments:**

If you require any modifications to ensure your full participation in this course, please talk to me as soon as possible.

Class Participation - You are expected to attend classes, participate in activities, and contribute to the overall learning process. In particular, you will be expected to take an active role in class discussions. To meet these requirements it will be necessary for you to keep up with the assigned readings and be prepared to identify and analyse the key points that are raised.

U of M Policies - The University of Manitoba requires that I draw attention to University policies regarding academic dishonesty (e.g., plagiarism, cheating), incompletes and assignment grades. Please refer to the general calendar for further details.

People First Language - Although many students experience labelling in our school system it remains up to us as teachers and caring citizens to remember that behind every label is a person. Please remember to use "people first" language in references to people with a disability or from a cultural group and not use terms such as "autistics" or "the Filipinos".

Excuses, Late papers - All assignments must be completed in order to pass the course. Assignments delivered late without prior permission will be penalised 5% a day. Please feel free to call and discuss any extensions or difficulties you are having before the final date to submit your paper.

### Course Schedule

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DATE	TOPIC	READINGS/ASSIGNMENTS
July 3	Introduction to the Course Historical and Controversial Perspectives	Chapter 1
July 4	The Deaf Community Guest: Mr. Len Mitchell	Chapter 2 <b>In-Class Assignment #1</b>
	Etiology and Diagnosis of Hearing Loss Guest: Ms. Lisa Dessens	Chapter 3
July 5	CAEDHH Conference	<b>Fort Garry Hotel</b>
July 6	CAEDHH Conference	<b>Fort Garry Hotel</b>
July 9	Review of Conference Sessions	<b>In-Class Assignment #2</b>
	Language, Cognition, & the Mind	Chapter 4
July 10	Communication Approaches Language Learning	Chapter 6 Chapter 7 <b>In-Class Assignment #3</b>
July 11	Cochlear Implants Guests: Ms. Petra Smith and Dr. Leitao	
July 12	Auditory-Verbal Therapy Guest: Ms. Petra Smith Literacy Learning	Chapter 5 <b>In-Class Assignment #4</b>
July 13	Psychological Issues Classroom Strategies	Chapter 8 <b>Communication Activity due</b>
July 16	More Classroom Strategies	<b>In-Class Assignment #5</b>
July 17	Being a Deaf or Hard of Hearing Adult Guest: Ms. Rita Bomak Class Wind-Up	Chapters 9 & 10
<b>July 27</b>		<b>Final Paper due</b>