

PALOMAR COLLEGE
COURSE OUTLINE OF RECORD FOR
DEGREE CREDIT COURSE

X Transfer course X A.A. degree applicable course
(check all that apply)

COURSE NUMBER AND TITLE: ASL 115 Perspectives on Deafness

UNIT VALUE: 3.0

MINIMUM NUMBER OF SEMESTER HOURS: 48

BASIC SKILLS REQUIREMENTS: Appropriate language skills.

ENTRANCE REQUIREMENTS

PREREQUISITE: None

COREQUISITE: None

RECOMMENDED PREPARATION: None

SCOPE OF COURSE:

The historical and current implications of deafness. Communication philosophies and systems, educational approaches, and varying philosophies concerning the education and communicating techniques of the Deaf.

SPECIFIC COURSE OBJECTIVES:

Students will be able to:

1. evaluate personal perspectives on deafness by reviewing attitudes at the beginning of the course and again at the end of the semester;
2. compare and contrast concepts and perspectives that conflict with their own;
3. compare and contrast perspectives on deafness concerning issues such as family life, becoming deaf, rehabilitation, legal aspects, mental health, historical effects, linguistic implications, and medical-anatomical/pathological considerations;

4. apply basic principles of understanding human differences by using deafness as a comparison;
5. identify implications of deafness and facilitate cross-interaction and approaches of professional service.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

- I. Issues and Historical Perspectives
 - A. Interdependence
 - B. Characteristics of prelinguistically severely to profoundly hearing-impaired students
 - C. Educational philosophies of deafness
 - D. Language and communication issues
 - E. Language teaching methods
 - F. Academic placement and achievement
- II. Hearing Science
 - A. Anatomy and physiology of the ear
 - B. Measurement of hearing
 - C. Hearing impairment
 - D. Amplification and hearing impairment
- III. Hard of Hearing Students
 - A. Definition of hard of hearing students
 - B. Educational achievement
- IV. Psychology and Deafness
 - A. Cognition, intelligence, and Deafness
 - B. Cognition and language
 - C. Performance on cognitive tasks
 - D. Psychosocial aspects of Deafness
 - E. The Deaf culture
- V. Oral English Development
 - A. Speech science
 - B. Speech perception and development
 - C. Speech and Deafness
 - D. Oral hearing impaired students
- VI. American Sign Language
 - A. Signed languages and spoken languages
 - B. Linguistic description
 - C. Psycholinguistic development
 - D. Neurolinguistic research
 - E. American Sign Language & English
 - F. Bilingualism and second language learning
 - G. Bilingual education programs

VII. Signed Systems

- A. Manually coded English
- B. Description of signed systems
- C. Signed English systems
- D. Instructional and familial use of the signed systems

VIII. Development of the English Literacy Skills

- A. Reading
- B. Reading achievement
- C. A perspective on reading difficulty
- D. Writing
- E. Writing and Deafness
- F. Instruction and assessment

IX. Educational Placement, Assessment and Achievement

- A. Placement
- B. Instruction
- C. Curriculum
- D. Educational interpreters
- E. Assessment

X. Family and Deafness: Environment, Development

- A. Deaf parents and hearing children
- B. Deaf parents and deaf children
- C. Hearing parents and deaf children
- D. Deaf siblings

XI. Deaf People and the Law

- A. Rights/Access
- B. Deaf people as jurors, plaintiffs, defendants

XII. Social Service Systems and Deafness

- A. Department of Rehabilitation
- B. SSI

XIII. Deaf Minorities

- A. Black Deaf
- B. Hispanic Deaf
- C. Asian Deaf
- D. Gay Deaf

XIV. Deaf Geriatrics

- A. Aging and Deafness
- B. Deaf senior citizens
- C. Deaf nursing homes

XV. Deafness and Mental Illness

- A. Categories of nonpsychotic and psychotic behaviors
- B. Treatment facilities
- C. Culturally biased testing of Deaf patients

REQUIRED READING:

Lane, Harlan. A Journey into the Deaf-World. New York: Random House, 1996.

SUGGESTED READING:

Battison, C. Sign Language and the Deaf Community. Washington, D. C.: NAD Press, 1980.

Gannon, J. Deaf Heritage. Washington, D. C.: NAD Press, 1979.

Lane, Harlan. The Mask of Benevolence. New York: Random House, 1993.

Paletter, I. Legal Rights of Hearing Impaired People. Washington, D. C.: NAD Press, 1980.

REQUIRED WRITING:

1. Book report on book related to deafness. Two typewritten pages, double-spaced.
2. Students will write and orally deliver a report on an assigned, targeted perspective on deaf people, symposium style (approximately 7-10 pages per team).

OUTSIDE ASSIGNMENTS:

Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short term classes.

Textbook reading and study, book report, team perspective report, and team preparation for delivery.

INSTRUCTIONAL METHODOLOGY:

Check all that apply:

- lecture
- laboratory
- lecture-laboratory combination
- directed study

In addition to lectures, instructional methodology includes video tapes, guest lecturers and panels, student oral reports, and printed materials.

This course may be offered as a distance education course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.

Yes X No

If yes, check all that apply. (See guidelines for preparation for definitions.)

- X telecourse
- X mediated instruction
- X computer assisted instruction

GRADING POLICY AND STANDARDS (include methods of determining whether the stated objectives have been met by students):

3 exams	60%
Book report	25%
Oral report	15%

IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?

YES No X Number of times course may be taken for credit: 1

If yes, identify specific provision of Title 5 Division 2 section(s) 55761-55763 and 58161 which qualifies course as repeatable:

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