



COLLEGE OF FINE ARTS & COMMUNICATION
LAMAR UNIVERSITY
DEPARTMENT OF DEAF STUDIES & DEAF EDUCATION

DSDE 6311-02 ASL/English Bilingual Literacy
Fall 2017

Time: Saturday 1:00pm-5:00pm
Instructor: Millicent M. Musyoka, Ph. D.
Office: Communication Building Room 107-D
Office Hours: Friday 7am-12pm
Other times by Appt.-email me
Email: mmusyoka@lamar.edu
Telephone: 409-808-8028 (office)
Videophone: 409-299-4682 or 409-681-4825 (office)
Fax: 409-880-2265
Class Location: Communication Building Room # 129

Meeting Dates:

Aug. 26 Doc Campus (1-5pm)
Sept. 9 Doc online(1-5pm)
Sept. 23 Doc Campus (1-5pm)
Oct. 14 Doc online(1-5pm)
Oct. 28 Doc Campus (1-5pm)
Nov. 11 Doc online(1-5pm)
Dec. 02 Doc online(1-5pm)
Dec. 09 Doc Campus (1-5pm)

Catalog Description:

Applied research in American Sign Language (ASL) and English language development including ASL/English bilingual theories and practices.

Course description:

This course expands students' theoretical foundation in ASL/English Bilingual Education by providing an understanding of practical applications. Specific strategies will be introduced with the goal of training teachers in improving literacy across the curriculum

Student learning Objectives:

Upon exiting this course, students are expected to be able to:

1. Define and discuss the concept of bilingual and biliteracy within an ASL/English bilingual context.
2. Review bilingual theories and principles supporting L2 learning and literacy
3. Discuss language planning and language policy within an ASL/English bilingual context.
4. Discuss biliteracy development (reading & writing) among deaf students using ASL and English languages.
5. Identify and explain various ASL/English bilingual strategies used to support biliteracy development among deaf students.
6. Examine language and literacy issues among bilingual/bimodal deaf students.
7. Review and discuss research on bilingualism, biliteracy and deaf students.

Required Texts:

1. Marschark, M., Tang, G., and Knoors, H. (2014). *Bilingualism and Bilingual Deaf Education*. New York, NY: Oxford University Press.

Course Articles:

Posted on BB.

Methods of Evaluation and Grading Procedures:

Students in this course will identify, read, analyze, write about, and present scientific research through;

- online discussions
- in class discussions
- project writing and
- project presentation.

Online discussions (Blackboard discussions)

A. Research articles discussions: Student will read at least two research articles on each topic discussed.

i. Blackboard discussions:

• **Own article:**

Each student will find a research article related to the topic discussed. The student will upload the full article and two issues/questions they plan to discuss from the article. Each student will prepare to lead the discussion of their issue/questions on the day class meets online.

• **Peer's article:**

Each student will read one other article from any of the other students. After reading, the student will respond through BB to the issues/questions raised that article. Student will also prepare to discuss how the article addressed similar or different issues from those on their own selected article.

ii. Class discussion: (This guideline will be used for both online and campus face to face class discussion).

a. Individual presentation

In preparing your presentation attend to the following questions:

- What questions do I hope this article will answer?
- What do the authors conclude?
- Why did the authors do this study?
- How did the authors do this study?
- What is the significance of these findings?
- How does this article relate to the other articles I have read or shared in the class session?
- Did this article answer my questions? If so what are the answers?
- Are there still un answered questions? If so what are the questions?
- List other articles cited here that I should read.

b. In Class Group discussion:

Students will discuss in a group of 3-4 students to discuss the articles/class text they read. Students who read the same second (peer's) article will be grouped together. Student groups will be given 20 minutes to discuss. Students will report to the larger group. The groups will share the question and issues raised during group discussion.

B. Project writing and presentation

Select a topic related to bilingual, literacy, biliteracy and students and prepare a literature review. You can use articles from the class discussions. Prepare a poster presentation on your topic. Guidelines for writing the review and the poster template will be provided in class.

*** Note: All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work, unless otherwise noted, must be completed on ms word processor and submitted through BB. Include a header with your name, course number and date in all your assignments.**

Course Grading Procedures: Students can access their individual assignment grades at any time via BB A ten- point grading scale will be utilized.

90-100: A
80-89: B
70-79: C
60-69: D
0-59: F

A. Research articles discussions:

i. Online discussions: 150 pnts

- Own article: 100 pnts
- Peer's article: 50 pnts

- ii. In class discussion: **150pnts**
 - Individual presentation: 100 pnts
 - Group discussions: 50 pnts

B. Project writing and presentation (200pnts)

- i. Project paper writing: 100 pnts
- ii. Project paper presentation: 100 pnts

Total: **500 points**

Course Policies:

1. **Class attendance.** Classes will consist of 4 face-to-face discussions with web-based support. Prompt attendance is mandatory; more than one absences is considered excessive and will result to one grade letter below
2. **Communication:** The instructor will use American Sign Language for this class. Students are asked to follow the same protocol to ensure that all students have equal access to course content and all conversation.
3. **Late Assignments:** Are generally not accepted. Students should discuss specific needs with the instructor. All due dates for assignments can be found on BB
4. **Submission of Assignments:** Students are expected to upload all assignments as instructed unless the instructor indicates changes. Assignments submitted in other methods (email, hard copies, etc) are generally not accepted. This process allows you to receive feedback more quickly. Students are encouraged to check the “my grades” area to ensure that their assignments have been received and graded.
5. **Cell Phones, Pagers, & Laptops:** Cell phones and pagers are not to be used during class activities. Laptops are only allowed during specific sessions.
6. **Academic Honesty Statement:** This course complies with university policies on academic honesty as printed in the Student Handbook: “Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Punishable offenses include, but are not limited to, cheating on an examination or academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.” (p. 82). One aspect of the Handbook’s definition of cheating is, “purchasing, or otherwise acquiring and submitting as one’s own any research paper or other assignment.” (p. 82). Students seeking guidance to avoid plagiarism should consult the course instructor, recent handbooks, or the University Writing Center. Punishment for academic dishonesty range from F in the course, to resubmission of the work. Punishments are also at the discretion of the faculty member, and may be appealed to the department chair, dean, and Associate Vice President for Academic Affairs.

Flagrant or repeat violations may warrant further discipline by the university including probation and suspension. Please check the Lamar University policies on academic dishonesty on this link <https://students.lamar.edu/academic-support/academic-policies.html>

7. **Disabilities Statement:** Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications building room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course. <http://www.lamar.edu/disability-resource-center/>

For students:

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or drc@lamar.edu to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.

If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact the instructor early in the semester to review how the accommodations will be applied in the course.

8. **Drop/Add/Withdraw:** It is the student's responsibility to make sure he/she is officially enrolled in this course. If, at any point, you decide to drop this class, it is your responsibility to officially drop. Any student who stops attending class and does not officially drop the course will earn an "F" as the semester grade.
9. **Course Evaluations:** Lamar University encourages students to evaluate online the courses they take and the instruction they receive via a contract with a national company, OnlineCourseEvaluations.com. The evaluation instruments themselves were developed by LU faculty and administrators. Evaluation windows for fall and spring courses open two weeks before the final examination period and close at the end of the last class day. Students will be notified of the specific dates at his/her my LAMAR e-mail address. If course evaluations are given during summers, mini semesters, and other compressed terms, evaluation windows are extended past the last class meeting. Evaluations are completely anonymous, and neither LU faculty nor LU administrators have the ability to determine the name of the student who completed a specific evaluation form. The primary purpose of course evaluation is the improvement of instruction. That is, after the semester has ended and grades have been awarded, I am able to access the results of my course evaluations, to include all student comments. I analyze the data and read the comments, and often use student observations and suggestions to make changes in course content and delivery. The results of course evaluations are also

used by chairs and deans as one factor in decisions involving merit pay, tenure, and promotion. Both the administration and I take your input via course evaluations very seriously, and I encourage you to participate in this process. Any questions or comments you have about the process should be addressed to Jared Rossi, Director of Assessment, at 409-880-2385 or jrossi@lamar.edu.

10. **Email:** Your lamar.edu email address will be the official method of electronic communication for this class. You should plan on utilizing lamar.edu for class announcements and emails from the instructor.
11. **Academic Continuity:** In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to log in to Lamar University's website homepage (www.lamar.edu) for instructions about continuing courses remotely.
12. **Sexual Harassment:** In accordance with administrative policy, sexual harassment is reprehensible and will not be tolerated by the university. Behavior in this course must conform to the university policy.
13. **Classroom Disruptions:** Students are expected to behave as professionals at all times. Any activity that disrupts class is not acceptable. This includes, but is not limited to, using electronic devices, chatting with friends, arriving very late, frequently entering/exiting classroom, misuse of interpreter, blatant disrespect to peers, consistently monopolizing the discussion, inappropriate behaviors, etc. If asked by the professor to leave the room; you will receive an absence for the session. If the professor asks you to leave the room and you refuse, campus security may be contacted. Please interact appropriately so this does not need to occur.

14. Emergency Preparedness

As we begin this semester, I want to take a few minutes and discuss emergency preparedness. Lamar is a very safe campus and there is a low probability that a serious incident will occur here. However, we want to emphasize our emergency procedures for evacuation and shelter in place incidents. Our preparedness will be critical IF an unexpected event occurs!

Instructions for specific emergencies, such as severe weather, chemical release, active shooter, or fire can be found at: <http://www.lamar.edu/about-lu/administration/risk-management/index.html>

Here are some simple things you should do in the event an emergency occurs during our class.

- Always follow the directions of the instructor or emergency personnel
- If told to evacuate, do so immediately.
- If told to shelter-in-place, find a room, in the center of the building with few windows, on the lowest level of the building.

- If told to lockdown, lock and barricade the door if possible. Turn off the lights and wait for police to arrive.

Emergency Procedures

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at:

<http://www.lamar.edu/about-lu/administration/risk-management/index.html>. Following are procedures for the first two:

Severe Weather:

- Follow the directions of the instructor or emergency personnel.
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
- Stay in the center of the room, away from exterior walls, windows, and doors.

Violence/Active Shooter (CADD):

- **CALL** - 8-3-1-1 from a campus phone (880-8311 from a cell phone). Note: Calling 9-1-1 from either a campus phone or cell phone will contact Beaumont City Police Dispatch rather than University Police.
- **AVOID**- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY**- Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
- **DEFEND**- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

COURSE TOPIC SCHEDULE

Date/class	Topic	Readings	Course Objective	Assessment
Class #1 Aug. 26 campus	Review BiBi 1- Theories Course DSDE 6311 Review Concepts: Bilingual Literacy Biliteracy	Journal Articles	1, 2	Online discussions In-class discussions
Class #2 Sept. 9 Online	Bilingual acquisition and development • Second language learning and acquisition	Marschark, Tang & Knors (2014) Chapt 3 & 13 Journal Articles	2, 7	Online discussions In-class discussions
Class #3 Sept. 23 Campus	Biliteracy acquisition and development • Emergent literacy	Marschark, Tang & Knors (2014) Chapt 2	1, 4,7	Online discussions In-class

	<ul style="list-style-type: none"> • Biliteracy development 	Journal Articles		discussions
Class #4 Oct. 14 Online	Bilingualism and biliteracy ecology <ul style="list-style-type: none"> • Language policy and planning 	Marschark, Tang & Knoors (2014) Chapt 1 & 18 Journal Articles	3,7	Online discussions In-class discussions
Class #5 Oct. 28 Campus	Bilingual/bimodal Deaf students' language and literacy issues	Marschark, Tang & Knoors (2014) Chapt 4, 6, & 8 Journal Articles	6,7	Online discussions In-class discussions
Class #6 Nov. 11 Online	Bilingual/biliteracy, Deaf and reading <ul style="list-style-type: none"> • ASL/English bilingual strategies 1 	Marschark, Tang & Knoors (2014) Chapt 5, 9, & 10, Journal Articles	5,7	Online discussions In-class discussions
Class #7 Dec. 02 Online	Bilingual/biliteracy, deaf and writing <ul style="list-style-type: none"> • ASL/English bilingual strategies 2 	Journal Articles	5,7	Online discussions In-class discussions
Class #8 Dec. 09 Campus	Course review/reflection/project presentation	None	7	Project writing Project presentation