



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

Fall 2017 DSDE 5310-01 Multicultural Issues and Deafness

Time: Friday 6:00pm-10:00pm
Instructor: Millicent M. Musyoka, Ph. D.
Office: Communication Bldg Room 107 D
Office hours: Friday 7am-12pm
Other times by Appt.-email me
Email: mmusyoka@lamar.edu
Telephone: 409-808-8028 (office)
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Class Location: Communication Building Room # 129

Meeting Dates:

Aug. 25 MS class 6-10pm
Sept. 8 MS class 6-10pm
Sept. 22 MS class 6-10pm
Oct. 13 MS class 6-10pm
Oct. 20 MS Midterm Exams Online
Oct 27 MS class 6-10pm
Nov 17 MS class 6-10pm
Dec 1 MS Final exam Online

Course Description: To provide theoretical and practical techniques for identifying, teaching, and interacting with minority deaf children and their parents, and to develop/modify multicultural curriculum materials to provide appropriate instruction for all deaf students. It begins with definitions of diversity and oppression, then highlights specific deaf multicultural groups: Deaf-Black, Deaf-Latino, Deaf-Native American, Deaf-Asian, as well as discusses groups such as Deaf-Women, Hard of Hearing, and Deaf

Immigrants and Deaf Criminals. We will address practical classroom issues and share critical elements of cultural competence.

Student learning Objectives:

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

1. Share own values, priorities, cultural norms, biases and fears, and how they impact teaching and learning of culturally, linguistically and diverse students
2. Discuss the critical multicultural/diversity issues impacting education in the United States from a historical perspective.
3. Demonstrate, analyze and evaluate multicultural competent practices for teachers of culturally, linguistically and diverse Deaf and hard of hearing students
4. Analyze and use various educational materials for racial, ethnic, and sexual bias in classroom instruction in various content areas.
5. Design a thematic unit plan that incorporates multicultural content in teaching academic content areas such as math, English and science.
6. Apply theories and practices of multicultural education to deaf education.
7. Demonstrate a variety of assessment tools to identify and support the needs of culturally, linguistically and diverse Deaf and hard of hearing students

Required Text :

Christine I. Bennett (2011). Comprehensive Multicultural Education: Theory and Practice 8th edition. ISBN-10: 0133831027 • ISBN-13: 9780133831023

Required articles:

Posted on BB

Methods of Evaluation and Grading Procedures:

1. Self-portrait from a multicultural perspective

Each student will create a self-portrait representing his or her personal stories or life experiences. The goal of the self-portrait is to support the student to describe the experiences and situations that have shaped their views of the world, race, class, ethnicity, language, culture, religion, and gender, and diversity and how your life experiences, identity (as a member of a particular cultural/ethnic/linguistic/religious/ socioeconomic group), your perceptions, education, and family background characteristics have shaped your views on multicultural and diversity issues in education.

The task will assist the student to reflect on how their life experiences continue to

inform who they are today and what they do when they enter the classroom in the future. More instructions will be provided in class. (250 points).

2. Blackboard discussions on multicultural deaf and hard of hearing students:

Blackboard discussions will take the place of the regular face-to-face classroom discussions and provide an opportunity for students to discuss what they are learning with each other. Students are expected to participate in BB discussions. Each submitted comment should be at least two paragraphs. Students must submit all comments by 11:59 p.m. on the due date. Comments submitted after the due date will be deducted 50% of the possible points.

- *Discussion Leader:* Each student will be assigned a multicultural/diversity issue (race, class, ethnicity, language, culture, religion, and gender, and others) to lead the discussion on BB. The discussion leader must post the initial discussion questions at least one week in advance of the due date and respond to at least one comment for that discussion. (100 Points).

3. Class Presentation: Class presentations are connected to the bb discussion. Each student will prepare a short presentation on their assigned multicultural/diversity issue (race, class, ethnicity, language, culture, religion, and gender, and others) Guidelines on preparing the presentations will be provided in class. (200 points)

4. Multicultural Thematic Unit of Study

Each student will create a short unit plan (approximately two weeks long). Consider the class readings and class related experiences (class sessions, BB discussion, Class presentations, children's multicultural texts) and identify and describe multicultural concept, idea, perspective you would like to teach your students. *Specific guidelines on the thematic unit plan and final presentation guidelines will be posted on Blackboard.* (200 points)

5. Mid-Term Exam Project- Selected Book Reaction Report

Select one a multicultural education book from a class list provided or you may choose one of your choices to prepare for your selected book reaction paper. Write a 3-5 page 12 Font Times Roman Double spaced. *More detailed instructions and guidelines will be posted on Blackboard.* (150 points)

6. Final Exam- A comprehensive final exam will be posted on Blackboard. The exam

will provide students opportunity to demonstrate knowledge and reflective, critical thinking on various issues on multicultural education in relation to education of culturally, linguistically and diverse deaf and hard of hearing students. (100points)

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

90-100: A

80-89: B

70-79: C

60-69: D

0-59: F

Self-portrait: 250

Blackboard discussions: 100

Class Presentation: 200

Thematic Unit Plan: 200

Mid-Term Exam Project: 150

Final Exam: 100

Total: 1000

Course Policies:

- 1. Class Attendance:** As communicated during the orientation to the master's program and in first day of class. Missing one class will result to one letter grade below for your overall grade for this course.
- 2. Collaboration and Planning:** This course will require an extensive amount of collaboration with peers in and outside of class sessions. Your work groups will include individuals that may not work within your state. To ease planning, students are asked to please bring their personal and academic calendars to class sessions. Please ensure you are punctual in your posting to avoid delaying your peers... particularly on bb discussions.
- 3. Submission of Assignments:** Students are expected to upload all assignments through the Blackboard assignment area. 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. If

you are concerned that an assignment has not been graded, there may be a problem so please contact your instructor immediately.

4. **Late Assignments:** Late Assignments **are not accepted**. Students should discuss specific needs with the instructor. All due dates for assignments can be found on Syllabus or Blackboard.
5. **Failure to Complete All Assignment:** Failure to complete assignments means you have not successfully completed the course. Students who do not turn in all assignments are not considered as having met course requirements and will not receive a passing grade.
6. **Cell Phones, Pagers, & Laptops:** Cell phones and pagers are not to be used during class activities. Laptops are only allowed only during certain activities. For Saturday classes, it is beneficial if you bring your own (if you have one).
7. **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 <https://students.lamar.edu/academic-support/academic-policies.html> **Note:** If you use lesson plans, unit plans, or materials from the internet, or any other location, cite the source. You cannot submit the same work for two courses. Work already submitted and graded in another course is not

accepted in this course. Failure to do so is plagiarism and you will automatically FAIL the assignment!

8. **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.

9. **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.
10. **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.

- 11. 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.
- 12. 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 login to Lamar University's website homepage (www.lamar.edu) for instructions about continuing courses remotely.
- 13. 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.
- 14. 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.

15. 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.

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 login to Lamar University's website homepage (www.lamar.edu) for instructions about continuing courses remotely.

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	Introduction	Readings	Assignment/s
Class # 1 August 25	Course Syllabus Review Introduction to multicultural education.	Bennett (2015) Chapter # 1 Journal Articles	Reflective Self-Assessment from a Multicultural Perspective
Class # 2 Sept. 8	Multicultural education diversity related issues: <ul style="list-style-type: none"> • Race • Religion Thematic Unit Plan	Bennett (2015) Chapter # 2,3 & 4 Journal Articles	BB Posting and Response LP#1: Due Aug 30, 2017, 11:59 p.m. PR# 1: Due Sept 6, 2017, 11:59 p.m. Thematic Unit Plan ideas Due Sept 8, 2017: 6pm.
Class # 3 Sept 22	Multicultural education diversity related issues: <ul style="list-style-type: none"> • Immigrants • Cultural diversity Thematic Unit Plan	Bennett (2015) Chapter # 5, 6, 7,8, 9 Journal Articles	BB Posting and Response LP# 2: Due Sept 13, 2017, 11:59 p.m. PR # 2: Due Sept 20, 2017, 5.00pm. Thematic Unit Plan Draft Due September 22, 6pm
Class # 4 October 13	Multicultural education diversity related issues: <ul style="list-style-type: none"> • Gender • Disabilities • Social economic status Thematic Unit Plan	Bennett (2015) Chapter # 11,12, Journal Articles	BB Posting and Response LP#3 Due Sept 27, 2017, 5.00pm. PR# 3: Due Oct 4, 2017, 5.00pm. Thematic Unit Plan Due October 6, 2017, 6pm

<p style="text-align: center;">MID TERM EXAM PROJECT Selected Book Reaction Report DUE DATE Oct. 20, 2017, 10:00pm</p>			
<p>Class # 5 Oct 27</p>	<p>Teaching strategies</p>	<p>Bennett (2015) Chapter # 10, 13 Journal Articles</p>	<p>BB Posting and Response LP# 4: Due Oct 11, 2017, 11:59 p.m. PR # 4: Due Oct 18, 2017, 11:59 p.m. Selected Book Reaction Report in class presentation Due Nov 3, 2017 6:00pm</p>
<p>Class # 6 Nov. 17</p>	<p>Self-Portrait Presentation</p>	<p>Self-Portrait Presentation</p>	<p>Self Portrait Presentations Due Date: Nov 17, 2017 6.00pm <i>*** I must get your e- Self portrait 3 days before the class presentation.</i></p>
<p style="text-align: center;">FINAL EXAM DUE DATE Dec. 1. 2017, 10:00pm</p>			