

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		07-31c.	App-4/8/08	App-4/22/08

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

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Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

<b>1. Course Proposals (check all that apply)</b> <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input checked="" type="checkbox"/> Course Revision <input checked="" type="checkbox"/> Course Number and/or <u>Title Change</u> <input checked="" type="checkbox"/> Catalog Description Change		
EDHL 308 Language for Deaf and Hard of Hearing Persons	EDHL 308 Language for Deaf and Hard of Hearing and English Language Learners	
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>	
<b>2. Additional Course Designations: check if appropriate</b> <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.		
<b>3. Program Proposals</b> <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Other		
<i>Current program name</i>	<i>Proposed program name, if changing</i>	
<b>4. Approvals</b>		
Department Curriculum Committee Chair(s)	Joseph Domaradzi	Date 8-24-07
Department Chair(s)	Joseph Domaradzi	8-24-07
TECC College Curriculum Committee Chair	Joseph Domaradzi	1-28-08
College Dean	May Ann Rafath	1-28-08
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Sechrist	4-8-08

\* where applicable

Received

FEB 21 2008

Liberal Studies

Received

JAN 30 2008

Liberal Studies

**Part II**  
Description of Curriculum Change

**New Syllabus of Record**

**I. Catalog Description:**

**EDHL 308 Language for Deaf and Hard-of-Hearing and English Language Learners**  
**3 class hours**  
**0 lab hours**  
**3 credits**

**Prerequisites:** EDHL 114, 3.0 GPA

**3c-01-3cr**

Reviews normal language development birth through 12 years and compares it to the language development of children with various types and degrees of hearing loss. Specific strategies focused on the assessment and development of English language skills in English Language Learners (ELL) and Deaf and Hard of Hearing children (D/HH) are emphasized.

**II. Course Outcomes:**

The students will be able to

	Danielson	CED/CEC	Evaluation
1. develop and demonstrate an understanding of the major theories of language development in hearing children.	1	1	Exam 1
2. explain the stages of language development in hearing children and the characteristics of each stage	1	1	Exam 1
3. discuss the development of language in the school-aged and adolescent years.	1	1	Exam 1
4. compare and contrast the language development of deaf and hard of hearing students with that of normally hearing students and understand the impact deafness has on families of children who are Deaf or hard of hearing.	1	1	Exam 2
5. employ formal and informal diagnostic measures to assess language abilities and deficits of children with hearing loss.	1	8	Exam 2

6. discuss the various methods of teaching children who are deaf or hard of hearing and the advantages and disadvantages of each.	1	1	Final Exam
7. discuss and apply knowledge of stages of language development, determinants of language acquisition, and transformational grammar to language instruction.	1 3	1	Language Resource Project
8. develop strategies for improving language difficulties in children who are English Language Learners (ELL) and children with hearing loss	3	6,7	Language Lesson Project
9. develop and teach age appropriate lessons which address individual needs and diverse learning styles of the students and encourage critical thinking and problem solving skills.	3	6,7	Language Lesson Project Language Resource Project
10. discuss the educational implications of recent research.	4	1	Final Exam

### III. Course Outline

- A. Normal Language Development (8 hours)
1. Theories of Language Development
  2. Stages of Language Development
  3. Components of Language Development
  4. Grammar

Exam 1

- B. Language Development in Deaf/Hard of Hearing Children (8 hours)
1. Impact on family
  2. Differences in development
  3. Impact of Early Intervention-recent research

Exam 2

- C. Diagnostic Measures (6 hours)

1. Informal language assessments
2. Language Sampling
3. Formal language assessments

- D. Strategies for Language Development (20 hours)
1. Aspects of second language learning
  2. Formal vs. informal language development activities
  3. Commercial programs for language development
  4. Creating and teaching language lessons
  5. Multicultural/multilingual deaf issues

Final Exam Activity– During Final Exam Week

#### IV. Evaluation Methods

The final grade will be determined as follows:

25 % Exams 1 and 2 plus the final exam. Each test will be essay in form with multiple essay questions.

38 % Language Learning Resource Book Project. This is a comprehensive grammar/ second language learning research project that culminates in a student-friendly grammar and informational resource book. This is a semester-long project.

25 % Language Lesson Final Project. This activity is the Final Exam Activity. Students will be given a language problem and will have to develop and conduct a lesson to remediate the problem.

12 % Class participation and attendance

Grading Scale: A = 92 -100%    B = 83 -91%    C = 74 -82%    D = 65 -73%    F = <65%

#### V. Attendance Policy

The University currently upholds an attendance policy. Therefore, your attendance will be evaluated using a point system. You will earn 1 point for each instructional hour of the course. You are permitted 3 class hours of unexcused absence. Special considerations concerning assignments will be made if requested before the assignment is due. Any excused absence from exams or activities will be made up at a time mutually agreeable to the student and the instructor. Activities/exams missed during unexcused absences cannot be rescheduled and points will be lost.

VI. Required Textbooks, supplemental books and readings:

Text:

Easterbrooks, S.R. & Baker, S. (2002). *Language Learning in Children who are Deaf and Hard of Hearing: Multiple Pathways*. Boston, MA: Allyn & Bacon.

Readings from Current Issues of:

American Annals of the Deaf

ASCD Educational Leadership

ASCD Education Updates

Journal of Deaf Studies and Deaf Education

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (website)

The Volta Review

VII. Special Resource Requirements

None

VIII. Bibliography

Garcia, G. N. (2000, September, no. 5). *Lessons from research: What is the length of time it takes limited English proficient students to acquire English and succeed in an all-English classroom?* Retrieved August 15, 2007, from <http://www.ncela.gwu.edu/pubs/issuebriefs/ib5.htm>

Haynes, J. (2007). *Getting started with English language learners: how educators can meet the challenge*. Washington, DC: ASCD.

Herrell, A. L. (2000). *Fifty Strategies for Teaching English Language Learners*. Upper Saddle River, NJ: Merrill.

Northwest Regional Educational Laboratory. (2003). *Strategies and resources for mainstream teachers of English language learners*. Retrieved August 15, 2007, from <http://www.nwrel.org/request/2003may/ell.pdf>

Oller, Jr., J.W., Oller, S., & Badon, L. (2006). *Normal speech and language development across the life span*. Sann Diego: Plural Publishing.

Rose, S., McAnally, P., & Quigley, S. (2004). *Language learning practices with deaf children* (3<sup>rd</sup> Ed.). Austin: PRO-ED, Inc.

Schirmer, B. (1994). *Language and literacy development in children who are deaf*. New York: Macmillan Publishing Company.

Tompkins, G. (2006). *Language arts essentials*. Upper Saddle River, NJ: Pearson Education, Inc.

Zehler, A. (1994, Summer, no. 19). *Working with English language learners: strategies for elementary and middle school teachers*. Retrieved August 15, 2007, from <http://www.ncela.gwu.edu/pubs/pigs/pig19.htm>

**2. Summary of the proposed revisions:**

The course has been updated to reflect the newest information and trends in normal language development and development in deaf and hard of hearing children. In addition, material is included to address the issue of English Language Learners (ELL).

**3. Justification for the revision:**

There have been new research developments in the field of language development and language in deaf/hard of hearing children. In addition, the Pennsylvania Department of Education will soon require that every education major have coursework in teaching English Language Learners (ELL).

## COURSE SYLLABUS

### I. CATALOG DESCRIPTION

EDHL 308 Language for the Hearing Impaired

3 credits

Prerequisites: EDHL 114; 3.0 GPA

Development and remediation of language of the hearing impaired. Language sampling and diagnostics, sentence patterning, and analytic vs. natural teaching methods. Structuring a communicative environment.

### II. COURSE OBJECTIVES

1. The students will be able to employ a variety of formal and informal diagnostic measures to accurately assess language deficits of hearing impaired pupils.
2. The students will be able to analyze a spontaneous language sample of a hearing impaired child and identify problem areas, and inconsistencies in syntactic rule structure.
3. The students will be able to understand the problems associated with learning English as a second language and effectively use sign language as a diagnostic and/or remedial technique.
4. The students will be able to effectively structure a situation which will foster spontaneous communication.
5. The students will be able to discuss and apply knowledge of stages of language development, determinants of language acquisition, and transformational grammar to language teaching methods.
6. The students will be able to utilize a number of remedial techniques for correcting the language deficits of hearing impaired children.
7. The students will be able to discuss the educational implications of recent research.

### III. COURSE OUTLINE

#### A. Theories of Normal Language Acquisition

1. Language Learning Strategies
2. Old Information/New Information

#### B. Properties of Language

1. Syntactic, Semantic, Phonological Aspects
2. Deep and Surface Structure
3. Grammatical Function of Language
4. Semantic Function of Language

5. Determinants of Language Development--The Effect of Environment
- C. Stages of Normal Language Development
1. Acquisition of Morphology
  2. Memory and Thinking
  3. Development of Inner, Receptive, Expressive Language
  4. Types of Parent/Child Communication
  5. Syntactic Complexity of Mother/Child Language
  6. Ethnic and Cultural Variations
- D. Structuring a Communicative Environment
1. Teaching the Use of Linguistic and Contextual Cues
  2. Use of Language for Problem Solving, Selecting Alternatives in Decision Making to Foster Imagination
- E. Sign Language Acquisition
1. The Bilingual Aspect: English as a Second Language
  2. The Syntax of American Sign Language
  3. Concept Development
  4. Use of "Baby" Signs; "Baby" Language
- F. Use of Signs in Teaching Language
1. Iconicity in Signs
  2. Iconic/Symbolic Processing
  3. Semantic Confusion in the Language of the Hearing Impaired--Communicative Intent
  4. Pragmatics
  5. Teaching Idiomatic Language--Abstractions, Figurative Language
  6. Relationship of Language to Thought and Its Influence on Reading and Writing
  7. Influence of Signs on Reading and Writing
- G. Application of Transformational Grammar to Linguistic Development of the Hearing Impaired
1. Kernel Sentence Structure
  2. Phrase Structure Rules
  3. Transformational Operations
  4. Lexical Insert Rules
- H. Diagnostic Measures Appropriate for Use with the Hearing Impaired
1. Language Prerequisite Assessment Formats
  2. Assessment of Language Related Cognitive Areas
  3. Various Procedures for Analysis of Spontaneous Production
  4. Imitation as a Diagnostic Tool
  5. Appropriate Formal Test Measures
  6. Identification of Some of the More Common Problem Areas in Oral and Written Language of the Hearing Impaired

7. Multilevel Scanning
8. Case Relation Analysis
9. Developmental Sentence Scoring
10. Mean Length of Utterance
11. Referential Communication Analysis Formats

I. Analytic vs. Natural Methods of Teaching Language to the Hearing Impaired

1. Historical Overview: Wing Symbols, The Barry Five Slate System, The Fitzgerald Key
2. Syntactically Based Approaches for Teaching Linguistic Structure and Vocabulary to a Hearing Impaired Child
3. Sentence Patterning
4. Instruction Using a Natural Language Paradigm
5. Structuring a Lesson
6. Developmentally Based Instruction Programs
7. Developing and Stabilizing Language Through an Experience-Based Integrated Language Arts Program
8. A Whole Language Approach
9. Use of the TDD and FAX Machines to Develop Conversational Language
10. Use of Dialogue Journals to Develop Language
11. Language in an Integrated Curriculum
12. A Literature-Based Approach to Learning Language

J. Demonstration and Directed Experience

K. Discussion and Review of Recent Research

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

- 50% Tests. Two objective tests (mid-term and final) consisting of multiple choice, completion, true-false, and short essay. 100 points each.
- 5% Quizzes. Periodic quizzes on various language teaching methods.
- 40% Assignment. Each student will analyze the written language sample of a deaf child; identify grammatical error; select the most basic error and give a rationale for their choice; write a series of three lesson plans to remediate the problem.
- 5% Class participation and attendance.

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Textbook: McAnally, P.L., Rose, S. and Quigley, S.P., (1987).  
Language Learning Practices with Deaf Children. Boston, MA:  
 College Hill Press.

## VI. BIBLIOGRAPHY

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- Baskwill, J. (1990). Connections: A Child's Natural Learning Tool, Scholastic Canada Ltd., Richmond Hill, Ontario, Canada.
- Baskwill, J. & Whitman, P. (1988). Moving On: Whole Language Sourcebook (grades 1 & 2), Scholastic Canada Ltd., Richmond Hill, Ontario, Canada.
- Baskwill, J. & Whitman, P. (1988). Moving On: Whole Language Sourcebook (grades 3 & 4), Scholastic Canada Ltd., Richmond Hill, Ontario, Canada.
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- Goodman, K.S., Bridges-Bird, L. & Goodman, Y.M. (1991). The Whole Language Catalog, American School Publishers, Santa Rosa, CA.
- Heidinger, V., (1984). Analyzing Syntax and Semantics, Gallaudet University Press, Washington, DC.
- Kretschmer, R. and Kretschmer, L.W., (1978). Language Development and Intervention with the Hearing Impaired Child, University Park Press, Baltimore, MD.
- Muma, J., (1978). Language Handbook: Concepts, Assessment and Intervention, Prentice-Hall Inc., Englewood, NJ.
- Quigley, S.P. and Paul, P.V., (1984). Language and Deafness, College-Hill Press, San Diego, CA.
- Roberts, P., (1984). English Syntax, Harcourt, Brace and World, New York, NY.
- Streng, H., Kretschmer, R. and Kretschmer, L., (1978). Language Learning and Deafness: Theory, Application and Classroom Management, Grune and Stratton Inc., New York, NY.