

P- 8-28-07
R- 8-28-07

07-11

Undergraduate Distance Education Review Form
(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: EDHL 314

Instructor(s) of Record: Diane Klein/Karen Heller

Phone: 7-2450

Email: deeklein

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Klein, a professor in Education of Deaf and Hard of Hearing Persons, has taught a number of blended courses at IUP and is well versed in the use of WebCT. Dr. Karen Heller, completed her doctoral degree in a WebCT environment and is familiar and comfortable with the system. Dr. Heller has degrees in Psychology, Deafness Rehabilitation, and Organizational Leadership.

2. How will each objective in the course be met using distance education technologies?

Each objective has instructional modules that include readings and online video activities that support the understanding and application of the targeted information.

3. How will instructor-student and student-student, if applicable, interaction take place?

There will be both synchronous and asynchronous interaction on the website bulletin board via threaded discussions and in the chatroom. In addition, the email feature will be utilized for personal contacts with each student.

4. How will student achievement be evaluated?

All assignments will be evaluated using a rubric designed for that assignment.

5. How will academic honesty for tests and assignments be addressed?

Papers and exams will be submitted to the instructor through Turn-it-in. All tests are in essay form. During the initial weeks of class, each student will mail a handwritten writing sample to the instructor to use as a linguistic and writing style baseline/comparison document. This document will be used if any materials are suspect.

- B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Received

AUG 16 2007

Liberal Studies

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative

Deane G. Klein 8/15/07
Signature of Department Designee Date

Endorsed: Mary Ann Rafath 8/16/07
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative

Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

Signature of Provost Date

Forward form and supporting materials to Associate Provost.

Syllabus of Record for Online Instruction

I. CATALOG DESCRIPTION:

EHDL 314 Deaf Culture

3 class hrs
0 lab hrs
3 credit hours
3c-01-3cr

Prerequisites: none

Description: A survey of sociocultural factors that define Deaf persons as members of a cultural minority. Includes an examination of Deaf history, a review of contributions of Deaf persons to American society and hearing attitudes toward sign language and Deaf Culture.

II. COURSE OBJECTIVES:

The students will:

1. be acquainted with American Sign Language and related communication terminology.
2. be provided with information about cultural aspects of deafness and the Deaf community.
3. be familiarized with issues in the fields of Deaf education, sign language and the Deaf community.
4. identify sociocultural and medical models of deafness.
5. develop an understanding of the social, political and cultural aspects of Deaf people as a linguistic minority in American society.

III. DETAILED COURSE OUTLINE

A. History of ASL (2 weeks)

1. Gallaudet and Clerc
2. American School for the Deaf
3. William Stokoe
4. Components of ASL

B. Deafness as a Culture (4 weeks)

1. Deaf Communities
2. Social nuances
3. Communication
4. Hearing perspective of deafness and deaf culture

points of view and on their classmate's comments. Each posting must be at least 250 words. (50 points each= 100 points)

5. A Chat Room Town Meeting on the topic: There should be a separate city in the United States ONLY for Deaf people and those hearing people who choose to communicate via ASL.. Each student will participate at least twice in a real-time discussion in the WebCT Chat Room. Each comment must add something new to the dialogue. (25 points)
6. Final Exam (100 points). The final essay exam will cover all material covered in the class, in the threaded discussions, and in the Chat Room Debate. .

V. Example of grading scale

A = 92 – 100%

B = 83 – 91%

C = 74 – 82%

D = 65 – 73%

F = <65 %

VI. Undergraduate Course Attendance Policy

This is an ONLINE course. There is no attendance policy.

VII. Required Textbook(s), Supplemental Books and Readings:

Selected journal readings on current research.

VIII. Special Resource Requirements

Students must have access to a highspeed or broadband internet service provider. They must have MS Office Word software and some form of media viewer (e.g. Media Player).

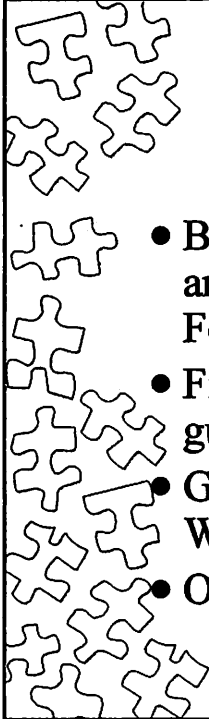
IX. Bibliography

Bowers, T. (1999). *Alandra's Lilacs: The story of a mother and her deaf daughter*. Washington, D.C.: Gallaudet University Press.

Buck, D.S. (2002). *Deaf peddler: Confessions of an inside man*. Washington, D.C.: Gallaudet University Press.

Buckley, K. (2003). *If you could hear what I see: Triumph over tragedy through laughter*. New York, NY: Penguin Putnam Inc.

Cohen, L. H. (1994). *Train Go Sorry: Inside a Deaf World*. New York, NY: Houghton Mifflin Company.



Anatomy of Hearing

- Before you begin this session, download and print off the handouts from Content Folder C1.a
- Fill in your skeletal outline to use as a study guide
- Get online, just in case you want to use the Web as a reference
- Onward...



Anatomy

- **Auditory System**
 - Fits together like a puzzle
 - Parts include
 - Outer Ear
 - Middle Ear
 - Inner Ear
 - Neural Pathway
 - Brain



Identify the parts

- Go to Google and search for “anatomy of the ear”
- Copy an image you find and like into the next slide (print off a copy for yourself as a study guide)
- Using the Word Bank below, label your picture

Word Bank

pinna

Lobe

Incus

Cochlea

Semisircular canals

concha

Ossicles

Oval window

Eardrum

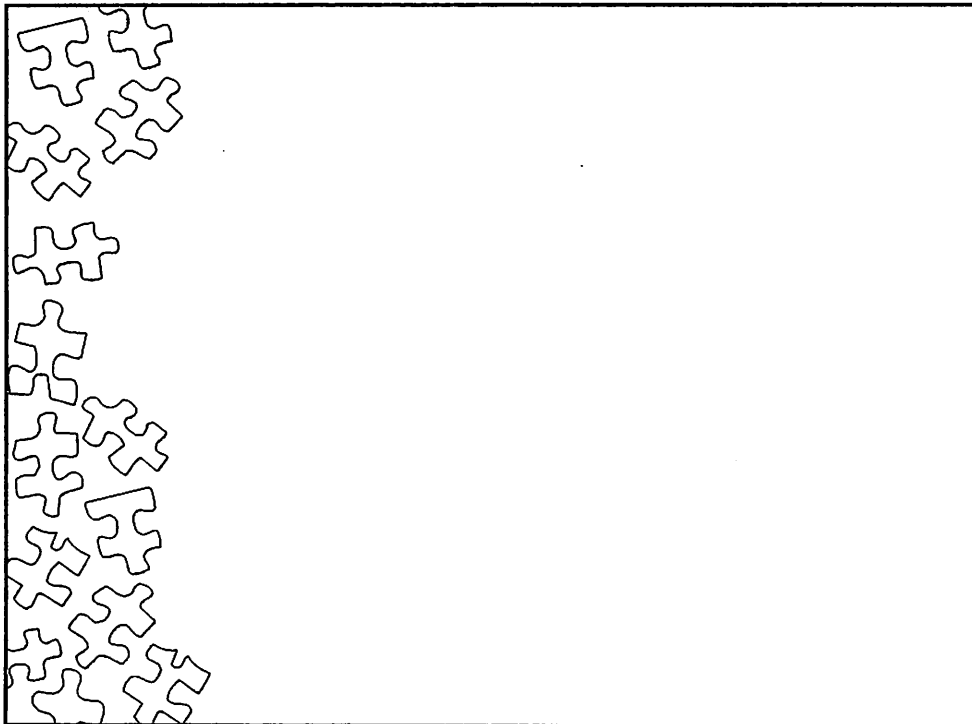
Auditory Nerve

External Canal




Malleus

Stapes


Eustachian tube



What part is where?

- The **OUTER EAR** is the outer most part of the ear and ends at the ear drum
 - Mark your picture to show the Outer Ear 
- **MIDDLE EAR** contains the smallest bones in the body and a pressure equalization system and ends at the oval window
 - Mark your picture to show the Middle Ear 
- **INNER EAR** contains the sensory organ of hearing and the balance system; it ends at the auditory nerve
 - Mark your picture to show the Inner Ear 

Outer Ear contains

- **Pinna**- channels the sound toward the eardrum
- **Lobe**- holds an earring
- **Concha** – further channels sound toward ear drum
- **External canal**- 's' shaped tube that directs sound directly to eardrum
- **Eardrum**- taut tissue that vibrates when sound waves hit 



Middle Ear contains

- **Ossicles-** the three bones- malleus (hammer), Incus (anvil) and Stapes (stirrup) which are set into vibration by the movement of the eardrum- transmits the sound through the middle ear
- **Eustachian tube-** a tube from the back of the throat into the middle ear which aerates the middle ear and equalizes the pressure from the outside to the inside of your head



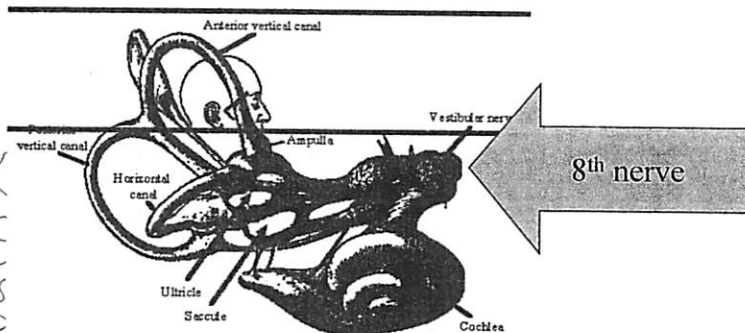
Inner Ear contains

- **Oval Window-**the footplate of the stapes fits into the oval window and the ossicle's vibration makes the membrane over the window vibrate at the same rate as the ossicles
- **Cochlea-** the snail-shaped sensory organ for hearing that contains nerve fibers that are stimulated by fluid that moves through the cochlea when the oval window vibrates; the fibers send the sound to the nerve
- **Semicircular canals-** a system of tubes in three different planes that contain fluid and help maintain balance; it shares a branch of the Auditory nerve with the cochlea

Neural Pathway

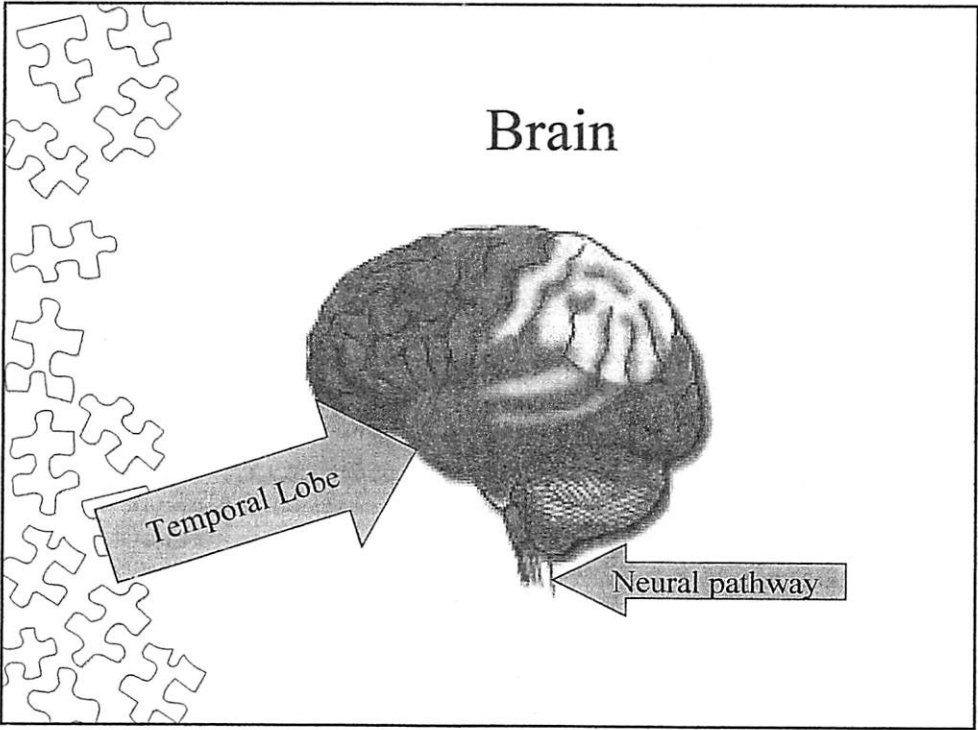
- Auditory Nerve- aka Vestibulocochlear Nerve or the VIIIth cranial nerve
 - The neural pathway that carries the sound (now electrical energy) to the brain
 - There are 2 branches- Cochlear which runs from the back of the cochlea and Vestibular which runs from the base of the vestibular system (or semicircular canals)

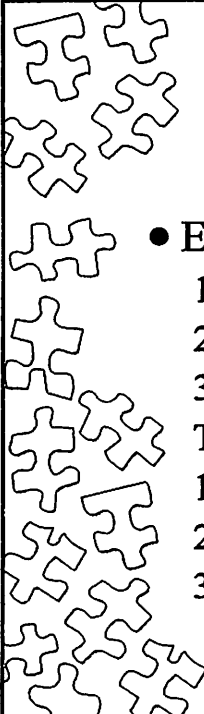
Vestibulocochlear nerve



Brain

- The hearing center of the brain is located in the TEMPORAL LOBE in a section called Heschel's Gyrus.
- The Auditory Nerve travels the neural pathway to the temporal parts of the brain and delivers the sound message to the brain
- The brain perceives the sound and decodes the message



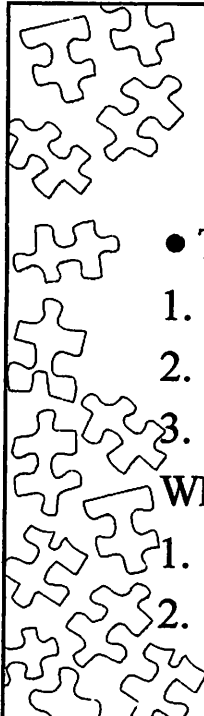


Review – don't peek!

- Ear has three parts:
 - 1.
 - 2.
 - 3.

The function of each part is:

- 1.
- 2.
- 3.

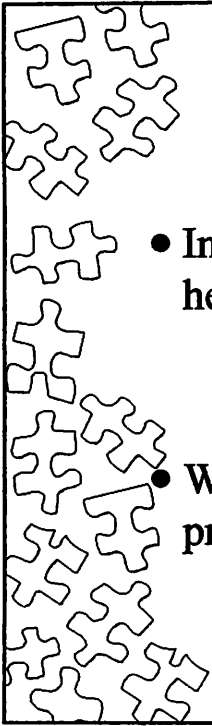


Review continue

- The three names of the nerve of hearing are:
 - 1.
 - 2.
 - 3.

What are the two parts of the nerve for?

- 1.
- 2.



And finally

- In what part of the brain (cortex) is the hearing center located?
- What does the brain do in the hearing process?



Next topic

- C1.b.....the PHYSIOLOGY of Hearing
- QUESTIONS?
 - Post your questions to the Bulletin Board

Part II
Description of Curriculum Change – New Course Proposal

Syllabus of Record

I. CATALOG DESCRIPTION:

EHDL 314 Deaf Culture

3 class hrs

0 lab hrs

3 credit hours

3c-0l-3cr

Prerequisites: none

Description: A survey of sociocultural factors that define Deaf persons as members of a cultural minority. Includes an examination of Deaf history, a review of contributions of Deaf persons to American society and hearing attitudes toward sign language and Deaf Culture.

II. COURSE OBJECTIVES:

The students will:

1. be acquainted with American Sign Language and related communication terminology.
2. be provided with information about cultural aspects of deafness and the Deaf community.
3. be familiarized with issues in the fields of Deaf education, sign language and the Deaf community.
4. identify sociocultural and medical models of deafness.
5. develop an understanding of the social, political and cultural aspects of Deaf people as a linguistic minority in American society.

III. DETAILED COURSE OUTLINE

A. History of ASL (6 hours)

Test 1

B. Deafness as a Culture (6 hours)

Movie Reviews

C. Deafness from the Medical Perspective (6 hours)

Test 2

D. Major Historical Events (7 hours)

1. Conference of Milan
2. "Deaf Variety of the Human Race"
3. Profile of a Deaf Peddler
4. Miss Deaf America
5. Deaf President Now
Book reports & Test 3

E. Technology in the World of the Deaf (3 hours)

1. TTYs and Relay Services
2. Captioned Films
3. Open and Closed captioning
4. Technology in the home

E. **Final Exam 2 hours**

IV. Evaluation Methods

1. There will be approximately 3 tests (100 points each).
2. There will be a book report and oral presentation on a book from the professor's personal library. The book report will be 5-7 pages and include a synopsis, the student's reflection of the book as well as points they learned. The report will be worth 100 points. The oral presentation portion will be worth 50 points.
3. The students will write a movie review on each of the movies viewed in class. These reviews will highlight the main points of the film and the students' reflections. (50 points each)
4. Final Exam (200 points). The final exam will cover all material discussed in the class as well as assigned readings.
5. Participation in class is expected.

V. Example of grading scale

- A = 92 – 100%**
B = 83 – 91%
C = 74 – 82%
D = 65 – 73%
F = <65 %

VI. Undergraduate Course Attendance Policy

Two unexcused absences will be allowed with no influence on the student's grade. Every unexcused absence beyond two will result in ten points being taken off from the final grade. Because of the applied nature of the course, the instructor may require excused absences to be made up by the student.

VII. Required Textbook(s), Supplemental Books and Readings:

Selected journal readings on current research.

VIII. Special Resource Requirements

None

IX. Bibliography

Bowers, T. (1999). Alandra's Lilacs: The Story of a Mother and her Deaf Daughter. Washington, D.C.: Gallaudet University Press.

Buck, D.S. (2002). Deaf Peddler: Confessions of an Inside Man. Washington, D.C.: Gallaudet University Press.

Buckley, K. (2003) If You could Hear What I See: Triumph over Tragedy through Laughter. New York, NY: Penguin Putnam Inc.

Cohen, L. H. (1994). Train Go Sorry: Inside a Deaf World. New York, NY: Houghton Mifflin Company.

Gannon, J. (1981) Deaf Heritage. National Association of the Deaf.

Greenberg, J. (1970). In This Sign. New York, NY: Holt, Reinhart & Winston.

Groce, N.E. (1985). Everyone Here Spoke Sign Language: Hereditary Deafness on Martha's Vineyard. Cambridge, MA: Harvard University Press.

Hairston, E. & Smith, L. (1983). Black and Deaf in America: Are We that Different. Silver Spring, MD: TJ Publishers.

Laborit, E. (1999). The Cry of the Gull. Washington, D.C.: Gallaudet University Press.

Lane, Harlan. (1992) The Mask of Benevolence: Disabling the Deaf Community. San Diego, CA: DawnSign Press.

Lane, H. (1989) When the Mind Hears: A History of the Deaf. New York: Vintage House Books.

Moore, M.S. & Levitan, L. (1993) For Hearing People Only. Rochester, NY: Deaf Life Press.

Sacks, O. (1989). Seeing Voices. New York: Penguin Putnam Inc.

Schein, J.D. (1989). At Home Among Strangers. Washington, D.C.: Gallaudet University Press.

Spradley, T.S. & Spradley, J.P. (1987). Deaf Like Me. Washington, D.C.: Gallaudet University Press.

Van Cleve, J.V. & Crouch, B.A. (1989) A Place of Their Own: Creating the Deaf Community in America. Washington, D.C.: Gallaudet University Press.

Walker, L.A. (1986). A Loss for Words: The Story of Deafness in a family. New York, NY: HarperPerennial.

Wilcox, S. (ed.). American Deaf Culture: An Anthology. Silver Spring, MD: Linstok Press.