

**THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

**Sign Language & Social Work Practice with d/Deaf Clients:  
Communication, Culture & Advocacy**

Course Number: SW311  
Unique Number: 64002  
Semester: Fall 2013  
Meeting Time: T & TH 9:30 – 11:00am  
Meeting Place: Room SSW 1.212

Instructor: Dr. Angela M. Nonaka  
Office Hours: W 10am – 12pm. & by appt.  
Office location: SSW3.106D  
Phone: 512-232-1942  
E-mail: [angelanonaka@austin.utexas.edu](mailto:angelanonaka@austin.utexas.edu)

**I. Standardized Course Description**

Sign languages, like spoken ones, are full-fledged languages. Scientific acknowledgement of this fact, however, was not accorded until the 1960s, and popular understanding still lags behind. The legacy of non-recognition of the full linguistic status of sign languages has had profound consequences for the social construction of d/Deafness. Historically, ‘deaf’ was synonymous with ‘dumb’ or ‘mute,’ terms that pathologize and stigmatize. Linguistic recognition of sign languages as languages, however, allowed for subsequent rethinking and respelling of the word. “Deaf” written with a capital letter D, refers to signing people who are members of an audiological and sociolinguistic minority group.

This course is a special language education course designed to encourage aspiring social workers to develop greater cultural and linguistic awareness and sensitivity of how to work with d/Deaf people. The course has two interwoven objectives. The first is to provide a basic communicative introduction to American Sign Language (ASL) and US Deaf culture. The second is to educate students about diversity within and among sign languages and Deaf communities in order to prepare social workers to work, for example, with non-standard signing dialects and minorities in the USA as well as with immigrants and refugees from other countries with entirely different sign languages and Deaf communities. Throughout the course, students are encouraged to critically analyze the implications and applications of their growing knowledge of multilingual and multicultural issues related to sign languages and Deaf communities for social work practice and theory.

**Prerequisites**

There is no language pre-requisite for this course, which is targeted for students who have little or no previous knowledge of American Sign Language.

**Organization and Sequence**

In terms of curricular organization and sequence, this course is designed to span an academic year and divided into two parts taught in the fall and spring semesters respectively. The latter builds upon the former. Thus, students should take the courses in the proper sequence.

**Foreign Language Requirement**

Students wishing to take this course to fulfill their foreign language requirement for the BSW degree in the School of Social Work must successfully complete the two-semester course in the proper sequence. Students wishing to pursue further studies of ASL are highly encouraged to take classes from the ASL program in the Linguistics Department of the College of Liberal Arts. Be advised that taking this class is **not** equivalent to the program’s beginning first-semester ASL class and also in no way does guarantee you placement in more advanced ASL classes. For more information, please visit the ASL program’s website at [http://www.utexas.edu/cola/depts/linguistics/asl\\_program/ASL-Program.php](http://www.utexas.edu/cola/depts/linguistics/asl_program/ASL-Program.php).

## **II. Course Objectives**

Upon completion of this course students will demonstrate:

1. Basic communication skills in American Sign Language (ASL)
2. Basic cultural knowledge about the history of Deaf Communities in the USA
3. Appreciation for linguistic variation and cultural diversity among sign languages and Deaf communities internationally
4. Understanding of the professional etiquette of working with sign language interpreters
5. Familiarity with other modes of communication for working with deaf people, including individuals with disabilities
6. Awareness of local, national, and international sources of information as well as services related to d/Deaf people and sign language(s)

## **III. Teaching Methods**

This class will be taught using a variety of methods with an emphasis on experiential learning: i.e. lecture and instruction; language drills and practice from textbook activities, including video viewing and taping; guest speakers; community-based cultural immersion activities, course assignments and readings. The assignments will provide the opportunity for “learning by doing.”

For success in any language classes, including this one, you must be willing to attend class regularly, actively participate, practice language drills outside of class; and adjust to learning in and about a language and culture other than your own. Because we only meet twice a week, as opposed to meeting four to five times a week like most foreign language classes, you must practice outside of class on a regular basis as much as you can. It’s a challenge and an adventure! Language learning is a social and socializing process. You are encouraged to ask questions (preferably in the target language!), help each other (except on exams and written work), and stretch your normal comfort zone to bridge the communicative gap.

*We will be using Canvas (the new “Blackboard”). While Canvas works on all major browsers (IE, Safari, Chrome, Firefox), it is **highly recommended that you use Firefox** for optimal performance on Canvas.*

## **IV. Texts and Materials**

The two required books for this course are available at the University Co-op’s main location (the Guadalupe store). They also can be ordered online.

1. *Signing Naturally Units 1-6*. San Diego: DawnSign Press.
2. Thomas K. Holcomb (2013). *Introduction to American Deaf Culture (Professional Perspectives on Deafness: Evidence and Applications)*. New York: Oxford University Press.
3. Additional readings will be posted on Canvas (the new version of electronic blackboard).
4. Some films shown in class are available for additional study and review either at the UT Fine Arts Library or online.

***The instructor reserves the right to adjust readings and assignments to facilitate the course learning objectives. This is necessary because some course learning resources (e.g., guest speakers, films borrowed through interlibrary loan from other universities, and so on) are only available on certain dates, and determination of those dates are sometimes beyond the control of the instructor. Flexibility in social work practice and in life is crucial, so we may need to practice it together in this class. If/when changes to this syllabus are warranted, however, the instructor will be reasonable and students will be alerted in advance of any changes & their implications for related readings or assignments.***

## **V. Course Requirements**

Although it is made to conform to the academic calendar at university, foreign language and cultural study is a process, one that builds on many small but steady steps. The process is also non-linear, involving peaks, valleys, and plateaus in learning. Thus it is not only best practice pedagogically but also safest in terms of evaluation and assessment, to assign numerous small and mid-size assignments spread out at regular intervals versus just one or two major ones. This is reflected in the various requirements for this course that are outlined below.

### **1. ASL Language Skills (30% total grade)**

Assessment based on:

- Electronic assignments of your language production and comprehension skills
- Briefly short in-class ASL comprehension tests
- Mid-semester exam in ASL
- Final exit interview in ASL

### **2. Cultural Knowledge of the U.S. Deaf Community and Deaf Culture, and Knowledge of Sign Language Linguistics, Deaf Studies, & Interpreting (40% total grade)**

Assessment based on:

- 2 in-class exams (midterm and final) on Deaf studies  
(format = T/F, multiple choice, matching, & short-answer)

### **3. Mini-research project building new information resources at UT SSW (15% total grade)**

Assessment based on:

- Part I: Develop a 1-page, single-spaced annotated bibliography for 3 published works in the field of Social Work related to sign language, interpreting, deafness, and/or Deaf people (Sources may include: articles, books, monographs, workbooks, AV materials, etc.) Each annotation should include: 1) a full bibliographic citation; 2) an accurate, detailed, but succinct summary of the source as a whole. In other words, anyone should be able to read your annotated bibliographic entry and understand in a nutshell what the source is about, its approach, major thesis, etc.
- Part II: Identify and describe 3 “resources” (local, national or international) that provide information about sign language and deafness OR that provide special services for d/Deaf people, being sure to include information such as: name of the resource; location and contact information; description of services provided; etc. This should be a 1-page, single-spaced summary of the places/resources, locations, contact information, mission statements, etc.

### **4. Attendance and Participation (15% of total grade)**

Assessment is based on:

Daily class attendance

Daily class participation (assignments, discussions, etc.)

- Weekly readings: Everyone is responsible for reading all of the assigned texts every week. Exam questions will be based on the readings and in-class discussions. Sometimes you will be asked to

provide 1-page summaries of particular articles and/or to bring questions and comments about the readings to encourage discussion about the readings. If everyone reads and we have a robust in-class discussion, there will be no pop quizzes. However, if students do not read and thus do not have an in-class discussion, then we will administer pop quizzes about the readings.

## **VI. Grading Scale**

Final Percentages	and	Corresponding Grades
94.0 and above		A
90.0 to 93.999		A-
87.0 to 89.999		B+
84.0 to 86.999		B
80.0 to 83.999		B-
77.0 to 79.999		C+
74.0 to 76.999		C
70.0 to 73.999		C-
67.0 to 69.999		D+
64.0 to 66.999		D
60.0 to 63.999		D-
Below 60.0		F

## **VII. Class Policies**

This class will operate under the guidelines of professional accountability in the class-room. The following policies will be observed:

### **The University of Texas Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

### **Use of E-Mail for Official Correspondence to Students**

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course related information and announcements. Students are responsible to keep the university informed about changes to their email address. Students should check their email daily to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at: <http://www.utexas.edu/its/policies/emailnotify.php>

### **Documented Disability Statement**

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

### **Professional Conduct in Class**

The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism. This entails

listening to the opinions, concerns and feelings of others with openness, speaking honestly about one's own experience, offering suggestions and ideas in a positive and respectful manner, and being willing to promote group cohesiveness in the learning environment. **Use of cell phones and laptops is not permitted in class, unless they are approved by the instructor and they are related to the class activities.**

### **Attendance and Participation**

Attendance and participation for the full three hours of class and the additional hour of field seminar is expected for all students. **After two absences, the student's final grade will be lowered by one grade.** Further absences may result in the student being dropped from the course. Repeated late arrivals to class may be considered as an absence. Classroom exercises, discussions, role plays, guest speakers and other class experiential exercises are essential for the students' professional learning and continued development of self awareness. This form of learning cannot be "made up" once missed. The instructor reserves the right to add or deduct 10 points from the final point total based on the quality of students' classroom participation. Students are to notify the instructor prior to class by email or at the given office phone number if they cannot attend class due to an illness or emergency.

### **Religious Holidays**

According to UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

### **Maintaining Confidentiality**

Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for educational supervision purposes. Agencies are aware that de-identified information is shared in classes for this purpose. However, discussions outside of class with individuals not in this class or with other members of the class/field seminar regarding information shared in class about clients is considered a breach of confidentiality. All students are expected to maintain confidentiality.

### **Papers and Written Work**

Students are expected to produce high quality work in terms of appearance, writing style and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization, repetition of information, and inferior word processing. When using information from other sources, citations, references and bibliography should conform to the current APA style of documentation. <http://uwc.utexas.edu/handouts/apa> Students are encouraged to consult with the Undergraduate Writing Center <http://uwc.utexas.edu> for assistance with any writing assignments. Plagiarism is a serious violation of university rules and will be dealt with according to university policy.

### **Policy on Scholastic Dishonesty**

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

### **Time Management**

All assignments are due at the beginning of class on the date indicated. **Late papers will be penalized 5 points per day that they are late.** This includes papers that are turned in after 8:30am on the day they

are due. Contact the instructor before the assignment is due if other arrangements need to be made due to an emergency.

**Use of e-mail for official correspondence to students.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

### **Safety**

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

### **Policy on Social Media and Professional Communication**

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc. can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students’ social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics. Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

### **Behavior Concerns Advice Line (BCAL)**

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

**Emergency Evacuation Policy**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

**Feedback**

Students will be asked to provide feedback on their learning and the professor's teaching strategies in informal as well as formal ways. It is very important for the professor to know the students' reactions to what is taking place in class, ensuring that together the professor and students can create a dynamic and effective learning community. Students are encouraged to provide ongoing feedback to the instructor during class and office visits.

**Syllabus & Schedule for SSW 311**  
**Sign Language & Social Work Practice with d/Deaf Clients:**  
**Communication, Culture & Advocacy**

**Co-constructing a Learning Community: Course Expectations and Pedagogical Philosophy**

More than just a course, this class is a learning community—one to which all of us belong and one to which all of us are accountable. Welcome! 😊

All communities have certain features, including: members, activities, goals, rules, etc. Community is an interactive space that is co-constructed. Community is created, nurtured, and maintained, and like learning, it takes genuine and sustained effort—a readiness and willingness to be present, prepared, and engaged. The challenges as well as the rewards are multiplied by virtue of the fact that this is a complex, multilingual and multi-modal learning community.

To foster a positive classroom environment and to facilitate learning, members of this little community of ours need to be patient and flexible—key traits of a good social worker and characteristics that we will cultivate together here. With that in mind, *the instructor reserves the right to adjust readings & assignments as required to facilitate learning objectives. Should changes be necessary, students will be notified in advance of any alterations and their implications for course assignments, evaluation, and grading.*

Your attendance, preparation, participation, and dedication—like that of your instructors’—are crucial to our mutual educational endeavor this term. This course will be as interesting, fun, challenging, and rewarding, as we make it. **So again, welcome and let’s get started!**

**Weekly Organization of the Course**

Typically, Tuesdays focus on study of sign language, while Thursdays are dedicated to study of culture.

**Submitting Assignments**

This is a multi-lingual and multi-modal pedagogical environment, so there are diverse assignments that must be submitted in different ways.

1. Sign language assignments either will be done in class or will be posted and made available on Canvas. The TA will upload videos on Canvas for you to watch them. You will also be expected to make video recordings of yourself signing and upload them on Canvas.
  - a. Homework assignments from *Signing Naturally* will be selected and announced in class to adjust the class’s pace and progress of learning. Other sign language homework assignments will be personally created by the TA and subsequently posted on Canvas.
  - b. **Electronic assignments** involving making movies of your signed language skills must be submitted electronically via Google Drive *prior* to class on the day of the due date. Please see the “Making Movies” manual posted on Canvas to learn how to submit these files. If you’re unsure of this process, please see the TA *at least* two days before the due date. Please note that improperly submitted files will not be graded. You will receive a confirmation e-mail from the TA indicating that she has received everything and in the appropriate format. If you do not receive a confirmation e-mail from her for any assignment, it is your responsibility to follow-up with her to make sure she receive it on time.
2. Written assignments
  - a. The written mid-term and final exams will be administered in class.
  - b. For other written assignments, hard copies should be turned in as per the professor’s instructions, written herein or amended hereafter as per the developing pace and level of the class.



## **WEEK 1**

Class Period 1 (Thurs. 8/29/13)

### *Activities*

- Welcome, introductions, and charting a path for the semester
- Pre-course Fun Quiz

### *Language Objectives*

- Introduction to greetings, self-introductions, and the manual alphabet
- Introduction to attention-getting techniques

*Readings for today:* None

*Assignments due today:* None

## **WEEK 2**

Class Period 1 (Tues. 9/3/13) \*\*TA will be out of town.

GUEST LECTURE = Ms. Nancy Thomas, professional sign language interpreter

*Readings for today:* TBA

*Assignments due today:* In preparation for the guest lecture, please develop 2~3 questions about using sign language interpreters and interpretation that you would like the guest to answer.

***PLEASE SEND YOUR COMMENTS BY EMAIL BY NOON MONDAY 9/2/13.***

Class Period 2 (Thurs. 9/5/13)

### *Language Objectives*

- Review of greetings, self-introductions, and ASL manual alphabet
- Review of attention-getting techniques
- Introduction to ASL Fingerspelling

*Readings for today:*

- Various lessons in *Signing Naturally*
  - a. Getting to Know You – Lesson 1:1
  - b. Getting Attention – Lesson 1:12
- Additional fingerspelling lessons in *Signing Naturally*
  - c. Fist letters – Lesson 1:3
  - d. Up letters – Lesson 2:5
  - e. Double letters – Lesson 2:10
  - f. Moving Letter Z – Lesson 3:4
  - g. Down Letters: P, Q, Y – Lesson 3:11
  - h. “G” and “H” letters – Lesson 5:3

*Assignments due today:* Before coming to class you must watch the video for **Assignment #1** posted on Canvas, answer the questions on paper, and submit your written answers when you come to class.

### **WEEK 3**

#### Class Period 1 (Tues. 9/10/13)

##### *Language Objectives*

- Review of fingerspelling
- Review of attention-getting techniques
- More practice on greeting and self-introductions
- Introduction to cardinal numbers
- Introduction to ASL name signs: <http://www.americandeafculture.com/name-signs.html>

##### *Readings for today*

- Various lessons in *Signing Naturally*
  - a. Cardinal Numbers 1-10 – Lesson 1:2
  - b. Cardinal Numbers 11-15 – Lesson 1:6
  - c. Cardinal Numbers 16-19 – Lesson 2:2
  - d. Introducing oneself – Lesson 1:5
  - e. Asking Who – Lesson 1:8
- Holcomb, T. 2013. *Introduction to American Deaf Culture*. Ch. 10 “Name Signs” pp. 204-207.

*Assignments due today:* TBA

#### Class Period 2 (Thurs. 9/12/13)

*Culture Component:* ‘deaf’ vs. ‘Deaf’: Competing social constructions;  
Overview of sign language linguistics and Deaf studies  
Professional constructions of d/Deafness and sign language in social work

##### *Readings for today*

- Holcomb, T. 2013. *Introduction to American Deaf Culture*. Chapter 3 “Who are the Deaf People?” pp. 37-60.
- Woodward, J.C. 1982. *How You Gonna Get to Heaven if You Can’t Talk with Jesus: On Depathologizing Deafness*.

*Assignments due today:* Bring to class 3 typed or hand-written questions/comments about each article. Use the questions to facilitate discussion. Hand in the questions to the instructor at the end of class.

### **WEEK 4**

#### Class Period 1 (Tues. 9/17/13)

##### *Language Objectives*

- Introduction to exchanging personal information
- Introduction to focal vocabulary in ASL: <http://www.americandeafculture.com/focal-vocabulary.html>
- English signing systems: <http://www.americandeafculture.com/signed-english-systems.html>

##### *Readings for today*

- Giving Information about Yourself – Lesson 2:1 in *Signing Naturally*
- Holcomb, T. 2013. *Introduction to American Deaf Culture*. Ch. 7 “American Sign Language – The Language of the Deaf Community” pp. 113-131.
- Nomeland M. & R. Nomeland. 2012. *The Deaf Community in America: History in the Making*. “Proliferation of Sign Systems” pp. 119-126.

*Assignments due today:* TBA

Class Period 2 (Thurs. 9/19/13)

*Cultural Component:* Advent of Sign Language Linguistics & Deaf Studies  
Lecture: Key Term, Concepts, and People—i.e., William Stokoe, Father of Sign Language Linguistics; James Woodward’s “Deaf” vs. “deaf”

*Readings for today*

- Padden, C. & Humphries, T. 1988. Ch. 4 “Living in Others’ World.”
- Padden, C. & Humphries, T. 2005. Ch. 6 “Anxiety of Culture” pp. 123-132.

*Assignments due today:* Bring to class 3 typed or hand-written questions/comments about each article. Use the questions to facilitate discussion. Hand in the questions to the instructor at the end of class.

## **WEEK 5**

Class Period 1 (Tues. 9/24/13)

*Language Objectives*

- Review and continue exchanging personal information
- Review focal vocabulary in ASL: <http://www.americandeafculture.com/focal-vocabulary.html>

*Readings for today*

- Various lessons in *Signing Naturally*
  - a. Giving Information about Yourself – Lesson 2:1
  - b. Talking about Leisure Activities – Lesson 2:6

*Assignments due today:* TBA

Class Period 2 (Thurs. 9/26/13)

*Cultural Component:* Guest lecture by Mr. Mike Wynne

*Readings for today*

- TBA

*Assignments due today:* Bring to class 3 typed or hand-written questions/comments about each article. Use the questions to facilitate discussion. Hand in the questions to the instructor at the end of class.

## **WEEK 6**

Class Period 1 (Tues. 10/1/13)

*Activities*

- View film “Sound and Fury” in class.

*Readings for today*

- Holcomb, T. 2013. *Introduction to American Deaf Culture*, pp. 77-79.
- Nomeland, M. & R. Nomeland. 2012. *The Deaf Community in America: History in the Making*, “Auditory Enhancement” pp. 172-174.

*Assignments due today:* TBA

Class Period 2 (Thurs. 10/3/13)

*Activities*

- Class discussion of film, “Sound and Fury.”

*Readings for today*

- Holcomb, T. 2013. *Introduction to American Deaf Culture*, Ch. 12 “The Collision Between Culture and Disability” pp. 243-265.
- Padden, C. & Humphries, T. 2005. *Inside Deaf Culture*. Ch. 8 “Cultures into the Future” pp.163-180.

*Assignments due today:* Bring to class 3 typed or hand-written questions/comments about each article. Use the questions to facilitate discussion. Hand in the questions to the instructor at the end of class.

**Fieldtrip:** *Texas State School for the Deaf Homecoming 4 & 5 October. (details TBA)*

**WEEK 7**

Class Period 1 (Tues. 10/8/13)

*Culture component:* Etiquette for social interaction with Deaf people

*Readings for today*

- Holcomb, T. 2013. *Introduction to American Deaf Culture*. Ch. 10 “Rules of Interaction” pp. 195-222.

*Assignments due today:* Bring to class 3 typed or hand-written questions/comments about each article. Use the questions to facilitate discussion. Hand in the questions to the instructor at the end of class.

Class Period 2 (Thurs. 10/10/13)

*Cultural Component:* Advent of Deaf Culture

*Readings for today*

- Holcomb, T. 2013. *Introduction to American Deaf Culture*. Ch. 5 “Early Definitions of Deaf Culture” pp. 83-95 and Ch. 6 “Deaf Culture Redefined” pp. 97-110.
- Padden, C. & T. Humphries. 1988. *Deaf in America: Voices from a Culture*. Ch. 1 “Learning to be Deaf.” pp. 12-25.

*Assignments due today:* Bring to class 3 typed or hand-written questions/comments about each article. Use the questions to facilitate discussion. Hand in the questions to the instructor at the end of class.

**WEEK 8**

Class Period 1 (Tues. 10/15/13)

Mid-semester ASL exam (covers all material covered up to this point in the course)

Class Period 2 (Thurs. 10/17/13)

Mid-semester in-class exam on Deaf studies (covers all material covered up to this point in the course)

**WEEK 9**

Class Period 1 (Tues. 10/21/13)

*Language Objectives*

- Giving commands and following instructions
- Asking for the meaning of signs based on English terms or concepts

*Readings for today*

- Various lessons in *Signing Naturally*
  - a. Giving Commands: Objects in the Classroom – Lesson 1:10
  - b. Following Instructions – Lesson 1:11
  - c. Asking What is the Sign – Lesson 2:12

*Assignments due today*

- Identify 5 possible commands and instructions that you would expect to give in any social work-related setting.
- Identify 5 English terms (or phrases) that are commonly used in various aspects of social work practice. These terms are what you would like to know how to sign in ASL.

Class Period 2 (Thurs. 10/24/13)

*Cultural component*

- Appreciating Poetry, Storytelling, Humor, Drama, & Visual Performance in ASL
- View film, “United States of ASL: Poetry & Other Tales”
- View various examples of Deaf Lit at <http://www.americandeafculture.com/american-deaf-culture-textbook.html>

*Readings for today*

- Holcomb, T. 2013. *Introduction to American Deaf Culture*, Ch. 8 “Deaf Lit” pp. 133-168.

*Assignments due today:* Bring to class 3 typed or hand-written questions/comments about each article. Use the questions to facilitate discussion. Hand in the questions to the instructor at the end of class.

**WEEK 11**

Class Period 1 (Tues. 10/29/13)

*Language Objectives*

- More on giving commands and instructions
- More on asking for the meaning of signs based on English terms or concepts
- Specialized ASL vocabulary

*Readings*

- Various lessons in *Signing Naturally*
  - a. Giving Commands: Locations – Lesson 3:2
  - b. Asking What is the Sign – Lesson 3:15

*Assignments due today*

- Bring a list of 5 ASL signs that you learned from one of the YouTube movies listed on Canvas for in-class demonstration and explanation.

Class Period 2 (Thurs. 10/31/13)

*Cultural component*

- Discussion of sign language and d/Deafness vis-à-vis NASW Code of Ethics and other policy statements

*Readings for today*

- NASW Code of Ethics and other policy statements

*Assignments due today:* Bring to class 3 typed or hand-written questions/comments about each article. Use the questions to facilitate discussion. Hand in the questions to the instructor at the end of class.

## **WEEK 12**

### Class Period 1 (Tues. 11/05/13)

#### *Language Objectives*

- More on giving commands and instructions
- Introduction to telecommunication relay services & video-telephones

*Readings for today:* TBA

#### *Assignments due today*

- Identify 5 text-based and/or video-based telecommunications relay services that Deaf people may use to make phone calls to hearing people.
- Identify 5 video-based telecommunication methods that Deaf people may use to communicate with one another.

### Class Period 2 (Thurs. 11/07/13)

#### *Activities*

- View ASL film, “Introduction to American Deaf Culture: Language & Traditions”
- Class discussion

*Readings for today:* TBA

*Assignments due today:* TBA

## **WEEK 12**

### Class Period 1 (Tues. 11/12/13)

#### *Language Objectives*

- Practice sight-translation of forms

*Readings for today:* TBA

#### *Assignments due today*

- Bring a form such as intake forms, medical history forms, food stamp applications, etc.
- Bring a one-page list of questions about how you would “translate” and “explain” filling out the form.

### Class Period 2 (Thurs. 11/14/13)

#### *Activities*

- View ASL films, “Introduction to American Deaf Culture: Identity” and “Introduction to American Deaf Culture: Group Norms”
- Class discussion

*Readings for today:* TBA

*Assignments due today:* TBA

## **WEEK 14**

### Class Period 1 (Tues. 11/19/13)

#### *Activities*

- Final exit individual interviews in ASL

Class Period 2 (Thurs. 11/21/13)

*Activities*

- Final exit individual interviews in ASL

**WEEK 15**

Class Period 1 (Tues. 11/26/13)

*Activities*

- Individual working day to prepare final project

*Readings for today:* None

*Assignments due today:* None

Class Period 2 (Thurs. 11/28/13)

Thanksgiving HOLIDAY – No class

**WEEK 16**

Class Period 1 (Tues. 12/3/13)

Second in-class exam on Deaf studies (covers all material covered up to this point in the course)

Class Period 2 (Thurs. 12/5/13)

*Activities*

- End of term Fun Quiz
- Hand in hard copy of mini-research projects