

LS102

Deaf Culture and Community II

3 Credits

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LS102 Version: 10



Deaf Culture and Community II

Calendar Description

This course builds on Deaf Culture and Community I to provide the student with Deaf cultural and community issues. Students are provided material on Deaf education, service agencies, and advocacy.

Rationale

This is a required course for the American Sign Language & Deaf Culture Studies Certificate Program. Developing strong skills in communication and mindfulness are critical when striving to successfully interact within multi-cultural environments.

It is the expectation that during the duration of this course, and upon graduation, students embody high levels of cultural sensitivity and appropriateness in all professional and community interactions.

Prerequisites

[LS101](#)

Co-Requisites

None

Course Learning Outcomes

Upon successful completion of this course, students will be able to

1. list local and national organizations of and for the Deaf Community.
2. identify the educational experiences for d/Deaf children (inclusion / mainstreaming).
3. assess socio-economic discrepancies among the d/Deaf and hearing communities, including types of employment.
4. describe culturally sensitive issues: political, socio-economic, and cultural versus pathological perspectives.

5. explain how concepts of oppression, audism, stereo-typing, ethnocentrism and privilege have shaped and continue to shape the perspectives about and within the d/Deaf and hearing communities.
6. investigate the similarities and differences of d/Deaf and hearing family dynamics.
7. describe the culture of the Deafblind community.
8. explain the role of interpreters, and attitudes/experiences of Deaf people towards interpreters.
9. identify the different ways in which a "signer" and "interpreter" interact and, as a result, impact interpersonal relationships within the d/Deaf, hearing and interpreting communities.
10. compare the impact of different communication styles.
11. uncover and discuss personal communication styles and tendencies and how they are presented in different situations.
12. develop strategies for making appropriate cultural / communication adjustments to foster successful social and professional interactions.

Resource Materials

Required Text:

Holcomb, T. K. (2013). *Introduction to American Deaf Culture*. New York, NY: Oxford University Press. ISBN: 978 -0-19-977754-9.

Links to any additional course readings, and course-related correspondence, will be provided during class or via email. It is expected that students will take notes during class and check their email regularly to stay abreast of changes and additions to course requirements and schedules.

Conduct of Course

This is a 45-hour course that aims to bring content to life via lectures, videos, facilitated discussions, assigned readings, independent investigation, potential guest and individual in-class student presentations.

In addition to classroom / instruction time, students can plan to spend a minimum of 3 hours per week preparing for class and completing course assignments. Students are expected to be active learners in and out of the classroom including contributing original thoughts and questions to class dialogue, preparing appropriately for each class, and completing all assignments in a timely and professional manner.

Tutors are available at no charge to students with documented learning disabilities. All students who wish to improve their working command of English or course content may participate, at no charge, in peer assisted study sessions - PASS. Other tutoring services, for example ASL, are available at the student's expense. Finally, there are a number of student success resources including one-on-one coaching and support available online at no charge. For more information

on participating in the above-mentioned programs or resources, please contact Lakeland's Accessibility Advisor.

It is expected that all students adhere to the guidelines set forth in the Student Handbook, and the Lakeland College Student Policies & Procedures: <https://www.lakelandcollege.ca/campus-life/rules-regulations-forms/policies-procedures/>.

This is an immersion course, which means that students are expected to use only the language of the classroom, ASL.

Evaluation Procedures

Student progress in this course is evaluated via presentation of chapter reports, in-class presentations, and a progress check. The weighting for each is listed below:

Participation	5%
Chapter Reports	25%
In-class Presentations	45%
Progress Check	<u>25%</u>
Total	100%

Any changes to assignments or due dates are communicated in class and/or via email. Unless otherwise notified by your course instructor, all assignments are due at the beginning of class on the date noted on the course schedule. The course schedule, assignment details, and grading rubrics will be provided in a separate document.

Late Assignments

Late assignments are not accepted; alternate presentation dates are not granted. A high level of content mastery and skill is expected for all assignments.

Should you require accommodations for documented disabilities, meet with Lakeland's Accessibility Advisor. Recommended accommodations must be received at least two (2) weeks prior to scheduled assignments, presentations, and the progress check.

Grade Equivalents and Course Pass Requirements

A minimum grade of C (2.0) is required to pass this course. In addition, students must acquire an overall G.P.A. of C (2.0) to meet graduation requirements. Students are responsible for monitoring their academic progress and requesting assistance as necessary. Students who do not achieve the minimum passing grade are referred to the Registrar and placed on Academic Probation, and required to demonstrate successful completion of course goals, within a specified time period, prior to completion of the program.

Letter	F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Percent Range	0-49	50-52	53-56	57-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.00	4.00

Attendance

Attendance is considered vital to the learning process and as significant to the students' evaluations as are progress checks and assignments, therefore, absenteeism is recorded.

Absence for any reason does not relieve a student of the responsibility of timely completion of course work and assignments.

Should a situation arise when a student knows they will be missing a class, the student is required to notify the course instructor as far in advance as possible. Should the situation involve an emergency, a medical note or other supporting documentation must be submitted to the instructor or the program facilitator within 24 hours of the absence.

Absence from scheduled presentations or the progress check, without a medical certificate / documentation, will be awarded a zero grade.

In the event of an absence, it is recommended that students follow up with a peer first, and then consult the course instructor for any additional clarification or questions regarding material covered.

It is expected that students arrive prior to class start time and are ready to begin class at the scheduled time.

Students arriving after class commences will be considered absent. More than two (2) absences may result in probation. Further absences may result in suspension from the program.

Instructors have the authority to require attendance in classes.

Community Events

To enhance learning and cultural exposure, and to continue development in both expressive and receptive ASL skills, it is strongly recommended that students expose themselves to the variety of signing styles in the community by attending Deaf Community and interpreted events as often as possible.

Course Units/Topics

- Rules of Social Interaction
- The Vibrant Deaf Community
- The Collision Between Culture and Disability
- Diversity in the Deaf Community
- The Universality of the Deaf Experience
- The Future of the Deaf Community
- Perspectives on Deaf Community and Culture
- Cultural and Pathological Views
- Organizations of/for the Deaf
- Deafblind - Hearing Losses, Syndromes and Causes
- Cochlear Implants
- Deaf Education
- Audism/Oppression
- Interpreters



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