



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Sign Language/Interpreter Training 131
Descriptive Title: Perspective on Deafness

Course Disciplines: Sign Language, American

Division: Health Sciences and Athletics

Catalog Description: In this course, students will explore the realm of deafness from both a hearing and deaf perspective. Current topics and issues include sign language, language acquisition, educational trends, experiments and research. Students will gain an understanding of cultural implications of deafness. Causes of deafness and modern technological advances are explored.

Conditions of Enrollment: Recommended Preparation
English B

Course Length: ☒ Full Term ☐ Other (Specify number of weeks):
Hours Lecture: 3.00 hours per week ☐ TBA
Hours Laboratory: 0 hours per week ☐ TBA
Course Units: 3.00

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: ☒ Effective Date: Prior to July 1992
Transfer UC: ☒ Effective Date: Proposed

General Education:
El Camino College:

3 – Humanities

Term:

Other:

CSU GE:

C2 - Humanities

Term:

Other:

D7 - Interdisciplinary Social and Behavioral Science

Term:

Other:

IGETC:

3B - Humanities

Term:

Other:

4G - Interdisciplinary, Social & Behavioral Sciences

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

- At the end of the semester students will have collected and constructed a resource
1. list of agencies, organizations, and web sites that provide services for persons who are deaf or hard of hearing.
 2. Students will list and differentiate major cross cultural components of deaf and hearing societies.
 3. Students will identify and discuss the pros and cons of mainstream settings.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Describe the major causes of congenital deafness and analyze the implications for the individual with a hearing impairment.

Multiple Choice

2. Explore services and programs for deaf individuals.

Laboratory reports

3. Analyze the effects of pre-lingual and post-lingual deafness on the language competency of deaf individuals.

Written homework

4. Evaluate and compare current trends of educating the deaf.

Term or other papers

5. Examine the Education Code and its categories of decibel loss and assess the impact on the placement and service provided to a deaf individual in the school setting.

Completion

6. Examine differences between hearing and deaf individuals.

Term or other papers

7. Examine the role that interpreters play in the advancement of access for individuals with hearing impairments.

Written homework

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	6	I	

			Types of Hearing Loss A. Congenital - pre-lingual B. Acquired - post-lingual C. Causes of deafness and hearing loss
Lecture	6	II	Educational Implications A. Hearing loss and decibel levels B. Educational code of hearing loss C. Resources and services
Lecture	6	III	Audiograms A. Conductive hearing loss B. Sensory neural loss C. Mixed loss D. Hearing aids and technology
Lecture	6	IV	Emotional Perspective of Family and Siblings A. Psychological implications of deafness B. Social implications of deafness C. A healthy family environment
Lecture	6	V	Cultural Implications A. Cross cultural conflicts among hearing and deaf cultures B. 3rd culture issues C. Oppression and cultural constraints
Lecture	6	VI	Language Acquisition A. Deaf child born to a hearing family B. Hearing child born to a deaf family C. Stages of language development for English D. Stages of language development for American Sign Language E. Reading and understanding language.
Lecture	6	VII	Deaf Individuals with Multiple Disabilities A. Ushers syndrome B. Deaf blindness C. Waardenburg syndrome D. Learning disabilities and other cognitive disabilities E. Services available
Lecture	6	VIII	Trends of Educating Individuals With a Hearing Impairment A. Mainstream education B. Oral education and programs C. Residential settings and educational offerings D. Pros and cons of mainstream and residential E. Public Law 94-142 F. Bi-lingual and bi-cultural
Lecture	6	IX	Research and Technology A. Visual media and viable options for communication access B. Communication technologies C. Use of interpreter services D. Communication modes and options E. Sign language systems F. History of sign language
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Research and categorize the behaviors or responses that would be affected due to the lack of hearing as a child grows. Then, in a two-page written essay, compare and contrast these behaviors or responses with those of a person with normal hearing.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Compare and contrast the language deficits of pre-lingual and post-lingual deaf individuals. Write an analysis of how each deficit would affect their psycho-social development.
2. Examine and categorize in a two-page paper the current trends of educating deaf children. Supply specific examples and assess the outcome of each method.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams

Other exams

Quizzes

Term or other papers

Multiple Choice

Matching Items

V. INSTRUCTIONAL METHODS

Discussion

Group Activities

Guest Speakers

Lecture

Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Answer questions

Required reading

Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Paul Ogden. THE SILENT GARDEN. Gallaudet University Press, 1996.

Qualifier Text: (Discipline Standard),

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Course Recommended Preparation English-B	

D. Recommended Skills

Recommended Skills
Substantial writing skills are required. ENGL B - Read and apply critical thinking skills to pre-collegiate texts for the purposes of writing and discussion. ENGL B - Apply appropriate strategies from the writing process to create, compose, revise, and edit drafts. ENGL B - Demonstrate ability to participate in draft-review activities, such as peer review and one-on-one tutorials.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Sandra Bartimromo on 05/09/1979.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 11/21/2016

Last Reviewed and/or Revised by Sandra Bartiromo on 09/01/2015