

Common Course Outline

INTR 121

Deaf Issues: Past and Present

3 Semester Hours

The Community College of Baltimore County

Description

INTR 121- 3 Credits- Deaf Issues: Past and Present explores the contemporary lifestyles of D/deaf and hard of hearing persons and how the issues of culture, education, linguistics, the ramifications of current legislation, advocacy issues and current technology impact and shape the lives of individuals in the Deaf community.

3 credits; 3 lecture hours per week.

Prerequisite: Exemption from or successful completion of (ENGL 052 or ESOL 052 or LVE2 or LVE3 or LVE4) and (RDNG 052 or LVR2)

Overall Course Objectives

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

1. define culture and the process of enculturation in general, and how they relate to Deaf people (I, II, III, V, 1, 2, 3, 5, 6) **(1, 2, 3, 4)**
2. identify and describe cultural and academic institutions/organizations in the Deaf community (I, IV, V, 1, 2, 3, 5) **(1, 2, 4)**
3. differentiate between the pathological and cultural models of research on Deaf people (I, III, V, VI, 1, 2, 5, 6) **(2, 3, 4)**
4. describe and explain why cultural identity is important in the Deaf community (I, III, IV, V, VI, 1, 3, 6, 7) **(1, 2, 4)**
5. identify values and norms of Deaf people in America (I, III, V, 1, 3, 5, 6) **(1, 2, 4)**
6. analyze relationships hearing people have with the Deaf community (III, IV, V, VI, 5, 7) **(1, 2, 3)**
7. describe the origins of American Sign Language and Deaf culture (I, II, 2,3,4,5) **(1, 2, 4)**

8. contrast and compare Krashen's and Cummin's theories on language acquisition in Deaf children (II, III, VI, 1, 2) (2, 3)
9. explain the importance of American Sign Language in Deaf culture (I, III, V, VI, 2, 3, 4, 6) (1, 2, 4)
10. identify and explain at least two principles from "Unlocking the Curriculum" about Deaf education (II, III, 1, 2, 5, 6) (2, 3)
11. cite the theories behind bilingualism in Deaf education (I, II, 1, 2, 4, 5) (2, 3, 4)
12. trace the history of the American Deaf community from Europe to the United States (I, II, 1, 2) (1, 2, 4)
13. name and describe the significant laws that have impacted the lives of Deaf people (I, II, V, 2, 5, 6) (2, 3, 4)

Major Topics

- I. Perspectives on Deaf people
- II. Paradigm shift/diversity
- III. Deaf community/Deaf culture
- IV. Language/identity
- V. Families/culture
- VI. Deaf education issues
- VII. Legal issues

Course Requirements (VII)

Grading procedures will be determined by the individual faculty member and will include the following:

1. Completion of all assigned readings and homework
2. A major class project will include research on a particular group within the Deaf community, an interview with a Deaf person from the selected community and a class presentation
3. One-minute papers are required after every class to communicate questions, concerns or other feedback to the instructor
4. A minimum of 4 quizzes
5. A midterm and a final examination

Other Course Information

Individual faculty members may include additional course objectives, major topics, and other course requirements to the minimum expectation stated in the common Course Outline.

The Community College of Baltimore County is committed to providing a high-quality learning experience that results in growth in knowledge, attitudes, and skills necessary to function successfully as a transfer student, in a career and as a citizen. To accomplish this goal, we maintain high academic standards and expect students to accept responsibility for their individual growth by attending classes, completing all homework and other assignments, participating in class activities and preparing for tests.

We take seriously our responsibility to maintain high-quality programs and will periodically ask you to participate in assessment activities to determine whether our students are attaining the knowledge, attitudes and skills appropriate to various courses and programs. The assessment activities may take many different forms such as surveys, standardized or faculty-developed tests, discussion groups or portfolio evaluations. We ask that you take these activities seriously so that we can obtain valid data to use for the continuous improvement of CCBC's courses and programs.