**LIN 203 Introduction to the Deaf World**  
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Office hours: by appointment

**Required books/materials:**
3. Supplemental readings posted on Blackboard and in class
4. Access to a computer for media and readings

**Schedule:**  
*Class schedule and assignments are subject to change when necessary, i.e. inclement weather or class cancelations. Students will be notified of any changes made.*

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<th>Week</th>
<th>Date</th>
<th>Class Topic</th>
<th>Reading Assignment</th>
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<td>9/09</td>
<td>Course Overview</td>
<td>Syllabus</td>
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<td>What is Identity?</td>
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<td>9/16</td>
<td>What is Identity?</td>
<td>Handout: Sources of Identity</td>
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<td>Diversity Consciousness</td>
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<td>9/23</td>
<td>Identity &amp; the Power of Deaf Labels</td>
<td>Leigh, Ch. 1</td>
<td>Discussion Notes #1</td>
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<td>Reflective Group Discussion</td>
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<td>9/30</td>
<td>Deaf Identities in the Community Historical Perspectives</td>
<td>N &amp; N, Ch. 1 &amp; 2</td>
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<td>10/07</td>
<td>Deaf Identities: Perspectives from Theory and Research</td>
<td>Leigh, Ch. 2 &amp; 3</td>
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<td>Beyond Category: The Complexities of Deaf-Hearing Identity</td>
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<td>6</td>
<td>10/14</td>
<td>NO CLASS, Fall Break</td>
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| 7 | 10/21 | **Family & School Creating Identities**  
Reflective Group Discussion | Leigh, Ch. 4 | Discussion Notes #4  
Cultural Discussion on FB  
- have 2 or 3 up by now |
| 8 | 10/28 | **What’s in a Language?**  
Reflective Group Discussion | N & N, Ch. 5  
Readings on BB | Discussion Notes #5 |
| 9 | 11/04 | **The Influence of the Past**  
Reflective Group Discussion | Leigh, Ch. 5  
N & N, Ch. 3 | Discussion Notes #6 |
| 9 | 11/11 | **NO CLASS, Veteran’s Day** | | |
| 10 | 11/18 | **Stigma, Oppression, Resilience and Deaf Identities**  
**Not Just Deaf or Hard of Hearing**  
Reflective Group Discussion | Leigh, Ch. 6 & 7 | Discussion Notes #7 |
| 11 | 11/25 | **Becoming an Ally**  
Reflective Group Discussion | Readings on BB  
Social Engagement Paper due on BB |
| 12 | 12/02 | **The Influence of Technology**  
Reflective Group Discussion | Leigh, Ch. 8  
Readings on BB 146-165 | Discussion Notes #9 |
| 13 | 12/09 | **Future of Deaf Culture and Community**  
Reflective Group Discussion  
**Overall Course Discussion** | Readings on BB | Discussion Notes #10  
Becoming an Ally: Reflective Essay  
Cultural Discussion Qs all turned in on FB |
| 14 | 12/16  
1:30-5:30 p.m. | **Final Presentations- Rm 410, ASL Lab/Deaf Space, Science Building, Wing A** | | |

**Course Requirements:**  
Social Engagement and Response paper  
- 12 points  
Guest Speaker and Response paper  
- 18 points  
Group Discussion/Discussion Notes (10)  
- 20 points  
Cultural Discussion questions/comments (6)  
- 10 points  
Reflection essay  
- 10 points  
Final project**  
- 30 points  

**Total points**  
- 100 points

**Learning Outcomes**  
Upon completion of the course, the student should be able to:  
1.) Provide general characteristics and examples of Deaf American culture and community  
2.) Explain and identify certain linguistic aspects of American Sign Language (ASL)
3.) Discuss three examples of how Deaf Americans experience cultural and linguistic oppression
4.) Read and discuss critically different issues that arise in the Deaf community within mainstream society

**Student requirements**
1.) Attend class meetings and participate in class activities
2.) Adhere to all policies in syllabus and for classroom communication, respecting Deaf culture and ASL norms.
3.) Complete all assignments by due dates

**Assignments**

**Social Engagement and Response paper (12% of the grade)**
As part of this class, you will be provided with opportunities to engage with the ASL-speaking, Deaf community in Maine that is the focus of this course. These activities include volunteer work, attending events in the Deaf community such as Deaf Culture Festival (Sept. 28, 9:00 a.m. to 4:00 p.m. at Baxter School for the Deaf, more details on this in class), ASL-POW! which is an ASL storytelling event, or Deaf Bowling, among others. You are not expected to know ASL to attend these events but you’ll be expected to engage with other Deaf people, using ASL or gestures, and to observe different aspects of Deaf culture. A response paper reflecting on your experience and observations is required. A rubric will be provided on BB.

**Guest Speaker questions and response paper (18% of the grade)**
We will have at least three (maybe more) guest speakers this semester. In preparation for the speaker’s talk, you will have 2 questions based on what we’ve learned in class or from the books written on index cards. Indicate your name and which book/chapter(s) your questions are based on the card. Be prepared to ask the speaker these questions. Keep a copy of these questions for yourself when you write your response paper. Your response paper will reflect on what the speaker shared with us, your observations, what you learned, and how their talk connected with something discussed in class or in the books. The paper will be due the following week after the speaker’s talk. A rubric will be provided on BB.

**Group Discussion/Discussion Notes (10 Discussion Notes; Participation in Group Discussions, 20% of grade)**
We will have weekly group discussions which will discuss a question or topic given by the instructor. Your participation is noted as ‘good’ (1) or ‘poor’ (.5). For 10 group discussions, write up ‘discussion notes’ on one index card with 3 questions/comments on the reading for that week to discuss with the group, which will be turned in at the beginning of class. Please have your name, discussion #, and date on the card. It is suggested that you make a copy for yourself for the group discussion. The discussion notes are 1 point each and cannot be made up if you forgot to do them or were not present for the class. See schedule for due dates.

**Cultural Discussion (total of 6 questions and/or comments, 10% of grade)**
We have our own USM Deaf Culture Class FB page at [https://www.facebook.com/groups/375178506364262/](https://www.facebook.com/groups/375178506364262/)
Please send me your email address for Facebook so I can add you to the ‘closed group’ for our FB page. I will post many different news, events, commentaries by others, etc. for you to read. You have to post at least 3 questions AND 3 thoughtful/reflective comments on our FB page (which will end up with at least 6 questions/comments total for the semester). Please tell me when/where you posted so you can get credit for the question/comment.

**Reflective Essay (10% of the grade)**
Students will write a 2-3 page (single-spaced, 11 or 12 Times New Roman font, 1 in. margin) essay at the end of the semester reflecting on how this course has played an important role in forming your identities and in becoming an ally. Alternatively, you may choose to present your essay in ASL in a video.
The goals of this reflective essay are twofold: 1) it should demonstrate how this course has changed the way students think about Deaf people; and 2) students are to explore their personal definition of an ally. In 2-3 pages, students will answer the following questions:

- Explain what an ally means to you.
- What does it mean to be an effective ally?
- Why is being an ally particularly important within society?
- How do you plan on being an engaged ally after completion of this course?

A rubric for the essay will be posted on BB. If you choose to present your reflection in a video, the video must conform to video guidelines posted on BB and will be graded according to a video rubric which will include grading on ASL ‘signancy’. **Total possible points in rubric: 25 points**

**Final Presentation (30% of the grade)**
Each student will create a presentation in a format of their choosing, i.e. artwork, powerpoint presentation, poster, skit, etc... We will do this in the Deaf Space/ASL Lab in the Science Building, Wing A, Room 410 which will be reserved for this presentation with time slots for students to present their project. This presentation has to be presented for at 10 minutes to the instructor and at least one other student. Everyone has to present and attend at least one. You are expected to fill out a summary/comment form on the presentation that you attend. For your presentation, you will turn in a handout with a summary and three-four bullet points that highlight your presentation. A rubric will be posted on BB. **Total possible points in rubric: 25 points**

**Snow-day assignments**
Since this is winter and we may have a day or two where the campus is closed due to inclement weather. However, we will do a snow-day assignment that can help supplement what we missed in class. I will assign a video for you to watch and each person will post a question and a response to another student’s question or comment on our BB account, which will have a Group Discussion link for us to join. The question/comment must be posted on the BB Group Discussion within one week of the snow day. **2 points for each snow day assignment given.**

**The percentage for the final project grade will be adjusted depending on how many snow-days we get. For example, if we have 2 snow-days, the Final project will be worth 26%.**

**Extra credit**
I am willing to discuss the possibility of an extra credit assignment. I will allow up to two extra credit assignments. We can discuss what kind of assignment would be the best fit but I am very enthusiastic about any extra credit assignments involving a Deaf or ASL event.

**Guest Speakers-** we will have a few guest speakers this semester. Please welcome them and participate in discussions with them, asking them thoughtful, reflective questions based on what you’ve learned so far in class. A response paper after each presentation is required. The dates of the speakers will be announced as soon as they are confirmed with the instructor.

**Communication and cultural guidelines:**

**Intercultural Communication**
The ability to communicate in ASL and/or spoken English is viewed as an important intercultural communication skill, and one that supports the need for a signing community in any setting. Since this
course will be interpreted either in ASL or spoken English, the following guidelines, which are not meant to be all-inclusive, indicate expectations for each class session:

a. The sole purpose of interpreters in the classroom is to facilitate the flow of intercultural communication between those who use ASL and those who use Spoken English.

b. The role of interpreters is to effectively convey classroom information quickly and accurately between the professor and students in either spoken English or ASL. The task is complex and dynamic because of the cognitive demands of the interpretation process. Interpreters must wait until they have heard a sufficient portion of the information before they can convey the information. This period of time is known as ‘interpreters’ lag time.’

c. Research shows that even the best interpreters cannot convey 100% of all classroom communication. There may be obstacles that can get in the way of effective communication that happens in class. As a result of these obstacles, an interpreted learning experience is simply not the same for those who can hear. In other words, learning through an interpreter is different and may be difficult for some students.

d. In question-and-answer periods, the students will raise their hand, be recognized, and ask the question to the professor. The interpreter will sign the question to the professor, and then voice the response back to the students.

e. If students have difficulty understanding the interpreters, they should interrupt the professor at any time for clarification or repetition.

f. Should students want to communicate in ASL, they must use sign-order rather than word order. However, depending on the level/proficiency of ASL, the professor may ask students to refrain from using ASL and to use interpreters.

g. Students will try not to sign and speak at the same time. This is called simultaneous communication or its term variants (SimCom and/or sign-supported speech). This marginalizes both languages and information will be lost in one or both languages, leading to an unequal exchange of communication.

h. Students will remember that carrying on a conversation in only spoken English when in the presence of a Deaf person is considered culturally rude and offensive.

i. Electronic use in classroom- Please refrain from using any electronic devices such as smartphone, iPads/tablets, or laptops. It is considered culturally rude in the Deaf culture and is visual noise for the instructor (and quite possibly, audio noise for others in the class). If you require the use of a laptop for accommodations, please let the instructor know beforehand.

**Course and University policies:**

**Non-Discrimination Policy**
The University of Maine System does not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status, gender expression, national origin, citizenship status, age, disability, genetic information, or veteran’s status in employment, education, and all other programs and activities. Please contact Annie Parker, Interim Director of Equal Opportunity at 207-592-3618 and/or amie.parker@maine.edu To report an incident occurring within an academic context, contact the Dean of Students.
DISABILITY ACCOMMODATIONS
The university is committed to providing students with documented disabilities equal access to all university programs and services. If you think you have a disability and would like to request accommodations, you must register with the Disability Services Center. Timely notification is essential. The Disability Services Center can be reached by calling 207-780-4706 or by email dsc-usm@maine.edu. If you have already received a faculty accommodation letter from the Disability Services Center, please provide me with that information as soon as possible. Please make a private appointment so that we can review your accommodations.

COUNSELING
Counseling is available at USM. The best way to schedule an appointment is to email usm.health@maine.edu. More information is available at https://usm.maine.edu/uhcs.

TITLE IX
The University of Southern Maine is committed to making our campuses safer places for students. Because of this commitment, and our federal obligations, faculty and other employees are considered mandated reporters when it comes to experiences of interpersonal violence (sexual assault, sexual harassment, dating or domestic violence, and stalking). Disclosures of interpersonal violence must be passed along to the University’s Deputy Title IX Coordinator who can help provide support and academic remedies for students who have been impacted. More information can be found online at http://usm.maine.edu/campus-safety-project or by contacting Sarah E. Holmes at usm.TitleIX@maine.edu or 207-780-5767. If students want to speak with someone confidentially, the following resources are available on and off campus: University Counseling Services (207-780-4050); 24 Hour Sexual Assault Hotline (1-800-871-7741); 24 Hour Domestic Violence Hotline (1-866-834-4357).

Attendance- Regular class attendance is expected as this is an highly interactive class. If you have two unexcused absences, the grade will decrease by 10%. If you have 6 or more unexcused absences, you will not pass the class. Excused absences are reserved for extreme illness, hospitalization, doctor’s visit, death in family, military deportation, court dates, etc.. Documentation of the absence must be provided and you must contact the instructor BEFORE the class to let them know you will not be attending class. If you show up for class at least one hour late, or leave class early at any point during class, you will be marked as being absent from class.

You are responsible for material covered during missed classes and for any assignments due, regardless of the reason for the absence. Points missed due to unexcused absences cannot be made up.
For high school students only- if scheduled breaks and holiday observances for your school conflict with those for USM, the USM schedule takes precedence. If you choose to be absent from the class during your high school breaks, the absence will be **unexcused**.

Absence for Religious Holy Days: The University of Southern Maine respects the religious beliefs of all members of the community, affirms their rights to observe significant religious holy days, and will make reasonable accommodations, upon request, for such observances. If a student’s religious observance is in conflict with the academic experience, they should inform their instructor(s) of the class or other school functions that will be affected. It is the student’s responsibility to make the necessary arrangements mutually agreed upon with the instructor(s).

Academic Honesty
All of your work is expected to be your own. You are expected to adhere to the University of Southern Maine honor code. Any violation of the Honor Code as outlined in the Student Handbook will be reported and be grounds for disciplinary action. Prohibited behavior includes but is not limited to:
a.) copying from others;
b.) using notes or whispering during quizzes and exams; 
c.) fabrication of information; submission of work prepared for other classes; 
d.) permitting other candidates to copy from or otherwise use your work;  
e.) copying/pasting from the internet for homework or papers, among others not mentioned here.

Plagiarism is a serious issue and we take it very seriously here at University of Southern Maine. If any of your written work is found to contain instance(s) of plagiarism, the assignment will be given a ‘0’ and may be reported to the Dean of Students.

Please check with me if you have any doubts about whether you’ve cited a work correctly in your paper BEFORE it is due! You may also go to the Tutoring Center, Portland Learning Commons (2nd Floor, Glickman Library), (207) 780-4228 or Gorham Learning Commons (1st Floor, Bailey Hall Library, (207) 780-5345 (http://usm.maine.libguides.com/writing) for assistance in writing your paper and checking your citations.

Learning Commons and Tutoring  
Tutoring services include writing, critical reading, academic coaching, study skills and time management. Walk-in tutoring is available at the Glickman Library in Portland, the Gorham Library, and the LAC Writing Center. For best service, we recommend making an appointment at https://usm.maine.edu/learningcommons/schedule-tutoring-appointment. Questions about tutoring should be directed to Paul Dexter at 207-780-5577.

Participation- You are expected to read articles before class and to be prepared to discuss them during class. Respectful engagement is important so that everyone feels safe to discuss their views. Part of participation is meeting with the instructor when you need help. Please feel free to meet with me during office hours or by appointment.

Assignments- All assignments are to be completed and submitted on the due date. Points will be deducted if one day late and then again if two days late. The assignment will receive a ‘0’ if submitted 3 or more days late, unless proper documentation and discussion with the instructor has been conducted.

Electronics in the classroom  
Use of cell telephones, pagers, text-messaging devices, iPads, and laptops is a visual (and quite possibly an audio) distraction and diverts one’s attention away from what is being taught. It’s also considered rude in Deaf culture to not look at the person signing. For that reason, it is expected that you refrain from using these in the classroom at all times. Students using a cell phone or texting will be requested to turn off their cellphones one time before the instructor places it on the table. If there is an emergency situation where you are expecting a text or call, please notify the instructor upon entering the class and ask permission to leave the class when the message comes through. We appreciate your consideration and thoughtfulness in this regard. If a student continues to use their cellphone during class, the instructor may place your cellphone on the table or ask you to leave.  
**If your accommodations require the use of a laptop during class, please provide documentation from the Disability Services Center.**