

University of Manitoba
Faculty of Education
Department of Educational Administration, Foundations and Psychology
EDUA 5740 - Recent Developments in Educational Psychology:
Literacy Development in Deaf/Hard of Hearing Learners
Summer 2014

Instructor: Charlotte Enns
Room 428 Education Building
474-9029 (office/voice mail)
charlotte.enns@umanitoba.ca
website: <http://home.cc.umanitoba.ca/~ennscj>

Class Times: July 2 – 11, 2014
Daily (Monday – Friday, and Saturday, July 5), 8:30am - 12:00pm, plus July 8, 10, & 11, 12:30 – 4:00 p.m.

Office Hours: Daily 4:00 – 5:00pm, or by appointment.

Text Book: Reading Package – available from UM Bookstore

Course Description:

This course will build students' understanding of the current theories and research regarding language and literacy development in students who are deaf/hard of hearing. Knowledge will be applied to teaching strategies that maximize the strengths and abilities of students so that they fulfill their potential as language and literacy learners. Particular emphasis will also be placed on the unique aspects of assessing literacy development in deaf/hard of hearing students.

Grading:

95 - 100	A+	75 - 79	C+
90 - 94	A	70 - 74	C
85 - 89	B+	60 - 69	D
80 - 84	B	0 - 59	F

Course Requirements:

Assignment	Points	Due Date
Responses to Readings	20 (2 x 10)	July 3 and 5
In-class Activities	20 (2 x 10)	July 2 and 4
Student Profile/Report	60 (Assessment – 30; Goals – 20; Progress – 10)	July 14
TOTAL	100	

Responses to Readings:

Daily readings will be assigned throughout the course. On two occasions you will be required to complete a written response to the article/chapter you read. The due dates (July 3 and 5) have been set to ensure that you complete the required reading prior to initiating the practical (teaching) portion of the course. Responses should not merely summarize what you read. You must analyze the information in light of your own experiences and any previous reading you have done on the topic. If you find the information confusing or if it raises questions for you, then these issues should be clearly outlined. If you agree with the arguments presented, say so and support your perspective with good reasons and examples. Each of your responses should be 3 – 5 pages (typed, double-spaced) in length and is worth 10 points. The responses should reflect your own opinions and interpretations – research citations are not expected.

In-Class Activities:

The purpose of these assignments is to get you to apply your understanding of the topics introduced and participate actively in learning. During two classes (July 2 and 4) time will be provided for you to complete an activity in pairs, small groups or individually to express your learning. The exact nature and criteria for these activities will be defined in more detail in class. Each activity will be worth 10 points.

Student Profile/Report:

This is the major assignment for this course, and will be a joint assignment with EDUA 5730 Listening and Speaking with Deaf/Hard of Hearing Learners (for those students enrolled in both courses). The assignment will be based on a child that you will be assigned to work with during the final 5 days of the course (July 7 – 11).

The practical experiences will generally be structured to provide some preparation time prior to working directly with the child for two 45 minutes sessions (separated by a 15 minute snack break), and followed by a de-briefing session with the instructor. During these sessions you will be expected to complete formal and informal assessments of the child's speaking, listening, signed language, and literacy skills (as appropriate); determine several goals for the child in each of these developmental areas; and implement play activities to teach these skills. More specific guidelines for each of these tasks will be provided during the course.

This assignment will include all the information you compile as you work with the child over the five days of the summer program. Marks for the assignment will be determined in the following categories:

- Assessment (including administration, interpretation, and writing up of results) – 30
- Goals (including determining appropriate targets and measurable outcomes) – 20
- Progress (including accurate description and interpretation of responses/changes) – 10
- Total Marks = 60

General Comments:

If you require any modifications to ensure your full participation in this course, please talk to me as soon as possible.

Class Participation - You are expected to attend classes, participate in activities, and contribute to the overall learning process. In particular, you will be expected to take an active role in class discussions. To meet these requirements it will be necessary for you to keep up with the assigned readings and be prepared to identify and analyse the key points that are raised.

U of M Policies - The University of Manitoba requires that I draw attention to University policies regarding academic dishonesty (e.g., plagiarism, cheating), incompletes and assignment grades. Please refer to the general calendar for further details.

People First Language - Although many students experience labelling in our school system it remains up to us as teachers and caring citizens to remember that behind every label is a person. Please remember to use "people first" language in references to people with a disability or from a cultural group and not to use terms such as "autistics" or "the Filipinos" ("people with autism" or "the Filipino community" would be more appropriate).

Excuses, Late papers - All assignments must be completed in order to pass the course. Assignments delivered late without prior permission will be penalised 5% a day. Please feel free to call and discuss any extensions or difficulties you are having before the final date to submit your paper.

Course Schedule

DATE	TOPIC	READINGS/ASSIGNMENTS
July 2	Introduction to the Course Language Development (Review) Brown's 14 Grammatical Morphemes	McLean (135-182) Goldin-Meadow (31-40) In-Class Activity #1
July 3	Theories of Reading/Literacy Phonological Awareness/Emergent Literacy Application to DHH Readers	Kamhi & Catts (1-49) Kuntze, Golos & Enns Response to Reading #1
July 4	Assessment – Vocabulary, Reading, Writing, ASL	Paul (275-297) In-Class Activity #2
July 5	Teaching Strategies – Vocabulary	Hoffmeister (143-163) Response to Reading #2
July 6	No class – Sunday	
July 7	Tutoring Morning 8:30 – 9:30 – Preparation 9:30 – 10:15 – Session 1 (Free Play) 10:15 – 10:30 – Snack 10:30 – 11:15 – Session 2 (Language Sample) 11:15 – 12:00 – De-Briefing	
July 8	Tutoring Morning – Assessments Afternoon – Teaching Strategies - Guided Reading/ LA Activity Kits	Schirmer (132-179)
July 9	Tutoring Morning – Targeted Teaching Activities	
July 10	Tutoring Morning – Targeted Teaching Activities Afternoon: Teaching Strategies – Language Experience/ Process Writing	McNally, Rose & Quigley
July 11	Tutoring Morning – Targeted Teaching Activities Afternoon: Wrap-Up – Sharing Case Studies	
July 14	Student Profile/Report due	