**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** Deaf History; SL 360 4 Cr.

**Home Department:** Clinical Science Department / Speech, Language, Hearing Sciences

**Department Chair Name and Contact Information** (phone, email):

Dr. Paul Mann: (906) 227-2338, [pmann@nmu.edu](mailto:pmann@nmu.edu)

Rebecca Estelle: (906) 361-6601, [rebresse@nmu.edu](mailto:rebresse@nmu.edu) (Instructor)

**Expected frequency of Offering of the course** (e.g. every semester, every fall):

SL 360: projected to an online WEB format for the full 12 weeks of summer/spring semester. Possibly Fall/Winter semesters?

**Official Course Status**: Has this course been approved by CUP and Senate? YES

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

**A. Overview of the course content**

SL 360 Deaf History covers specific historical events related to deafness within the minority communities of the Deaf in Europe as well as in the United States.

Exploring Deaf history from United States, Great Britain, France, and Germany during the Eighteenth Century to present. Significant historical events, discoveries, and the history of civil movements all related to deafness researched and covered in this course. Topics explored are (but not limited to) Education of the Deaf; Martha’s Vineyard Deaf History; The Congress of Milan; Eugenics and Deafness; The Golden Age; Deaf people and WWII; Technology and Media Deaf History.

SL 360 Deaf History counts toward the Deaf Studies Certificate program.

**B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes**

Students will gain knowledge of the history of Deaf education from its inception to present.

Students will gain an understanding of specific historic events, related to deafness: German Deaf people in Berlin under Hitler’s rule; Deaf Jews and racial hygiene (1933-1945).

Students will gain understanding of Deaf history as it unfolds through specific world politics, medicines, and civil rights movements in relation to deafness.

Students’ research and document historical inventions and scientific discoveries by Deaf people whose contributions influence world histories.

**C. Describe the target audience (level, student groups, etc.)**

SL 360 Deaf History is to be a 300 level course of study at 4 credits. The target audience instructed in a WEB format for the full 12 weeks of summer semester

**D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)**

This particular course has the potential of counting as a World Cultures course for General Education credits required. Offering SL 360 / Deaf History will offer another platform for potential students to gain knowledge of the minority Deaf community and allow exploration options to study and major in programs offered in the Speech Language and Hearing Science department.

**E. Provide any other information that may be relevant to the review of the course by GEC**

* Students will research, review, identify and record the history of formal Deaf education from its inception to present. i.e. Britain, France, Germany and United States
* Students will research, identify and debate historical outcomes throughout Deaf history as it unfolds through specific world politics, medicines, and civil rights movements in relation to deafness vs. audism.
* Students will examine and critique information from assigned readings and videos to glean comparative information and enlightened perspectives from the authors and presenters of the target historical events.
* Students will research, identify and evaluate bibliographies of historical and contemporary D/deaf people whose contributions impacted world, regional and local histories and futures for the greater-good.

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | *Task Type:* Individual and peer to peer weekly posted questions board, over assigned literature; subjected to rubric analysis independent of grading scale. The evidence dimension assessment via frequency of participation and relevance to content of research and discussion.  Individual Writing RUBRIC (added in syllabus)  *Frequency:* Weekly, throughout duration of the course (week 1 through week 12)  *Overall Grading Weight:* ~ 30 % of the overall grade.  *Expected Proficiency Weight:* The criterion level of proficiency is 75% |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | *Task Type:* Individual essay papers / projects, over assigned literature; subjected to rubric analysis independent of grading scale. The integrated dimension assessment by student’s ability to draw conclusive comparisons and/or contrasts from assigned weekly literature, cumulative readings and additional research to support topics presented in assignments.  Individual Writing RUBRIC (added in syllabus)  *Frequency:* Bi-weekly, throughout duration of the course (week 2 through week 10 & week 11)  *Overall Grading Weight:* ~ 26 % of the overall grade.  *Expected Proficiency Weight:* The criterion level of proficiency is 75% |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | *Task Type:* Students participate in small group and whole course presentations: written research and technical media presentations; subjected to rubric analysis independent of grading scale. The evaluated dimension assessment by the quality of the research papers and the media presentations, incorporating key topics from assigned readings, perspectives from community of study, and supportive research to target assignment goals and debates.  Group Project and Writing RUBRIC (added in syllabus)  *Frequency:* Bi-weekly small group and one final week whole course project: weeks 2, 4, 6, 8, 10 and whole course project in week 12.  *Overall Grading Weight:* ~ 35 % of the overall grade.  *Expected Proficiency Weight:* The criterion level of proficiency is 75% per assignment. |

**PLAN FOR LEARNING OUTCOMES  
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of cultural worldview frameworks** | Knowledge of elements important to members of another culture | Based from the *INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRICS:*  *Task Type:* Individual essay papers / projects, assigned literature, partner debate forums, student/instructor journals; subjected to rubric analysis independent of grading scale. The knowledge of cultural worldview frameworks dimension assessed by student’s ability to draw conclusive comparisons and/or contrasts from assigned weekly literature, cumulative readings and additional research to support topics presented in assignments.  Individual Writing RUBRIC (added in syllabus)  *Frequency:* Weekly, throughout duration of the course  *Overall Grading Weight:* ~ 67 % of the overall grade.  *Expected Proficiency Weight:* The criterion level of proficiency is 75% |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | Based from the *INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC*  *Task Type:* Individual essay papers / projects review assigned literature, instructor/student journals, debate forums, video media critiques; subjected to rubric analysis independent of grading scale. The intercultural awareness dimension assessed by student’s ability to draw conclusive comparisons and/or contrasts from assigned weekly literature, cumulative readings and additional research to support topics presented in assignments.  Individual Writing RUBRIC (added in syllabus)  *Frequency:* Weekly and bi-weekly, throughout duration of the course (week 2 through week 10 & week 11)  *Overall Grading Weight:* ~ 83 % of the overall grade.  *Expected Proficiency Weight:* The criterion level of proficiency is 75% |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | Based from the *INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC*  *Task Type:* Group essay papers / projects, over assigned literature and evaluated video media, Group specific forums/blogs engagement, followed journal feedback w/instructor; subjected to rubric analysis independent of grading scale. The intercultural engagement dimension assessed by student’s ability to draw conclusive comparisons and/or contrasts from assigned weekly literature, cumulative readings and additional research to support topics presented in assignments.  Group Project and Writing RUBRIC (added in syllabus)  *Frequency:* Weekly and Bi-weekly, throughout duration of the course (week 2 through week 10 & week 11)  *Overall Grading Weight:* ~ 59 % of the overall grade.  *Expected Proficiency Weight:* The criterion level of proficiency is 75% |
| **Ethical Issue Recognition** | Awareness of ethical issues as they relate to cultures | Based from the *INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC*  *Task Type:* Individual essay papers / projects, over assigned literature; subjected to rubric analysis independent of grading scale. The ethical issue recognition dimension assessed by student’s ability to draw conclusive comparisons and/or contrasts from assigned weekly literature, cumulative readings and additional research to support topics presented in assignments.  Individual Writing RUBRIC (added in syllabus)  *Frequency:* Bi-weekly, throughout duration of the course (week 2 through week 10 & week 11)  *Overall Grading Weight:* ~ 90 % of the overall grade.  *Expected Proficiency Weight:* The criterion level of proficiency is 75% |

**SL 360 / Deaf History**

**Course Syllabus**

**Instructor**: Rebecca Estelle

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| --- | --- |
| Office Phone | 906-227-2125 |
| Office Address | WS #2613 |
| Mailbox | WS #1513 |
| Email | rebresse@nmu.edu |
| Fax |  |

**Prerequisites**: None

**Course Description**

Exploring Deaf history from United States, Great Britain, France, and Germany during the Eighteenth Century to present. Significant historical events, discoveries, and the history of civil movements all related to deafness are covered in this course. Topics covered are (but not limited to) Education of the Deaf; Martha’s Vineyard Deaf History; The Congress of Milan; Eugenics and Deafness; The Golden Age; Deaf people and WWII; Technology and Media Deaf History.

**Required Texts**:

1. *Deaf Education in Europe: The Early Years*, by Henk Betten, 2013
2. *Everyone Here Spoke Sign Language: Hereditary Deafness on Martha’s Vineyard*, by Nora Ellen Groce, 1985
3. *When the Mind Hears: History & Laurent Clerc*, by Harlan Lane
4. *Deaf People in Hitler’s Europe,* by D. F. Ryan and J. S. Schuchman, ISBN 978-1-56368-201-8 (Electronic)

Most text are available via electronic text, however, hardcopy text ordered through the NMU bookstore at [www.nmubookstore.com](http://www.nmubookstore.com) .

**Overall Course Objectives and Learning Outcomes**

Upon completion of the course, the student will be able to:

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| Learning Objective | Learning Activities | Evaluation of Leaning Outcomes |
| Students will research, review, identify and record the history of formal Deaf education from its inception to present.  i.e. Britain, France, Germany and United States | Various literature readings and writings required by individual students each week.  Students are to participate in student/instructor Weekly Questions Board (WQB): three questions posted by instructor over weekly assigned literature. Students are required to address all three WQB.  Students are required to participate in six (6) student-to-student (S2S) weekly postings targeting key topics; focus assigned weekly readings.  Weekly Individual Paper  Small group projects assigned and executed bi-weekly. | Students will document a glossary of target vocabulary, focusing on specified historical events and pertinent people from each assigned reading throughout course.  Students will create a timeline illustrating important occurrences, of target achievements and trials along with corresponding historical events of world history;  Students will demonstrate weekly, individual level of comprehension by writing and corresponding online in essay assignments, course forums with peers, and course journaling with instructor.  Students will apply comprehension of topic contents through online participation in traditional true / false / multiple-choice assessments.  All assignments will be evaluated according to the given course rubrics and weekly outcome goals.  All research and documented writings cited in accordance with APA rules. |
| Students will research, identify and debate historical outcomes throughout Deaf history as it unfolds through specific world politics, medicines, and civil rights movements in relation to deafness vs. audism.  (I.e. Conference of Milan; invention of hearing aids to Cochlear Implants; Deaf President Now | Various literature readings and writings required by individual students each week.  Students are to participate in student/instructor Weekly Questions Board (WQB): three questions posted by instructor over weekly assigned literature. Students are required to address all three WQB.  Students are required to participate in six (6) student-to-student (S2S) weekly postings targeting key topics; focus on assigned weekly readings and research.  Weekly Individual Paper  Small group projects assigned and executed bi-weekly. | Individual assessments: students will write an expository research paper focused on the individual’s choice of historical topic covered in the module’s assigned readings and discussion forums.  Students will demonstrate weekly, individual level of comprehension by writing and corresponding online in essay assignments, course forums with peers, and course journaling with instructor.  Students evaluated through traditional multiple-choice and short answer assessments pertaining to content of study.  Group assignment and assessment: Students will collaborate to organize and illustrate their research findings; identifying debates key historical turning points in politics, medicines, civil rights interrelated to deafness vs. audism;  major turning points within Deaf history of the 1800s. |
| Students will examine and critique information from assigned readings and videos to glean comparative information and enlightened perspectives from the authors and presenters of the target historical events. i.e. videos of Deaf Holocaust Survivors & *Deaf People: Tell Me More* programs. | Various literature readings and writings required by individual students each week.  Students are to participate in student/instructor Weekly Questions Board (WQB): three questions posted by instructor over weekly assigned literature. Students are required to address all three WQB.  Students are required to participate in six (6) student-to-student (S2S) weekly postings targeting key topics; focus assigned weekly readings.  Weekly Individual Paper  Small group projects assigned and executed bi-weekly. | Individual assessments: students will write a comparative / contrast research paper focused on presenters’ vs. authors’ perspectives; using assigned video research and module’s assigned readings along with S2S discussion forums.  Students will research personal choice topic and compose a data-web to illustrate relations between key historical events throughout Deaf history.  Students will collaborate in designated groups to create Webliography summarizing and listing key reference materials to be utilized in final group project (due in week 12) |
| Students will research, identify and evaluate bibliographies of historical and contemporary D/deaf people whose contributions impacted world, regional and local histories and futures for the greater-good.  (I.e. Rockets; Astronomy: Deaf Edison’s Inventions; Light to Talkie Movies; Tele-typewriters; Computers and Internet, etc.)   * Students will research contemporary articles and topics to document “history in the making” about (the) D/deaf “movers and shakers” today. | Various literature readings and writings required by individual students each week.  Students are to participate in student/instructor Weekly Questions Board (WQB): three questions posted by instructor over weekly assigned literature. Students are required to address all three WQB.  Students are required to participate in six (6) student-to-student (S2S) weekly postings targeting key topics; focus assigned weekly readings.  Weekly Individual Paper  Small group projects assigned and executed bi-weekly. | Students will research personal choice topic (from module’s target research) to compose a data-web illustrating relations between key historical events and the instrumental D/deaf people throughout (Deaf) history.  Students will create a timeline illustrating important occurrences, of target achievements of famous D/deaf people corresponding with historical events of world, regional and local (to student’s personal community/ town/state) history.  Group assessment: Students will collaborate to organize and illustrate their research findings; identifying debates key historical turning points in politics, medicines, and civil rights interrelated to deafness vs. audism.  Students will demonstrate weekly, individual level of comprehension by writing and corresponding online in essay assignments, course forums with peers, and course journaling with instructor.  Students will apply comprehension of topic contents through online participation in traditional true / false / multiple choice assessments |

Specific learning objectives identified in each weekly earning module of this class. Assessment of these objectives will include research topics, media research, instructor and peer-to-peer discussions, individual papers, small group projects, and traditional assessment quizzes consistent with course learning objectives. (This will vary by course)

**Technical Skills Required for the Course**

The following skills will aid your success in this online course:

* Basic understanding of the EduCat learning management system. Please view the EduCat tutorials (instruction below) prior to accessing your course. If you encounter problems, please email me or contact the NMU Help Desk at 906-227-HELP.
* Using email with attachments. You have been provided an NMU email address. I will communicate with you outside of EduCat with this address unless you notify me otherwise.
* Creating and submitting files in commonly used word processing program formats or PDF.
* Copying and pasting
* Downloading and installing software

**Course Technologies**

This course is offered through or has components found in EduCat. You may use Firefox, Safari, Google Chrome or Internet Explorer as your browser. To submit assignments, you will need to use Word (.doc, .docx), rtf or PDF format. If you are using WordPerfect, please save your document in Word prior to submitting. To access the technologies used in this course, you will need Adobe Reader and Adobe Flash Player. If your computer doesn’t already have this software, you can go to the Adobe website at <http://www.adobe.com/products/> and download this software at no charge.

**Navigating Your Course in EduCat**

Prior to entering your course in EduCat, you will be required to take an online tutorial. The link to the tutorial will appear the first time that you attempt to enter the course online. Completion is required for further access to the course in EduCat.

In the future, you will then be required to log in by providing your username and password. Once you successfully login to EduCat, you will click on the course. On the course homepage you can click on the various icons:

* Theory for Learning Objectives for each Module, reading assignments, a list of other learning resources such as video links and mini-lectures.
* Application for assignments, quizzes, case studies, clinical applications and discussions.
* Weekly Wrap-up for instructor weekly summary and your reflection postings.

Should you have any questions or concerns regarding the use of EduCAT, please feel free to email your instructor at any time or contact the NMU Helpdesk at 906-227-HELP.

**Announcements**

You are responsible for reading all announcements posted by the instructor in the EduCat Latest News block found in the upper right corner of the course homepage. Please check each time that you log into the course.

**Netiquette**

Netiquette, or Internet etiquette, are guidelines for maintaining civilized, professional and effective communication in online environments and email exchanges. Your instructor will demonstrate appropriate netiquette when interaction with you. Here are some basic rules:

* Written communication will be conducted using standard business English using proper spelling and grammar. Do not use texting shortcuts and abbreviation.
* Keep your question and comments relevant to the discussion topic. If another participant posts a comment or question that is off topic, do not reply. Your instructor will reply in private to the participant.
* Treat other participants in the forum in a polite and respectful manner. Model the same standards of behavior online that you would follow in a face-to-face discussion.
* Do not use ALL CAPS when posting as this is considered “shouting”. Do not “flame” others in a forum, meaning the “act of responding in a highly critical, sarcastic or ridiculing manner”. Your instructor reserves the right to remove posts that are not collegial in nature and/or do not meet netiquette guidelines.

**Expectations**

I plan to offer you a valuable learning experience and expect to work with you to achieve this goal. Here are general expectation regarding this course:

As an instructor, my expectation of each student is that you:

* Commit 6-9 hours/week to reading, assignments, forums/discussions and studying for the course.
* Participate fully and constructively in all course activities and discussions.
* Adhere to deadlines established by the instructor.
* Log into EduCat at least every other day.
* Participate in the evaluation process through your postings in the Weekly Reflections and other feedback opportunities.

As a student, you can expect your instructor to:

* Answer email or phone in a timely manner. With the exception of weekends, I will generally respond to your messages within 48 hours.
* Be available to you for face-to-face appointments as requested.
* Maintain current and accurate course content.
* Resolve any content-related problems within EduCat promptly as they are reported to me.
* Send updates and announcements in a timely manner.
* Return assignments with appropriate feedback typically within one week of due date.
* Treat class members fairly and do my best to accommodate individual learning styles and special needs.
* Keep personal and written communication in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.

**Approximate Semester Schedule**

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| --- | --- | --- | --- |
| Date | Topics | Reading Assignments and Resources | Learning Activities and Quizzes, Due Dates |
| Week 1 | Course Intro.  Ice-breaker personal posting.  Assign Small Groups  **Begin Reading***: Deaf Education in Europe and Laura Bridgman* | *Deaf Education in Europe*  *And*  *Laura Bridgman* (Ref.)  Small Group Learning Charter Template. | Short Essay Quiz over 1st week’s reading assignment.  Students are to create a small group learning charter agreement. 4 pts.  3 Weekly Question Board (WQB) participation w/instructor at 1 pt. ea. |
| Week 2 | Begin discussions of early Deaf history topics through WQB and S2S topic postings.  *Deaf Education in Europe* discussion through WQB and S2S topic postings. | *Deaf Education in Europe*  *And*  *Laura Bridgman* (Ref.) | 3 WQB: 1 pt. ea.  6 Student to Student: 1 pt. ea.  Weekly Individual Project: 8 pts.  *Grading according to Course Rubric*  Weekly Group Project: 10 pts.  *Grading according to Course Rubric* |
| Week 3 | *Deaf Education in Europe*  Discussion of the origins of the settlers and the heritage from countries traveled through WQB and S2S topic postings. | *Deaf Education in Europe* | 3 WQB: 1 pt. ea.  6 Student to Student: 1 pt. ea.  Weekly Individual Project: 8 pts.  *Grading according to Course Rubric* |
| Week 4 | *Martha’s Vineyard*  *When the Mind Hears*  Collaboration of the two readings. Compare and contrast of the recorded histories through WQB and S2S topic postings. | *Martha’s Vineyard and*  *When the Mind Hears* | 3 WQB: 1 pt. ea.  6 Student to Student: 1 pt. ea.  Weekly Individual Project: 8 pts.  *Grading according to Course Rubric*  Weekly Group Project: 10 pts.  *Grading according to Course Rubric* |
| Week 5 | *The Deaf Inventor’s Sound Machine*  Post discussions of early famous Deaf person history topics through WQB and S2S topic postings. | *The Deaf Inventor’s Sound Machine* | Short Essay Quiz #2 over weekly reading.  3 WQB: 1 ps. ea.  6 Student to Student: 1 pt. ea.  Weekly Individual Project: 8 pts.  *Grading according to Course Rubric* |
| Week 6 | *The Deaf Inventor’s Sound Machine*  Post discussions of early famous Deaf person history topics through WQB and S2S topic postings | *The Deaf Inventor’s Sound Machine* | 3 WQB: 1 pt. ea.  6 Student to Student: 1 pt. ea.  Weekly Individual Project: 8 pts.  *Grading according to Course Rubric*  Weekly Group Project: 10 pts.  *Grading according to Course Rubric* |
| Week 7 | *Deaf People in Hitler’s Europe* discussion through WQB and S2S topic postings. | *Deaf People in Hitler’s Europe* | 3 WQB: 1 pt. ea.  6 Student to Student: 1 pt. ea.  Weekly Individual Project: 8 pts.  *Grading according to Course Rubric* |
| Week 8 | *Deaf People in Hitler’s Europe* discussion through WQB and S2S topic postings. | *Deaf People in Hitler’s Europe* | 3 WQB: 1 pt. ea.  6 Student to Student: 1 pt. ea.  Weekly Individual Project: 8 pts.  *Grading according to Course Rubric*  Weekly Group Project: 10 pts.  *Grading according to Course Rubric* |
| Week 9 | *Deaf People in Hitler’s Europe* discussion through WQB and S2S topic postings. | *Deaf People in Hitler’s Europe* | Short Essay Quiz #3 over weekly reading assignment  3 WQB: 1 pt. ea.  6 Student to Student: 1 pt. ea.  Weekly Individual Project: 8 pts.  *Grading according to Course Rubric* |
| Week 10 | *Deaf Gain* discussion through WQB and S2S topic postings. | *Deaf Gain* (Ref.) | 3 WQB: 1 pt. ea.  6 Student to Student: 1 pt. ea.  Weekly Individual Project: 8 pts.  *Grading according to Course Rubric*  Weekly Group Project: 10 pts.  *Grading according to Course Rubric* |
| Week 11 | *Deaf Gain* (Ref.) discussion through WQB and S2S topic postings.  (I.e. Deaf President Now: 1988 to present) | *Deaf Gain* (Ref.) | 3 WQB: 1 pt. ea.  6 Student to Student: 1 pt. ea.  Weekly Individual Project: 8 pts.  *Grading according to Course Rubric* |
| Week 12 | Summary of chosen topics. | Review of Student favorite chosen topics.  Collaboration discussions over favorite topics learned throughout course. | 3 WQB: 1 pt. ea.  Small Group Project: 10 pts.  *Grading according to Course Rubric*  *Small Group Projects combined as whole class project. Media presentation collaboration of student chosen favorite topics.* |

**Course Components**

I anticipate a time commitments of approximately 8-12 hours per week. Students should schedule their time accordingly and apply good time management. I strongly recommend that you do not wait until the last minute to submit your work. This is especially important group assignments where other participants have the opportunity to add to the overall group assignment.

**Grading Policy**

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| --- | --- |
| Percent Total Points | Letter Grade |
| 94-100 % | A |
| 90-93.9 % | A- |
| 87-89.9 % | B+ |
| 84-86.9 % | B |
| 80-83.9 % | B- |
| 77-79.9 % | C+ |
| 74-76.9 % | C |
| 70-73.9 % | C- |
| 67-69.9 % | D+ |
| 64-66.9 % | D |
| 60-63.9 % | D- |
| < 60 % | F |

**Approximate Grading Summary**

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| --- | --- |
|  | Points |
| **Assignments**  Weekly Individual Papers: 8 pts. x 10 weeks  Partner Debate Forums: 8 pts. x 10  Bi-Weekly Group Paper/Project: 10 pts. x 6  Group Charter  Whole Course Project | 80 pts.  80 pts.  60 pts.  4 pts.  50 pts. |
| **Short Essay Quizzes**  X 3 @ 4 pts. | 12 pts. |
| **Forums**  3 Weekly Question Board: 1 pt. ea. X 12 weeks  6 Student to Student Forum: 1 pt. ea. X 10 weeks | 36 pts.  60 pts. |
| **Total Points** =/- | 382 pts. |

**Written Assignment Grading Rubric: Individual Submission**

**Search** NMU’s Deaf Studies Library Guide, OneSearch journals/articles, etc. or the Internet (absolutely no Wikipedia) for correlating issues matching Focus Topic of Weekly Assigned Reading: i.e. Total Communication philosophy

**Review** the content of findings from articles/journals, etc. Compare / Contrast **or** Compare / Support content with course work assigned literature of weekly assigned reading.

**Create** a written essay according to assignment outlined requirements (EduCat Assignment Link) fulfilling the objectives of the following grading RUBRIC:

|  |  |  |
| --- | --- | --- |
| ***Content and Organization*** | ***Points Earned:3*** | **Comments:** |
| All key elements of the assignment covered in a *substantive* way.   1. Focus Topic: 2. Comparison of Content: 3. Contrast **or** Support findings: |  |  |
| The content is comprehensive and accurate |
| Major points stated clearly; supported by specific details, examples, or analysis; and organized logically. |
| ***Readability and Style*** | ***Points Earned: 0/1*** | **Comments:** |
| The tone is appropriate to the content and assignment. |  |  |
| Sentences are complete, clear, and concise. |
| ***Mechanics*** | ***Points Earned: 0/1*** | **Comments:** |
| The paper, including the title page, reference page, tables, and appendices, follow APA guidelines for format |  |  |
| Citations of original works within the body of the paper follow APA guidelines. |
| Rules of grammar, usage, and punctuation followed and spelling is correct. |
| ***Total: 5  Points*** | ***Points Earned:*** | **Comments:** |

Group Project Presentation & Paper Rubric (2 pages)

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| --- | --- | --- | --- | --- |
|  | **4. Distinguished** | **3. Proficient** | **2. Apprentice** | **1. Novice** |
| **Content-Essential Question:** Appropriateness, relevance, details, and examples  Individual Contributions:  Group Collaboration: | All information was accurate and delivered effectively. Subject knowledge was thorough. Extensive details and relevant examples used to answer the essential question. | Subject knowledge was evident.  Information included details and strong examples that provided a clear answer to the essential question. | Information was relevant, but details and examples did not address the essential question. Subject knowledge was evident, but not used to support argument | Information was confusing or irrelevant. Had few supporting details or examples. Did not answer the essential question. Subject knowledge was not sufficient to make successful argument. |
| **Design-Overview:** Color, font, and layout  Group Collaboration: | Used color and fonts to make the project easy to read. Design made the reader want to continue viewing the project. Successfully used design elements such as white space, consistency, and contrast. | Used color and fonts to make the project easy to read. Layout made the project attractive. Used design elements such as white space, consistency, and contrast. | Used too many different fonts and too many colors. Layout made the project hard to read. | Did not change fonts or add color. Did not pay attention to project layout. |
| **Teamwork-Cooperation:** Listens, shares ideas and work, supports team | Always listened to, shared ideas with, and supported others. Worked consistently for the good of the team. | Listened to, shared ideas with, and supported the efforts of others. Did not disrupt the group. | Did not consistently listen to, share ideas with, or support the efforts of others. Made some effort to be a team player. | Rarely listened to, shared ideas with, or helped other team members. Was not a team player. |
| **Planning-Overview:** Plan for completing the final project | Plan was organized and contained clear and comprehensive information. Plan provided a roadmap for completing the project. | Plan organized and contained enough information to complete the project. | Plan was organized, but some components were missing. Did not include enough information to complete project as envisioned. | Plan disorganized. Plan is missing key elements. Did not include enough information to complete project as envisioned. |
| **Research-Quality:** Information from reputable sources | Included substantial amount of facts, conclusions, and opinions from reliable sources. Included opinions of subject-matter experts. | Included facts, conclusions, and opinions from reliable sources. | Included a mixture of facts from reputable sources and opinions from unreliable sources. | Included more opinion than fact. Information taken from unreliable sources. |

MyT4L Rubric  
[www.tech4learning.com](http://www.tech4learning.com/)

**General Course and NMU Policies**

**Special Accommodations**  
If you have a need for disability related accommodations or services, please inform the Coordinator of Disability Services at Hedgcock 2001, telephone number 906-227-1700. Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation and in accordance with federal, state, and university guidelines.

**NMU’s Non-Discrimination Statement**

Northern Michigan University does not unlawfully discriminate on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, familial status, handicap/disability, sexual orientation, or veteran status in employment or the provision of services, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities.

**Academic Integrity**

The following activities are considered violations of academic integrity and will not be tolerated in this course: an attempt by a student to present as their own any work not actually performed by them; collusion, fabrication and cheating on examinations, papers and other course-related work; stealing, duplicating or selling examinations; substituting for others in class discussions or examinations; producing other students’ papers or projects. Unless otherwise stated, all assignments and quizzes are to be done individually, not in teams or with a partner. Similar student assignments will not be accepted and students will receive a score of zero for the first offense. A second offense will result in being dropped from the course.

Students who violate academic integrity shall, after due process, be subject to University sanctions that may include failure on assignments and examinations, failure in courses, and suspension or expulsion. Established academic integrity policies, procedures and sanctions can be found in the *Student Handbook,* at [www.nmu.edu/dso/studenthandbook](http://www.nmu.edu/dso/studenthandbook).

**Incomplete Grades**

Students may receive an incomplete (“I”) grade for coursework in which they are currently enrolled if the specific conditions have been met. Failure to complete the specified work within the designated time frame may result in an “F” grade for the course. Please notify your instructor as soon as possible should any of these conditions interfere with your ability to complete this course. The policy can be found at: <http://www.nmu.edu/acac/incompletegradepolicy>

**Student Grievances**

The University recognizes that some complaints and grievances will inevitably arise. To address these, the University has created procedures for students to register complaints and grievances and receive a reasoned response to the issues which they bring forward. Procedures to address student grievances, complaints and appeals are found in the Student Handbook, Complaints, Exceptions and Appeals, [www.nmu.edu/dso/studenthandbook](http://www.nmu.edu/dso/studenthandbook).

**Confidentiality in the Classroom**

NMU abides by the guidelines defined in The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) which is a Federal law that protects the privacy of student education records. Privacy of information provided by the student and family will be maintained. Information from the student's file will not be released to anyone other than university staff without a written release. Further information can be found at <http://www.nmu.edu/records/node/54>

**Student Conduct**

The Student Code is intended to inform the Northern Michigan University community about the acceptable standards of student behavior. Section 2 in the Student handbook lists university regulations and administrative policies, created through the input of students, faculty, and staff, which govern student behavior. The Student Code section of the handbook describes the adjudication procedures for and due process rights of students who are charged with violations of the stated regulations and policies. Please see [www.nmu.edu/dso/studenthandbook](http://www.nmu.edu/dso/studenthandbook).