

**The World of Sign Languages**  
CSCD 0816  
Fall 2023  
3 Credits



### Instructor Information

Instructor: Matthew Hall  
Personal pronouns: he/him  
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Office Location: Weiss 272  
**Course Meetings: Synchronous**

Course Day(s): Tues/Thurs  
Course Time: 11:00am-12:20pm  
Course Location: Tuttleman 305B  
Office Hours: Tues/Thurs, 1-3pm

### Course Prerequisites or Co-Requisites

None.

### Course Description

"But isn't sign language universal??" Nope! Sign languages are as different from -and similar to- each other as spoken languages are. Likewise, the lives of d/Deaf and hard-of-hearing (DHH) people around the world can look very different from one another, but often also share key similarities. How much of this is due to deafness itself, and how much is due to the ways that different societies respond to deafness? What do DHH people in different countries view as the most significant issues they face? Whose priorities are reflected in the policies and practices that shape what DHH people's lives look like? What kinds of changes would have the greatest beneficial impact? We'll examine these questions on a global scale through a framework that emphasizes the core principle of disability justice: nothing about us without us.

One thing we won't do in this course is learn a sign language. (Although if that's something you're interested in, Temple does offer courses in American Sign Language!)

### Course Format/Instructional Methods (How the Course Will be Taught)

This is an in-person course. Class time will feature a mix of lecture, discussion, and active learning in small groups/teams. Outside of class, students are expected to work both independently and collaboratively, depending on the assignment. This approach allows the whole class to master a core set of fundamental knowledge and skills while also allowing each team and each student to develop more specialized knowledge tailored to their interests.

### Course Expectations for Student Success

I am here to support your learning goals in the class and I want to see everyone succeed. I encourage you to use all available resources, including advisors, the Writing Center, and Library Resources to assist you with the course. There is no required textbook; the assigned readings (including videos) will be made available via Canvas. However, the most important materials that you will need during this course are not listed on this syllabus: it will be up to *you* to find them! To succeed, you'll need to start early, and plan to spend at least 2 hours per week searching for and accessing sources, and another ~3-4 hours per week learning from those sources, together with any assigned readings/materials. Attendance at lecture is also expected, and will require ~3 hours per week. These expectations are based on the premise that 1) this is a 3-credit course that meets for 150 minutes per week for 15 weeks, and 2) Temple's policy on credit hours states that 1 semester credit is

equivalent to 1 hour (50 minutes) of faculty instruction time per week for 15 weeks (inclusive of exam week) AND a minimum of 2 hours of out-of-class student work.

### Statement on Diversity and Inclusion

The College of Public Health supports and encourages diversity and inclusion. I don't think that goes far enough. Hold yourselves, each other, and me to the task of creating equity and dismantling existing inequity in our classroom, virtual platforms, and community environments. All students are expected to uphold race-equitable and anti-oppressive principles. Everyone has the right to be addressed by their expressed name and pronouns. Please notify your instructor if they have outdated information, or if you experience a violation of any of the ethical principles stated here. (If you are concerned about your instructor's behavior, contact Nicole Nathan <nicole.nathan@temple.edu> or Lisa Bedore <lisa.bedore@temple.edu>)

I am committed to the principle of universal learning which means that I will do all that I can to make our classrooms, our virtual meetings and our interactions as inclusive as possible. To support universal learning, I will promote an environment of mutual respect, civility in our interactions and the ability to listen and observe others carefully – I expect that all participants in the class will work towards the same goal.

If you feel any form of harassment or discrimination, [please contact](#) our CPH and SW Equal Opportunity Ombudspeople.

If you need accommodations based on a documented disability, please contact Disability Resources and Services in Ritter Annex 100, 215-204-1280 or 215-204-1786 (TTY) or [drs@temple.edu](mailto:drs@temple.edu). Please reach out to me as soon as possible to discuss your needs and to share any documentation from DRS so that we can appropriately plan for success. (Accommodations are not retroactive). Please bear in mind that COVID-19 may result in a need for new or additional accommodations.

### Course Technology Requirements

Although this is an in-person course, many class sessions will include activities in which having an internet-connected laptop or tablet will facilitate participation. This course will use Canvas, and will require students to find sources of information on their own, for which access to an internet-connected computer will also be useful. Students will also provide anonymous feedback during the course via <http://teammatesv4.appspot.com/>, and so will need to register an account there, following the instructor's directions. It is expected that students will check their university email daily. All students are required to comply with Temple University's Computer and Security Policy at <https://secretary.temple.edu/sites/secretary/files/policies/04.71.11.pdf>.

Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient Wifi-access, should submit a Student Technology Assistance Application located in TUPortal and linked from the Dean of Students Support and Resources webpage. The university will endeavor to meet needs, such as with a long-term loan of a laptop or Mifi device, a refurbished computer, or subsidized internet access. Internet Essentials from Comcast provides the option to purchase a computer for \$150 and high-speed Internet service for \$9.95 a month, plus tax. The Emergency Broadband Benefit (EBB) is available to purchase Xfinity, Verizon, T-Mobile, and other internet services. Qualified households can receive a temporary monthly credit of up to \$50/month toward their Internet service and leased Internet equipment until the program's funding runs out. On-campus computer labs have resumed normal operations and are available for student use.

## E-mail

To facilitate communication, the university requires you to have an e-mail account ending in @temple.edu (<https://secretary.temple.edu/sites/secretary/files/policies/04.74.11.pdf>). During the semester, I will try to return your e-mail within 36 hours unless I am out of the office or the university is closed. E-mails sent after noon on Fridays will generally not be returned until Monday—please plan accordingly. Please remember that e-mails regarding technological questions should be directed to Temple’s Help Desk at help@temple.edu

## Required Course Materials

The required course materials for this course are open educational resources and are available to you at no cost.

## Course Objectives and Competencies

The following table is intended to be a pathway to guide you through the course so that you can see the connections between the course learning objectives and how you will be assessed.

COURSE LEARNING OBJECTIVE	DEGREE COMPETENCIES ADDRESSED		DIRECT/INDIRECT ASSESSMENT TOOL
	GenEd Program-Wide	Area-Specific	
Develop scholarly skills in finding, using, and referencing relevant information about the experiences and needs of deaf and hard-of-hearing (DHH) people around the world.	VII	B	Scholarship skill checks; Final project milestones
Critically analyze contrasting perspectives on the same topic, including awareness of whose perspectives are and are not represented.	I, VIII	A, C	Assigned viewing; Final project; Class discussions
Communicate their understanding of major topics that affect the lives of DHH people around the world.	IV	B, C, E	Discussion leading; Assigned viewing; Topic quizzes; Final Project
Analyze the underlying cause(s) of barriers to flourishing among DHH people around the world, and propose evidence-informed recommendations for creating positive change.	I, II, III, VI	C, D, E	Final Project

Evaluate the analyses and proposals of students from other disciplines who are focusing on the same topic but in a different part of the world.	III	C, D, E	Peer review; Assigned viewing; Class discussions
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**Program-Wide Competencies:**

- I. Critical Thinking
- II. Contextualized Learning
- III. Interdisciplinary Thinking
- IV. Communication Skills
- V. Scientific & Quantitative Reasoning
- VI. Civic Engagement
- VII. Information Literacy
- VIII. Lifelong Learning

**World Society Area Goals:**

- A. Understand the influences (e.g. political, social, historical, cultural, artistic, literary, geographic, economic) on world societies or processes (e.g. globalization) linking world societies;
- B. Access and analyze materials related to world societies and cultures;
- C. Develop observations and conclusions about selected themes in world societies and cultures;
- D. Construct interpretations using evidence and critical analysis; and
- E. Communicate and defend interpretations

**Required Course Assignments**

**Graded Components of the Course (see Canvas for details & evaluation rubrics)**

Assigned viewing: 14% - generally due once/week, online (VoiceThread/Canvas)

- Students are assigned to view videos featuring Deaf experts explaining key concepts. The majority of these videos are interviews with Deaf informants from around the world, conducted by the instructor. As proof of completion, and to encourage engagement with the material, students are assigned to contribute at least 3 substantive comments via VoiceThread (or similar platform). 15 videos are assigned; 14 count.

Scholarship skill checks: 20% - generally due once/week (via Canvas)

- There will be 7 skill check assignments over the course of the semester, each targeting a different scholarship skill: searching, identifying source types, identifying components of citations, paraphrasing, quoting, using in-text citations, and creating reference lists. Each will be graded on a 0-3 scale. To encourage skill development, students will have the opportunity to continue retaking the skill checks as many times as they wish, with the most recent score counting. Perfect performance would be 21 points; 20 will count toward the final grade.

Content quizzes: 20% - generally due once/week (in class)

- There will be 11 short quizzes over the course of the semester (2 points each), designed to reinforce key concepts from the lectures on each primary topic. 20 of the 22 possible points will count toward the final grade.

Final project: 34% - 1<sup>st</sup> draft due week 8; revision due in finals week (via Canvas)

- Students will self-organize into groups based on their interest in one of the 10 primary topics (e.g. healthcare, education, employment, civil rights, etc.). They will then investigate what is known about that topic with respect to a specific geographic area of their choosing. 25% of the grade will be based on

the content of this individual report, with the remaining 5% coming from the introduction & conclusion sections, which will be written collaboratively with fellow group members.

Participation: 12%, divided as follows:

- **Discussion leading (3%):** Students will be assigned to co-lead at least one discussion of an assigned reading or video. They will come prepared with questions for discussion and model thoughtful and respectful engagement with responses from other students.
- **Survey completion (3%):** Students will complete a survey at the midpoint and endpoint of the semester (1.5% each), to provide feedback about the course. Although responses will be anonymized, I will be able to see who has and has not submitted it.
- **In-class engagement (6%):** I will provide a participation rating at the midpoint (~3%) and the endpoint (~3%), based on the degree to which students have been active participants in class activities (including in-class and out-of-class engagement). Students whose participation is lacking at midterm can make up for it by increasing engagement in the second part of the semester.

### Policies on late/missing work:

- **Assigned viewing** may be completed late for half credit.
- **Scholarship skill checks** may be repeated any number of times until mastery is achieved. However, students must submit a good-faith attempt within 1 week of the original due date in order to be eligible to resubmit. Students who do not meet this criterion but do demonstrate mastery by the end of the semester will receive half credit.
- Students who miss **content quizzes** may earn credit by meeting with the instructor during office hours to demonstrate knowledge of the content on the missed quiz.
- The **final project** includes several associated milestones, *including the annotated bibliography, first draft, peer review, introduction & conclusion (collaborative), and revision*. With the exception of the revision (where there is no room for extensions), students may request a 3-day extension with no penalty, no questions asked. Work that is submitted after this deadline will receive half credit. (For instance, if your peer review arrives more than 3 days after the stated due date but all other components are submitted on time, you would receive half credit for the peer review and regular credit for all other components.)

### Grading Scale

93-100 A	87-89 B+	77-79 C+	67-69 D+	0-59 F
90-92 A-	83-86 B	73-76 C	63-66 D	
	80-82 B-	70-72 C-	60-62 D-	

Each assignment will receive a numerical grade and be weighted in the calculation of a final numerical grade as indicated above. Final grades will be rounded to the nearest integer (i.e. 69.5 = C-).

### Attendance Protocols and Your Health

**Participation & Engagement** contribute 12% of the overall course grade. Note that it is possible to attend without participating, and participation is possible without attending (albeit to a lesser extent). We will devote a portion of class time each week to sharing our findings and supporting one another's inquiries: whether you're presenting or in the audience, being actively present is crucial for enriching everyone's learning, including your own. You will find that explaining to your peers what you've been reading helps cement your own understanding, and that learning from one another's search strategies and insights will enhance your own ability to discover, evaluate, and understand source materials. It is therefore vital that you be (virtually) present in class whenever possible.

**Attendance and Your Health:** To achieve course learning goals, you must attend and participate in classes. However, if you feel unwell or if you are under quarantine or in isolation because you have been exposed to the virus or tested positive for it, you should not come to campus or attend in-person classes or activities. It is your responsibility to contact me to create a plan for participation and engagement in the course as soon as you can, and to make a plan to complete all assignments in a timely fashion, when illness delays your completion.

**Religious Observance:** It is your right to observe religious holidays without negative consequences within the course. Please reach out to discuss with your instructor at the start of the semester so that deadlines can be reviewed in advance of the religious observation. You will still be held responsible for course content and any assignments, but you will not lose points for attendance and participation that day.

### Course Minimum Grade

The College of Public Health requires that all undergraduate students achieve a minimum grade of "C" for all courses which are considered required for their major. Please check the undergraduate bulletin (<http://bulletin.temple.edu/undergraduate/>) to confirm if this class is a major requirement for your program. For further questions, please see your academic advisor.

### Course Schedule

Assigned reading/viewing will be listed via Canvas.

Session	Topic	Formative Assessment Deadlines	Summative Assessment Deadlines
1	Course overview		
2	Lightning tour of childhood		
3	Lightning tour of adulthood		
4	Intro to Zotero (follow up to recorded lecture)	Install Zotero	Topic selection
5	Search topics & search practice in teams	Teams assigned	
6	Oralism & Eugenics	Skill check 1: searching	
7	Deafness & Deafhood	Content quiz	Region selection
8	Disability Justice	Skill check 2: source types	
9	Empowerment & Charity	Content quiz	
10	Language Emergence	Skill check 3: citation components	
11		Content quiz	Annotated bibliography (individual)
12	Early Hearing Detection & Intervention	Skill check 4: paraphrasing	
13		Content quiz; Mid-semester survey	
14	Language Deprivation	Skill check 5: quoting	
15		Content quiz	
16	Primary & Secondary Ed	Skill check 6: In-text citations	

17		Content quiz	1st draft due
18	Higher Ed	Skill check 7: Reference lists	
19		Content quiz	
20	Human & Civil Rights		Peer review due
21		Content quiz	
22	Employment		
23		Content quiz	
24	Healthcare		Intro & conclusion
25		Content quiz	
26	Endangerment & Revitalization		
27		Content quiz	
28	Wrap-up	Final survey	
Finals Week	-	-	Revision

Please note that the assignments, readings, quizzes, exams, activities, other evaluative assessments as well as preparation/studying are aligned with Temple University's credit hour policy: 02.10.19 (<https://secretary.temple.edu/sites/secretary/files/policies/02.10.19.pdf>): "One semester credit is equivalent to one hour (50 minutes) of instruction time per week for 15 weeks, which includes one week for exams; and a minimum of two hours of out-of-class student work each week per credit hour. An equivalent amount of work is required for other academic activities such as laboratory work, internships, practica, studio work, or other academic work leading to the award of credit hours."

The course schedule may be subject to change with advanced written notification.

### General Policies

All University (<http://bulletin.temple.edu/undergraduate/academic-policies/> and College of Public Health policies will be upheld. The *Undergraduate Student Handbook* for the College of Public Health details College expectations: (<http://cph.temple.edu/student-handbooks>)

### Temple and Covid-19

Temple University's motto is Perseverance Conquers and we will continue to meet the changing circumstances of the COVID pandemic with flexibility and resilience. For the most current information on Covid-related plans and policies, please refer to <https://www.temple.edu/coronavirus>. The best way to maintain a safe learning environment is for everyone to get fully vaccinated. For your general health, hand washing and monitoring your health are still highly recommended.

### Incomplete

You will be eligible for a grade of "Incomplete" only if you: 1) have completed at least 51% of the work at a passing level, 2) are unable to complete the work for a serious reason beyond his or her control, and 3) file a signed agreement with the instructor outlining the work to be completed and the timeframe in which that work will be completed. You are responsible for initiating this process and all incomplete forms must be sent to the Associate Dean for Academic Affairs before the start of study days in that semester. (Please refer to the following link for more details: <https://secretary.temple.edu/sites/secretary/files/policies/02.10.13.pdf>).

## Withdrawal from the Course

If you wish to withdraw from a course, it is your responsibility to meet the deadline for the last day to withdraw within the current semester ([www.temple.edu/registrar/documents/calendars/](http://www.temple.edu/registrar/documents/calendars/)). Please consult the University policy on withdrawals (<https://bulletin.temple.edu/undergraduate/academic-policies/withdrawal-policies/>).

## Statement on Academic Rights & Responsibilities

Freedom to teach and freedom to learn are inseparable facets of academic freedom. Please refer to the university policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02), available at: <https://secretary.temple.edu/sites/secretary/files/policies/03.70.02.pdf>.

## Academic Honesty

According to the University Student Code of Conduct, you must not commit, attempt to commit, aid, encourage, facilitate, or solicit the commission of academic dishonesty and impropriety including plagiarism, academic cheating, and selling lecture notes or other information provided by an instructor without the instructor's authorization. Violations may result in failing the assignment and/or failing the course, and/or other sanctions as enumerated in the University Code of Conduct, which can be accessed at <http://studentconduct.temple.edu/policies>.

## Counseling Services

As the instructor of the course, I recognize that you may experience mental health challenges at times throughout the semester. I am committed to creating an inclusive and welcoming classroom space and encourage you to access resources provided by the university or speak with me privately if you need support connecting with appropriate resources. Here are some of the campus resources to assist you: Tuttleman Counseling Services (TCS) – <http://counseling.temple.edu> - (available for group and individual therapy, Resiliency Resource Center, drop-in groups, and referral services to students seeking long-term care or support outside of Pennsylvania) and the Wellness Resource Center (WRC) – <http://wellness.temple.edu> (peer-led workshops, campus-wide events, and wellness consultations to connect students to resources).

## Sexual Misconduct

Temple University is committed to providing a learning and working environment that emphasizes the dignity and worth of every member of its community, free from discriminatory conduct. Sexual harassment in any form or context is contrary to this commitment and will not be tolerated. Please refer to the University policy on sexual harassment at: <https://secretary.temple.edu/sites/secretary/files/policies/04.82.02.pdf> Additional resources related to sexual harassment and ways in which to report an incident can be found at: <http://sexualmisconduct.temple.edu/>

## Permission to Record

Please speak with the instructor in advance of recording a class to be respectful of classmates. Recording of lectures as a disability accommodation is permitted. You are not permitted to copy, publish, or redistribute any recordings without express permission from the instructor and any students recorded; distribution without permission may be a violation of educational privacy laws (FERPA) and copyright laws. Instructors may record live/synchronous class sessions to share through Canvas for students unable to attend class or as a study tool. The instructor will inform the class in advance and can pause the recording, upon request, if sensitive topics are being discussed. All instructor recordings are property of Temple University.



## Netiquette Statement

It is important to foster a respectful and productive online learning environment. Our differences, some of which are outlined in the University's nondiscrimination statement, add richness to this learning experience. All opinions/experiences must be respected in the spirit of academic discourse. Treat your classmates and instructor with respect in all communication, class activities, and meetings; do not attack any individual. Avoid the use of profanity, sarcasm, slang, and the use of all capital letters in discussion threads, as these forms of communication, may be disruptive.

## Library Resources

You may request appointments with librarians who can provide targeted assistance at all stages of your project, including exploring a topic, Temple's academic research tools, and identifying and citing sources. A Subject Librarian has the skills to focus on your major or the class you are taking. Schedule appointments individually or in small groups. Easy access to program-specific resources may be found in Library research guides <http://guides.temple.edu/>

## Continuity of Instruction in Event of Emergency

Please register for the TUAAlert System (<https://safety.temple.edu/get-educated/tualerts/how-to-receive-sms-tualerts>) to be made aware of university closures due to weather or emergencies and follow all university-wide emergencies instructions. In the event of an emergency, class materials/instructions will be provided in a web-based format via Canvas or zoom. Students registered for the class will be alerted to any other modifications from the instructor via email.