

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<u>Sign Language/Interpreter Prep</u>
<b>COURSE RUBRIC AND NUMBER</b>	<u>SLNG 1347</u>
<b>COURSE TITLE</b>	<u>Deaf Culture</u>
<b>COURSE CREDIT HOURS</b>	<u>3                      3    :    0</u> Credits                      Lec    Lab

**I. Catalog Description**

Provides a historical and contemporary perspective of American Deaf Culture using a sociocultural model. Includes cultural identity, and awareness, values, group norms, communication, language, and significant contributions made by D/deaf people to the world. Strongly recommended to be taken concurrently with SLNG 1405. **Prerequisite: SLNG 1404. (3:0).**

**II. Course Objectives**

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

- A. Define Deaf Culture and the Deaf Community in the United States from a multicultural perspective.
- B. Identify members of the D/deaf community as cultural contributors to society from a multicultural perspective.
- C. Recognize the political and cultural importance of the recognition of ASL as a language in the United States.
- D. Discuss communication and cross-cultural challenges resulting from D/deafness and hearing impairment.
- E. Operate specialized equipment and devices related to the field of deafness.
- F. Discuss past, present, and future trends for D/deaf and hard of hearing persons as the consumers of services.
- G. Evaluate career options within the field of deafness.
- H. Develop desirable interpersonal traits and behaviors necessary to interact successfully with D/deaf and hard of hearing persons.
- I. Attend cultural activities in the Deaf Community.
- J. Discuss significant federal, state, and local legislation that impact the field.
- K. Identify significant federal, state, and local programs, organizations, publications, and resources that impact the lives of D/deaf and hard of hearing persons.

**Unit Titles and Descriptions**

- A. Unit I. The Deaf Community in the United States as Cultural Contributors  
This unit focuses on a more in-depth discussion of the American Deaf Communities as a unique cultural minority group within the greater society composed of many cultural co-groups. Students will research economic, educational, scientific, philosophical, athletic, and artistic cultural contributions of deaf Americans. Topics covered will include "cultural oppression" and "paternalism".
- B. Unit II. The Deaf Community in the United States as Consumers  
This unit will focus on the economic and vocational realities of D/deafness/ and hearing impairment in the United State historically and today. The implications of cultural and linguistic diversity will be explored. Topics include rehabilitation, vocational training, post-secondary opportunities and current legislation. Students will be exposed career trends in the field of deafness.
- C. Unit III. Technological Advancements and the Deaf Community  
This unit focuses on the technological advancements and services that have enhanced communication opportunities for deaf/hearing impaired persons. Topics include TDD's; telephone relay services; and assistive listening devices.

- D. Unit IV. Current Resources and Legislation  
This unit focuses on the significant federal, state and local legislation that impacts the field. Students will be exposed to the significant federal, state and local programs, organizations, publications and resources that impact the lives of D/deaf and hard of hearing persons including the emerging multicultural organizations.
- E. Unit V - Professional Considerations  
This unit focuses on the professional training and commitment to function as a related professional in the field. Discusses the concept cultural and linguistic diversity as it relates to the Deaf Community. Explores cultural rules for interactions within the Deaf Community. Discusses the concept of "advocacy". Identify and explore various career opportunities.

**III. THECB Learning Outcomes (WECM)**

- 1. Identify Deaf culture and discuss situations that may be encountered.
- 2. Outline the historical roots of American Deaf culture and deaf education.
- 3. Explain the values, norms, cultural identity, and rules of social interaction within the American Deaf community.
- 4. Describe the experiences of diverse multicultural communities within the larger American Deaf community.

**IV. Evaluation**

A. Standard Assessment-Successful completion of the course objectives, assigned projects and assignments will provide the basis for the student's grade.

B. Examinations:	
Major Examinations (at least three)	60%
Unit Activities:	
Participation, homework, reports, and other assignments and activities as determined by the instructor and students. Including but not limited to: Internet searches; abstracts, TTY calls, and short report papers.	
A percentage of total points possible will determine grade	20%
<u>Final Comprehensive Examination</u>	<u>20%</u>
	TOTAL 100%

C. Grading is on standard scale:

- 90 - 100 = A
- 80 - 89 = B
- 70 - 79 = C
- 60 - 69 = D\*
- 59 - 0 = F\*

\*If these grades are earned, the student is encouraged to seek remediation, I, W, grades will be assigned as is appropriate. See current EPCC catalog and student handbook for any general college regulations.

**V. Disability Statement (American with/Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

**VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.