CIP No. 05.0211
DEAF 221   **Language Development for Deaf Students**
Alpha Number   **Course Title**

Course Description
Presents typical and atypical patterns of cognitive and linguistic development and addresses barriers to optimal language development for deaf children. Identifies strategies for supporting cognitive and linguistic development in both first and second languages, with focus on sign language development as the first language (L1) and written language as the second language (L2). Highlights the importance of early intervention and parent involvement.

Courses prepared by: Education/NSSP   November 2016

	Hours per Week	Number of Weeks	Total Hours	Credits
Lecture	12	4	48	3
Laboratory				
Clinical				
Seminar				
Field				

Total Credit Hours   3

The Hours per Week and Number of Weeks listed above assume that this course will only be taught during the Summer semester. The Total Hours would remain the same if taught during a different term.

Purpose of Course: Degree Requirement   _____
                                      Degree Elective   _____
                                      General Education   _____
                                      Credit Certification   ____X____
                                      Developmental   _____
                                      Community Education   _____
                                      Vocational Education   _____
                                      Adult Basic Education   _____

Distribution Area: Humanities   _____
                                   Social Sciences   _____
                                   Mathematics (Credit)   _____
                                   Science   _____

Prerequisites   ENG 111 and ENG 105, completion of DEAF 111 with a B or better, ASL fluency
Co-requisites   DEAF 222

_____   _____
Signature, Curriculum Committee Chairperson   Date

_____   _____
Signature, Dean of Academic Affairs   Date

_____   _____
Signature, Vice President of Academic and Student Affairs   Date

I.   **Language Development for Deaf Students**   **DEAF 221**
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II.   **Course Outcomes**
           A. General Learning Outcomes

           The student will:

           1. Investigate and interpret research and professional literature related to issues that impact the language development and education of deaf children and youth. (ASCDE 1, 6)
           2. Identify and assess best practices in early intervention with an emphasis on cognitive-linguistic and social-emotional development and convey this information to a variety of stakeholders. (ASCDE 2, 3, 5 6)
           3. Select and demonstrate effective early intervention strategies when working with young deaf children and their families. (ASCDE 2, 3, 4, 5, 6)
           4. Utilize a variety of resources to deliver early intervention support to young deaf children and their families. (ASCDE 2, 3, 4, 5, 6)
           5. Evaluate the impact of early intervention services, support, and strategies on the cognitive-linguistic and social development of young deaf children and their families. (ASCDE 5, 6)

           B. Student Learning Outcomes

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

           1. Prepare evidence papers using theory and research related to language development (including bilingual development), the relationship to cognitive development, and instructional applications for deaf students.
           2. Outline the importance of early intervention and parent involvement and identify effective strategies for optimizing language and cognitive development in deaf children.
           3. Utilize strategies for language and cognitive development and materials to support development.
           4. Design lessons, activities, and materials to demonstrate application of language and cognitive development theory and practice, including use of technology.
           5. Demonstrate language development strategies for young deaf children and families in early intervention programs.

III.   **Course Content**

           This course provides students with an understanding of language development theory and application in Deaf Education.

           1. General theories and research on language and cognitive development for all children and for deaf children
           2. Early Intervention and family involvement (including deaf children with deaf parents and those with hearing parents)
           3. Assessment of pre-linguistic communication and language acquisition in young deaf children (VCSL checklist)
           4. Facilitating language acquisition in an accessible language rich environment

5. Emergent Literacy, print-rich environments
6. Storytelling and reading aloud
7. 15 principles for reading to deaf children
8. Social and academic language
9. Supporting families' sign language development

IV.   Methods of Instruction

1. Lecture and discussion
2. Viewing of videos of sign language acquisition in young deaf children
3. Observation in EHDI program sessions (Early Intervention)
4. Panel of parents of deaf children
5. Demonstration of assessment methods
6. Group projects and presentations, including assessment of language of young deaf children
7. Library and internet research

V. Equipment and Materials

1. LCD projector with connections that work for MacBook (Apple)
2. Internet access to academic database
3. Library access
4. Videos of language samples and demonstrating strategies for promoting language development in deaf children

VI. Suggested Methods of Evaluation

1. Participation
2. Reading aloud to deaf children
3. Observation reports
4. Lesson plan critiques
5. Demonstration lessons
6. Teaching competency checklist

Letter grades will be assigned per CMI Grading System.