COLLEGE OF THE MARSHALL ISLANDS
COURSE OUTLINE

CIP No. 13.1502
DEAF 222   **Literacy Development for Deaf Students**
Alpha Number   **Course Title**

Course Description
Reviews principles and practices of literacy development in both sign and print literacy (reading and writing) and the potential for bimodal literacy. Identifies strategies for reading and writing skill development in English as well as literary composition and expression in American Sign Language and the indigenous sign language of the region.

Course prepared by: Education/NSSP   October 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 221

_____   _____
Signature, Curriculum Committee Chairperson   Date

_____   _____
Signature, Dean of Academic Affairs   Date

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

I.   **Literacy Development for Deaf Students**   **DEAF 222**
           Course Title   **Alpha Number**

II.   **Course Outcomes**
           A. General Learning Outcomes

           The student will:

           1. Investigate and interpret research and professional literature related to deaf students' English literacy and sign literacy development (ASCDE 1, 6)
           2. Identify and assess best practices in bilingual-bimodal literacy instruction and assessment for deaf students, including print English and sign language (ASCDE 2, 3, 5 6)
           3. Select and demonstrate effective strategies and materials (including technology) for developing English and sign literacy in deaf children and youth, aligned with national standards in a print-rich and sign-rich environment and across the curriculum (ASCDE 2, 3, 4, 5, 6)
           4. Utilize a variety of resources to build and enhance bilingual-bimodal literacy skills in deaf children and youth. (ASCDE 2, 3, 4, 5, 6)
           5. Create a collection of literacy samples in sign and print to use in assessment and remediation. (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 literacy development (including bilingual development), and instructional applications for deaf students.
           2.   Assess models of sign and print literacy (composition, presentation).
           3.   Utilize strategies and materials for emergent literacy (including reading/signing aloud stories) to support development.
           4. Design lessons, activities, and materials to demonstrate application of best practices in sign and print literacy, including strategies from Literacy: It All Connects.
           5. Evaluate sign and print literacy in deaf students and formulate plans to address individual student's needs.

III.   **Course Content**

           This course provides students with practical methods for teaching English literacy and sign literacy to deaf children.

           1. Historical perspectives of literacy instruction for deaf students
           2. Impact of language development on literacy development
           3. Bilingual theories on first and second language and literacy development
           4. Influence of L1 sign literacy on L2 print literacy
           5. Emergent literacy in L1 and L2
           6. English/ASL translations
           7. Read aloud strategies

8. Reading Process
9. Literature selection
10. Literacy: It All Connects
    a. Reading to deaf students
    b. Language experience strategies
    c. Shared reading & writing
    d. Guided reading & writing
    e. Writers' workshop, signer's workshop
    f. Research reading & writing
    g. Dialog journals and interactive print communication
    h. Independent reading
11. Development and delivery of sign literacy, reading and writing lessons
12. Selection of sign and print literacy resources
13. Assessing and evaluating sign and print literacy

IV. Methods of Instruction

1. Lecture and discussion
2. Models and demonstrations of sign literacy (composition, presentation)
3. Videos of Literacy: It All Connects series
4. Demonstration lessons in literacy instruction
5. Group projects and presentations, including literacy assessment and instruction of deaf children
6. 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 literacy samples and strategies for promoting literacy 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.