

COLLEGE OF THE MARSHALL ISLANDS
COURSE OUTLINE

CIP No. 13.0201
DEAF 331
Alpha Number

Bilingual Methods in Deaf Education Seminar
Course Title

Course Description

Explores issues, trends, and methods in ASL/English bilingual education for deaf students with application to Pacific multilingual education (indigenous sign, ASL, English, and local vernacular) for deaf students. Presents challenges of and approaches to language planning and policies, and proposes strategies for bilingual and multilingual classroom instruction. This seminar serves to connect all DEAF Practicum courses.

Course prepared by: Education/NSSP November 2016

	Hours per Week	Number of Weeks	Total Hours	Credits
Lecture	_____	_____	_____	_____
Laboratory	_____	_____	_____	_____
Clinical	_____	_____	_____	_____
Seminar	12	4	48	3
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	_____	X	_____
Degree Elective	_____	_____	_____
General Education	_____	_____	_____
Credit Certification	_____	X	_____
Developmental	_____	_____	_____
Community Education	_____	_____	_____
Vocational Education	_____	_____	_____
Adult Basic Education	_____	_____	_____

Distribution Area:

Humanities	_____	_____	_____
Social Sciences	_____	_____	_____
Mathematics (Credit)	_____	_____	_____
Science	_____	_____	_____

Prerequisites Completion of DEAF 221, DEAF 222 with a B or better

 Signature, Curriculum Committee Chairperson _____
 Date

 Signature, Dean of Academic Affairs _____
 Date

 Signature, Vice President of Academic and Student Affairs _____
 Date

Last Date reviewed or revised: May 13, 2019

I. Bilingual Methods in Deaf Education
Course Title

DEAF 331
Alpha Number

II. Course Outcomes

A. General Learning Outcomes

The student will:

1. Investigate and interpret research and professional literature related to ESL and bilingual education (English/sign) (ASCDE 1, 6)
2. Identify and assess best practices for incorporating bilingual methods in the instruction of deaf students, including print English and sign language (ASCDE 2, 3, 5 6)
3. Select and demonstrate effective bilingual strategies and materials (including technology) in the instruction and assessment of deaf children and youth, aligned with national bilingual policies when appropriate (ASCDE 2, 3, 4, 5, 6)
4. Utilize a variety of resources to build and enhance deaf students' bilingual skills (ASCDE 2, 3, 4, 5, 6)
5. Create a collection of bilingual samples in sign and print to use in literacy instruction and assessment (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 bilingual education and instructional applications for deaf students.
2. Assess models of bilingual instructional strategies and materials in various content areas.
3. Design lessons, activities, and materials to demonstrate application of bilingual theory and practice, including use of technology.
4. Create an accessible classroom environment to meet deaf students' needs on various Pacific islands.
5. Apply bilingual strategies and use of ASL and printed English in teaching content courses.

III. Course Content

This course provides students with strategies for using bilingual methods in the instruction of deaf children.

1. General theories and research on bilingual education applied to Deaf Education and to the Pacific
2. Sign language as the language of instruction (L1 & L2 models)
3. Bilingual principles and practices for teaching reading, writing, and content delivery
4. Bilingual principles and practices for assessment and evaluation
5. Incorporation of Deaf Culture in the classroom
6. Classroom design for bilingual education for deaf students

IV. Methods of Instruction

1. Lecture and discussion
2. Viewing of bilingual videos
3. Practice in Deaf Education classes
4. Group projects and presentations
5. 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 demonstrating bilingual instructional and assessment strategies

VI. Suggested Methods of Evaluation

1. Participation
2. ASL/English translations
3. Observation reports
4. Lesson plan critiques
5. Demonstration lessons
6. Teaching competency checklist

Letter grades will be assigned per CMI Grading System.

NOTE: This course is based, in part, on DE 582 Bilingual-Bicultural Approaches to Teaching (Western Maryland College), developed and taught by Dr. Judith Coryell.