



WACO, TEXAS

**COURSE SYLLABUS**

**AND**

**INSTRUCTOR PLAN**

**Deaf Culture**

**SLNG 1347.87**

**Gayle VanTrease**

**NOTE: This is ONLINE course**

**COVID 19 Notice:**

McLennan Community College is committed to providing you with every resource you need to reach your academic goals. We are also concerned for your safety. We are working through COVID-19 guidelines to make sure we offer a safe environment for you and our faculty. This will include smaller class sizes to manage social distancing and proper cleaning techniques. You will have the advantage of a physical classroom experience but may also need to work part of the time online as we adjust to limited classroom capacity. This will also allow us the flexibility to move online if so directed by federal, state and/or local COVID 19 guidelines. Faculty and staff are preparing now to ensure that you have the best experience in the midst of these uncertain times.

**Course Description:**

**SLNG 134 – Deaf Culture:**

Provides a historical and contemporary perspective of American deaf culture using a socio-cultural model. Includes cultural identity, values, group norms, communication, language, and significant contributions made by deaf people to the world. Three lecture hours per week. Three credit hours

**Prerequisites and/or Corequisites:**

There are no prerequisites or corequisites.

**Course Notes and Instructor Recommendations:**

SLNG 1347 is only taught in the Spring Semester. Please contact your instructor for more information.

**Instructor Information:**

Instructor Name: Gayle VanTrease  
MCC E-mail: [gvantrease@mclennan.edu](mailto:gvantrease@mclennan.edu)  
Office Phone Number:  
Office Location: CSC E 210

Office/Conference Hours: For the on-line course, I will not have set office hours but available via email for any questions or concerns. I generally will respond within 24 hours to emails.

I am committed to your successful completion of our classes without lowering the college's academic standards. I understand that you are facing additional pressures from work and family, and have other obligations both within and outside academic pursuits as well. I realize that at times issues beyond your control will interfere with class requirements. If you experience any circumstances that has a negative impact on our participation in this course, please make me aware of it as soon as possible. I may be able to assist or make accommodations for your particular circumstance. Do not wait until the end of the semester to ask for advice.

**Required Text & Materials:**

Title: A Journey into the Deaf World  
Author: Lane, Hoffmeister and Bahan  
Publisher: DawnSign Press  
ISBN: 0-915035-63-4

Title: Deaf Heritage: A Narrative History of Deaf America

Author: Jack Gannon

Publisher: National Association of the Deaf

ISBN: 0-913072-38-9

Title: Madness in the Mainstream

Author: Mark Drolsbaugh

Publisher: Handwave Publications

ISBN: 978-0965746090

Textbooks for other classes within the Interpreter Training Degree program will also be utilized as well as articles, journals, etc. Copies of these materials will be made available to the students.

[MCC Bookstore Website](#)

### **Methods of Teaching and Learning:**

Since the course is totally constructed around online participation, the student should have knowledge of using a Web browser, computer, and email: the ability to create and save documents; the ability to send and receive electronic documents; and a general understanding of online technologies and appropriate online behavior. The basic MCC Computer requirements are: Hardware: Internet connection (at least 56k, but a high speed connection is recommended) D2L/Brightspace recommends using a monitor that supports a resolution of 1024x768 or higher. Software: Web browser to access D2L/Brightspace (An up-to-date version of Mozilla Firefox or MS Internet Explorer is recommended.) Word processing software that allows you to save documents in rich text format. (MS Office or Open Office is recommended.) If MS Office is not available, students may download Word viewer and other viewers from the Microsoft Website to access documents provided by Chief Training Officers. Certain areas of D2L/Brightspace require Java 2 Run Time Environment. Java may be downloaded from [www.java.com](http://www.java.com) Some portions of the course may require one or more of these plug-in application programs: Adobe Acrobat Reader Apple QuickTime Adobe Flash Player

### **Course Objectives and/or Competencies:**

By the end of the course, the student will be able to:

1. Demonstrate an understanding of deaf culture and apply it to situations encountered in the interpreting profession.
2. Compare and contrast American mainstream culture with Deaf Culture
3. Identify issues of political importance within the deaf community.
4. Demonstrate an understanding of the values, norms, cultural identity and rules of

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- social interaction within the American Deaf community.
5. Outline the experience individuals from co-cultural communities share with the American Deaf Community.
  6. Compare and contrast cultural identities deaf individuals have, based on their racial, ethnic, gender, sexual orientation, religious affiliation, economic class, educational background and generational perspectives.
  7. Locate, "visit" and write papers on the information compiled on Deaf websites.

To view the complete list of the program student learning outcomes, and see how this particular course fits into the overall plan, see Appendix A.

The Secretary's Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor to determine the skills our young people need to succeed in the world of work. The Commission's fundamental purpose is to encourage a high-performance economy characterized by high-skill, high-wage employment. The learning objectives of this course have been linked to the SCANS Competencies and Foundational Skills. See Appendix B.

**Course Outline or Schedule:**

We will covering chapters from a “**Journey to a Deaf World**”. Readings will be assigned each week. Every week, students are expected to read a chapter from the book and use this as the basis of the discussion on goReact. There will be additional outside readings and videos that will be posted on GoReact and BrightSpace. It is the student’s responsibility to check GoReact and Brightspace for those articles and videos. There are some quizzes and study questions to be graded as completed assignments that are part of your content map project information.

DATE	TOPIC	J D W	DH	MIM	OTHER
WEEK 1 1/10-16	What is Deaf?	no ne	none	Introjecti on(61-63) Wallflow er Universit y (98- 101) What about HOH? (177-185)	<p>Introduction to American Deaf Culture ADC Culture Defined (5 Hallmarks) article (in GoReact) <b>Reaction paper #1 Due Jan 17th Which five hallmarks of a culture surprised you related to Deaf Culture?</b></p> <p><b>Discussion (in GoReact)</b> <b>Intro yourself; Experience with Deaf people..What do you think Dea means??</b> **You are asked to sign on your video with your transcript and respond a minimum of 2 classmates in GoReact comment box. **For all 10 discussions: Original postings will be due every Tuesday by noon (with the exception of the first week); your responses to 2 of your teammates are due by Sunday by noon for your part..</p>

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WEEK 2 1/17-23	Mitigating Disabilities	12	16:37 7-399 (stop at Deaf PhDs)	Welcome to Mainstream (23-28) Speech VS Resilience (35-41) Tuning out (111-114)	<a href="https://www.texastribune.org/2016/11/01/us-supreme-court-orders-dismissal-deaf-texans-suit/">https://www.texastribune.org/2016/11/01/us-supreme-court-orders-dismissal-deaf-texans-suit/</a> <b>JDW Chapter 12 Quiz DUE Jan 30th</b>  Article: Introduction to American Deaf Culture: Who are the Deaf People?  <b>Reaction paper # 2 Due Jan 24th "To label or not to Label"</b>  Clarke School for the Deaf article and video Daily Moth at marking 9:30: <a href="https://youtu.be/BjDU6GfiH4">https://youtu.be/BjDU6GfiH4</a>  <b>Discussion: WHAT IS DEAF?</b>  What 3 things did you learn? Of the 3 things you learned, which 2 impacted you the most? When you go to interpret for someone you don't know if they are Deaf, deaf or HOH, how will you find out?
WEEK 3 1/24-1/30	Eradicating Disabilities	14	3: 75-79 (stop at The Debate...)	Once you go Deaf (50-55) Mythbusters (152-157) Isolation Myth (158-163) Cochlear Implant Elephant (167-176)	video: <a href="http://www.bslzone.co.uk/watch/zoom-focus-confession/">http://www.bslzone.co.uk/watch/zoom-focus-confession/</a> <a href="http://www.bslzone.co.uk/watch/zoom-focus-end/">http://www.bslzone.co.uk/watch/zoom-focus-end/</a>  <b>JDW Chapter 14 quiz DUE Feb 6th</b> <b>Reaction paper # 3 Due Feb 7th Explain your thought and reaction after watching on Through Deaf Eyes.</b> <b>Through Deaf Eyes:</b> submit movie Q/A worksheet in GoReact <a href="https://youtu.be/tJeAG8tZyf4">https://youtu.be/tJeAG8tZyf4</a>  <b>Discussion:</b> As you get more involved in the field of Deafness and the Deaf Community, more and more uninformed persons will ask you why would a Deaf person not want a cochlear implant? Wouldn't they want to be "cured" and hear? Start formulating your response to those (bless their heart) well meaning persons. Practice it by telling us why Cochlear Implants aren't accepted by Deaf community.  In addition, discuss your take away from the presentations and the videos. Trying to avoid doing a 3-2-1 but want to know what made the most impact on you and why.
WEEK 4 1/31-2/6	Families	2	none	Diagnostic Crisis (58 – 60) Signing with the Fockers	For a Deaf Son <a href="https://www.youtube.com/watch?v=SCzI4kuWLw0">https://www.youtube.com/watch?v=SCzI4kuWLw0</a> For your Deaf Event experience paper with Q/A worksheet.  Alone in a hearing world: <a href="https://www.youtube.com/watch?v=RImpHoFjIU8">https://www.youtube.com/watch?v=RImpHoFjIU8</a>

				<p>(75-79) Breakthrough (80-84) From outside looking in (119-125) Parent Trap (139-142) If it ain't broke.. (143-151) epilogue (197-198)</p>	<p>Sound &amp; Fury: <a href="https://www.youtube.com/watch?v=hdIoSNwNfVs">https://www.youtube.com/watch?v=hdIoSNwNfVs</a></p> <p><b>Sound and Fury movie and sound and Fury 6 years later video</b> <a href="https://drive.google.com/file/d/1MpdBGFM0t22uCcJ6AmUr24fLZiUT1B/view?usp=sharing">https://drive.google.com/file/d/1MpdBGFM0t22uCcJ6AmUr24fLZiUT1B/view?usp=sharing</a></p> <p>For your Deaf Event experience paper with Q/A worksheet..</p> <p><b>JDW Chapter 2 test DUE Feb 13th</b></p> <p>Youtube: "Hearing...but not as you know it" <a href="https://youtu.be/icPsm9RnO2E">https://youtu.be/icPsm9RnO2E</a></p> <p>Youtube: "My son finally Deaf" <a href="https://drive.google.com/file/d/1MkLBEDPTRt6MI8psswbS9ikeUXpvXm/view?usp=sharing">https://drive.google.com/file/d/1MkLBEDPTRt6MI8psswbS9ikeUXpvXm/view?usp=sharing</a></p> <p>Reaction paper #4 Due Feb 14th What is your thought about the video about "Hearing...but not as you know it" and "My son finally Deaf"?</p> <p><b>Discussion:</b> 3 things that you might have thought BEFORE your exposure to ASL and Deaf Culture</p> <p>2 things that reinforced something you learned since taking ASL classes</p> <p>1 thing that was new or you never thought of before.</p>
WEEK 5 2/7-13	Education	8	1(1-16) 2(59-64) 11(just look over)	<p>Intro (3-5) Out of Order (17-22) Mainstreaming vs Deaf School (29-34) Mainstreaming vs Deaf School Part II</p>	<p><b>Discussion: 4 parts (no video this time)</b></p> <p><b>1. view the presentations video 1: Deaf education: history</b> <a href="https://view.knowledgevision.com/presentation/26d568241a42428c0f7fd953195b96">https://view.knowledgevision.com/presentation/26d568241a42428c0f7fd953195b96</a></p> <p><b>video 2: Deaf education history part 2A</b> <a href="https://view.knowledgevision.com/presentation/72abe6a4d3404d9c0d5cbec25dccb7">https://view.knowledgevision.com/presentation/72abe6a4d3404d9c0d5cbec25dccb7</a></p> <p><b>2. History of Deaf Ed in Europe</b> <a href="http://www.bslzone.co.uk/watch/history-of-deaf-education/history-deaf-education">http://www.bslzone.co.uk/watch/history-of-deaf-education/history-deaf-education</a></p>

				<p>(45-49) Breaking Point (126-131) How to Survive (135-138)</p>	<p><a href="http://www.bslzone.co.uk/watch/history-of-deaf-education/history-deaf-education-1/">http://www.bslzone.co.uk/watch/history-of-deaf-education/history-deaf-education-1/</a>  <b>Deaf Education in America:</b>  <a href="https://www.youtube.com/watch?time_continue=3&amp;v=7b1AdV-Y9F">https://www.youtube.com/watch?time_continue=3&amp;v=7b1AdV-Y9F</a></p> <p><b>3. Readings for this week: JDW Chapter 8: Education</b></p> <p><b>MIM:</b> Intro (3-5)</p> <p>Out of Order (17-22)</p> <p>Mainstreaming vs Deaf School (29-34) <a href="#">/content/enforced/29239-SLNG_1347_87_2020SP/mainstreaming part 1.mim.pdf</a></p> <p>Mainstreaming vs Deaf School Part II (45-49)</p> <p>Breaking Point (126-131) <a href="#">/content/enforced/29239-SLNG_1347_87_2020SP/breaking point.mim.pdf</a></p> <p>How to Survive (135-138)</p> <p><b>4.. Write a paper tracing the history of Deaf Education.</b></p> <p><b>JDW Chapter 8 EDUCATION Quiz DUE Feb 27th</b></p> <p>Youtube: Hogsworth and Deaf school  <a href="https://youtu.be/8glGJtRdlfw">https://youtu.be/8glGJtRdlfw</a>          Reaction #5 Due Feb 21th          Hogsworth and Deaf School compared video</p>
WEEK 6 2/14-20	Education: BI-BI	10		<p>Removin g the Mask (64-70) Truth Shall set you free (115-118)</p>	<p>BI BI:  <a href="https://repository.library.northeastern.edu/files/neu:rx917z79v">https://repository.library.northeastern.edu/files/neu:rx917z79v</a>          Hearing the Unheard:  <a href="https://www.youtube.com/watch?v=aqV_MjKliW0">https://www.youtube.com/watch?v=aqV_MjKliW0</a></p> <p><b>Discussion:</b>          I really want to know if you are beginning to understand the history of oppression and why the Deaf community is upset over the idea of mainstreaming and the lack of ASL being utilized? Unfortunately, that is a yes/no question and not allowed on the discussion board! So, tell me what you are beginning to understand about the Deaf view of mainstreaming and the language used in education. Is there anything that is still fuzzy to you or that you are unsure about? Do you feel you can/should advocate, and if so, how? (PS the Deaf</p>

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					Community will expect you too so start thinking now!)
WEEK 7 2/21-27	Evaluations	7, 11			<p><b>JDW Chap 7 Study questions and Chap 11 Quiz DUE March 14</b></p> <p><b>Discussion:</b></p> <p>The paradox of evaluations is that they don't evaluate the level of learning or skill a Deaf child has, but instead reveal what has to be done to the Deaf child. Many Deaf leaders feel that mainstreaming is doubly punishing and oppressing a Deaf child - depriving the Deaf child of language (ASL) as well as culture and connections. What are your feelings about those statement? Is there a better way?</p>
WEEK 8 2/28-3/6	DEAF Culture	5		<p>Happy Feet (42-44) Meet Deaf wow (71-74)</p>	<p>DPN:  <a href="https://www.youtube.com/watch?v=El_qTr3LOG0">https://www.youtube.com/watch?v=El_qTr3LOG0</a>  Deaf Mosaic on DPN:  <a href="https://www.youtube.com/watch?v=OtsYVeRuBuw">https://www.youtube.com/watch?v=OtsYVeRuBuw</a>  Deaf Culture: Identity <a href="http://youtu.be/jUMqGNXf8fQ">http://youtu.be/jUMqGNXf8fQ</a></p> <p>Audism Unveiled movie Q/A worksheet DUE March 20th (upload in GoReact)</p> <p>VALUES: <a href="http://youtu.be/FZkrM6M5QsQ">http://youtu.be/FZkrM6M5QsQ</a></p> <p><b>Discussion:</b></p> <p>DPN in 1988 and the mini DPN in 2006 has Deaf Culture all over starting with 1. Why did the Deaf Community feel they have a right to pick the president of Gallaudet University? I mean, I work at MCC and I have no say so in whom they pick as president of MCC; why would members of the Deaf Community feel they had the right? 2. What was the issue in the mini DPN movement? 3. From the readings, videos and hopefully observations, what aspects of Deaf Culture are a) making sense and b) still don't make sense?</p> <p><b>JDW Chapter 5 Study guide questions DUE march 21</b></p>
SPRING BREAK 3/7-13	3/8-14				ENJOY!! REST!! RECHARGE!!



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	Lan	3		Lost (9-16) Super Phony (107-166)	<p>ge &amp; Traditions: <a href="http://youtu.be/OL4vLdv9WwU">http://youtu.be/OL4vLdv9WwU</a></p> <p>orms: <a href="http://youtu.be/86zyhn_Jp3U">http://youtu.be/86zyhn_Jp3U</a></p> <p><b>3 Study Questions DUE March 27th</b></p> <p><a href="http://www.youtube.com/watch?v=DYWWXy0wy2w&amp;t=61s">www.youtube.com/watch?v=DYWWXy0wy2w&amp;t=61s</a></p> <p>#6 Due April 4th "Early Intervention: Missing link".</p> <p><b>on:</b></p> <p>touched on the importance of ASL and how it was banned and the fi</p> <p>ck into education. We will focus next week on grammar, so I don't</p> <p>of the responses to be about the grammar aspect. Language and</p> <p>e very much intertwined. Name a linguistic aspect that is cultural or</p> <p>pect that shows up linguistically. You are all probably scratching</p> <p>s so let me give you some hints. Most cultures have linguistic ways</p> <p>ect, to get attention, to indicate emotions (and what emotions are</p> <p>etc. How have you seen or learned how these cultural norms show u</p> <p>uage. If you have taken ASL classes, I know I have touched upon</p> <p>aspects that you needed to know that were part of the visualness of</p> <p>re. Name one of those. <b>NO REPEATS</b> so check before you post you</p>
WEEK 10 3/21-27	ASL	4	15	ASL 101 (164-166)	<p>ASL Grammar: <a href="https://www.youtube.com/watch?v=p0AvJadl85Y">https://www.youtube.com/watch?v=p0AvJadl85Y</a></p> <p>Audism &amp; Linguisticism:</p> <p><a href="https://www.youtube.com/watch?v=73zUW76OOxg">https://www.youtube.com/watch?v=73zUW76OOxg</a></p> <p>RULES OF SOCIAL INTERACTION <a href="http://youtu.be/EFxi7ul-bws">http://youtu.be/EFxi7ul-bws</a></p> <p>.</p>
WEEK 11 3/28-4/3	ASL con't				<p><b>Discussion:</b></p> <p>I am beginning to feel like a broken record about the culture and language and how important ASL is. so a version of the 2-1. 3 things that became even just a little bit clearer; 2 thing that were new and 1 thing that you feel has been etched into your brain.</p>
WEEK 12 4/4-10	Language & Literacy	9			<p>"Tomorrow, my father still be Deaf" movie</p> <p>Reaction paper #7 Due April 11th "Tomorrow, my father still be Deaf"</p>

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WEEK 13 4/11-17		16			Reaction paper #8 Due April 18th Has your perspective toward Deaf people changed since you now understand more about Deaf people? Do you think Deaf people still need to be fixed? Why/Why not?
WEEK 14 4/18-24	Catch up week				CATCH UP WEEK and prepare your content map project along with your study hours #1-8 (quizzes and study guides)based on what you learned this semester..
WEEK 15 4/25-5/1	CONTENT MAP Project				CONTENT MAP Project due April 30  Deaf Culture Events Reflection paper due April 30

**Course Grading Information:**

Grades shall be based on student performance in the following areas:

a.	Reaction Papers #1-8 (50 each)	400
b.	Discussion #1-10 post with GoReactvideo submit	500
c.	Deaf Culture Event/Experience	300
d.	Final Exam Content Map and study hours #1-8	<u>300</u>

TOTAL POSSIBLE POINT	1500
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Grade Scale:

Letter Grade	A	B	C	D	E
Total Points	1500 -1350	1349 – 1200	1199 – 1050	1049 – 900	899 or Below

Note: Students majoring in Interpreter Training (or Studies in Deafness) must obtain C or better in all required SLNG and SGNL classes in order to complete their degree or certificate

**Reaction Papers@ 50 points each (400 pts) The reaction paper assignments are part of the lectures related to Introduction to Deaf Culture provided by your professor.**

Reaction papers are not research paper nor are summaries. They are one or two pages which document your feelings, your thoughts, and your insight about videos or articles. Each article or video presents issues specific to the deaf community or deaf culture, but you should look into your own past or present to find experiences of your own or of people you know which in some way parallel those experiences of the people or topics discussed in each article or video.

Reaction papers should: 1) analyze the issue as the author presents it, 2) reveal whether the information was new or old to you, 3) indicate how it might have changed your thinking about an issue, 4) identify where you agree with the author and where you disagree, and 5) consider how the issue may relate to other minority groups. Two points are awarded for each of these five areas...please label them clearly.

**10 Discussions @ 50 points each (500 pts)**

Each week there will be a different question based on the chapter readings for that week. You are asked to sign on your video with your transcript and respond to a minimum of 2 classmates in GoReact comment box. Please see rubric for how your postings will be graded. Original postings will be due every Tuesday by noon (with the exception of the first week); your responses to 2 of your teammates are due by Sunday by noon.

**Deaf Culture Event/Experience (300 points)**

**6 HOURS OF INTERACTION WITH DEAF PEOPLE AND/OR WORKSHOP**

**ATTENDANCE. IN LIEU of interaction due to COVID 19: 6 hours worth of videos with**

**questions to submit in GoReact. 1. For a Deaf Son (75 pts) 2. Sound & Fury (75 pts)**

**3. Audism Unveiled (75 pts). 4. Reflection transcript/video based on 3-2-1 (look below) (75pts)**

**Total 300 pts.**

All activities will be posted on the MCC-ITP facebook page and on the calendar. Workshops will be credited as long as the topics relates to this class. All activities will be posted on the MCC-ITP facebook page. Workshops will be credited as long as the topics relates to the class. You are required to upload a video, preferably signed, discussing the event. In the video, you will start by telling me your name, the date of the event, the time you arrived and the time you left, and provide documentation of you actual attendance of the event (certificate of attendance, a photo or paperwork from the event). The remainder of the tape, you will use the 3-2-1 method to discuss what you observed compared with what you learned: 3 things you learned from class i.e. rules of social interaction, that was either demonstrated or not demonstrated; 2 observations of cultural clashes (this don't have to be significant clashes but minor clashes such as a Deaf community member hugging instead of shaking hands) and how would you cultural mediate one of those clashes to someone who was not aware of the cultural norms. Total 300 pts.

**You are required to turn in a reflection transcript paper with your video submit in GoReact.. The reflection paper is due the same week as the content map.**

**Concept mapping (300 points)**

The last week of the semester, in lieu of a final exam, you will present your Concept Maps of Deaf Culture. For more information go to <https://www.lucidchart.com/pages/concept-map> JDW quizzes and study guide completed assignments submitted are included for this presentation grade.

**Attendance**

Because this is an online class, your attendance will be taken via your original posting and your response posting. Missing 8 postings, either original or responses, constitutes 25% of the class and subjects you to possibly being dropped from the class. Please refer to the Highlander Guide for the complete policy

**Late Work and Make Up Work Policies:**

Because of the flexible nature of the online work, late work is generally not tolerated. In the event of extenuating circumstances, such as death in the family, etc, please contact the instructor as soon as possible to discuss options. However, life happens and things can interfere with your ability to post on time that isn't related to such circumstances. I am granting you one waiver for turning in work late or posting past the deadline. To utilize these, you must email me prior to the deadline and request to evoke your late waiver with a brief explanation

**Student Behavioral Expectations or Conduct Policy:**

I certainly want students to enjoy class, and I welcome and encourage appropriate and pertinent questions, comments and discussion. I also encourage professional, mature behavior.

Students are expected to maintain appropriate netiquette decorum that includes respect and courtesy for other students and the instructor, and an attitude that seeks to take full advantage of the education opportunity. Honest discussion and debate of topics is expected and encouraged, such interactions should not involve aggressive, derogatory, or hostile behaviors (verbal or otherwise). The instructor reserves the right to act to protect the decorum of the learning environment and the image of MCC.

**MCC Academic Integrity Statement:**

Cheating will not be tolerated. Any student found to be cheating will be subject to grade reduction, re-doing of assignments, grade of 0 on the assignment or dismissal from the course, depending on the weight of the assignment and the severity of the offense. Examples of cheating include but are not limited to:

- Unauthorized use of other resources (text, dictionaries, notes, or information from other persons) during exams.
- Plagiarism or copying work from other students (including daily work, assignments, quizzes, etc.).
- Giving assistance to another student during an exam or quiz. Allowing others to copy your homework or other assignments.

**Student Behavioral Expectations or Conduct Policy:**

In general, students are expected to maintain classroom decorum that includes respect for other students and the instructor, prompt and regular attendance, and an attitude that seeks to take full advantage of the education opportunity. The Highlander Guide describes the rights, privileges, and obligations of students affiliated with MCC. The complete guide may be accessed by clicking here: [Highlander Guide](#)

### **MCC Academic Integrity Statement:**

The Center for Academic Integrity, of which McLennan Community College is a member, defines academic integrity as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.” Individual faculty members determine their class policies and behavioral expectations for students. Students who commit violations of academic integrity should expect serious consequences. For further information about student responsibilities and rights, please consult the McLennan website and your Highlander Student Guide.

### **MCC Attendance Policy:**

Regular and punctual attendance is expected of all students, and each instructor will maintain a complete record of attendance for the entire length of each course, including online and hybrid courses. Students will be counted absent from class meetings missed, beginning with the first official day of classes. Students, whether present or absent, are responsible for all material presented or assigned for a course and will be held accountable for such materials in the determination of course grades.

Please refer to the [Highlander Guide](#) for the complete policy

\* [Click Here for the MCC Academic Integrity Statement](#)  
([www.mclennan.edu/academic-integrity](http://www.mclennan.edu/academic-integrity))

The link above will provide you with information about academic integrity, dishonesty, and cheating.

\* [Click Here for the MCC Attendance/Absences Policy](https://www.mclennan.edu/highlander-guide/policies.html)

(<https://www.mclennan.edu/highlander-guide/policies.html>)

Click on the link above for the college policies on attendance and absences. Your instructor may have additional guidelines specific to this course.

*\* You will need to access each link separately through your Web browser (for example: Mozilla Firefox, Chrome, Microsoft Edge or Safari) to print each link's information.*

## **APPENDIX A: STUDENT LEARNING OUTCOMES for INTERPRETER TRAINING:**

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Student Learning Outcomes for the program and the courses in which they are primarily measured are indicated in this matrix:

	Student Learning Outcomes X = Assessed	SLNG 1317 Deaf Comm	SLNG 1321 Intro Interp	SLNG 1347 Deaf Culture	SLNG 2401 Interp I	SLNG 2402 Interp II	SLNG 2488 Intern- ship	Assessment Type
1	Explains/describes interpreters' role and responsibilities and the interpreting process		X					Exam
2	Demonstrates understanding of interpreter's role and functions appropriately in that role						X	Supv Eval
3	Identifies significant names, facts, acronyms related to Deaf Community, organizations, history	X						Exam
4	Identifies and explains environmental and logistical factors affecting the interpreting process, along with possible solutions		X					Exam
5	Recognizes and gives examples of cultural differences; identifies potential relevance to interpreting situations			X				Exam
6	Identifies health risks; explains and/or demonstrates methods for preventing RSI's and burnout		X					Exam
7	Explains/describes technology related to Deafness	X						Exam
8	Demonstrates an appropriate level of ASL Skills (Competence in vocabulary, grammar, sociolinguistics, pragmatics, and strategy)						X	Capstone Project
9	Demonstrates an appropriate Level of skills in Interpreting/Transliterating					X		Mock Eval (Perform Eval)
10	Implements a professional							

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	development plan; demonstrates commitment to ongoing personal and professional development						X	Capstone Project
11	Uses appropriate technology(camera, recorders, videophones, etc.)				X			
12	Evaluates own skills and suitability for assignments; demonstrates appropriate levels of self-confidence and poise							Mock Eval (Perform Eval)
13	Establishes appropriate professional relationships with supervisors, mentors, peers, and consumers							Supv Eval
14	Knows and follows recognized codes of ethics/conduct		X					Exam

**Appendix B**

**Statement of Workplace and Foundation Competencies**



McLennan Community College is determined to prepare you with the knowledge and skills you need to succeed in today's dynamic work environment. Towards this end, the following workplace competencies and foundation skills have been designed into the curriculum for:

**INTERPRETER TRAINING PROGRAM:**

**COMMON WORKPLACE COMPETENCIES**

<b>Manage Resources:</b>	Time / Money / Materials / Space / Staff
<b>Exhibit Interpersonal Skills:</b>	Work on teams/ Teach others / Serve customers / Lead work teams / Negotiate with others
<b>Work with Information:</b>	Acquire & evaluate data / Interpret & communicate data
<b>Apply Systems Knowledge:</b>	Work within social systems / Work within technological systems / Work within Organizational systems / Monitor & correct system performance / Design & Improve systems
<b>Use Technology:</b>	Select equipment and tools

**FOUNDATION SKILLS**

<b>Demonstrate Basic Skills:</b>	Arithmetic & Mathematics / Speaking / Listening
<b>Demonstrate Thinking Skills:</b>	Creative thinking / Decision making / Problem solving / Thinking logically
<b>Exhibit Personal Qualities:</b>	Self-esteem / Self-management / Integrity

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Course Number: <u>SLNG 1347</u> Course Name: <u>Deaf Culture</u>	Relevant Competencies (Identify by Competency Number)
<b>SCANS COMPETENCIES.</b>	
1. Managing Resources: a. Manage time b. Manage money c. Manage materials d. Manage space e. Manage staff	a. 8 b. c. d. e.
2. Exhibiting Interpersonal Skills: a. Work on teams b. Teach others c. Serve customers d. Lead work teams e. Negotiate with others f. Work with different cultures	a. b. c. all d. e. f. all
3. Working with Information: a. Acquire/evaluate data b. Organize/maintain information c. Interpret/communicate data d. Process information with computers	a. all b. 3,5,6,7,8 c. 3,5,6,7,8 d. 8
4. Applying systems knowledge: a. Work within social systems b. Work within technological systems c. Work within organizational systems d. Monitor/correct system performance e. Design/improve systems	a. 1,2,3,9 b. c. 2,3,6,7 d. e.
5. Using Technology: a. Select equipment and tools b. Apply technology to specific tasks c. Maintain/troubleshoot technologies	a. 8 b. 8 c.
6. Demonstrating Basic Skills: a. Reading b. Writing c. Arithmetic/Mathematics d. Speaking e. Listening	a. all b. 5,6,8 c. d. 2,5,6 e. 1,2,4,6,
7. Demonstrating Thinking Skills: a. Creative thinking b. Decision making c. Problem solving d. Thinking logically e. Seeing with the mind's eye	a. b. 4,5 c. 5,6 d. 4,5,6,8 e.
8. Exhibiting Personal Qualities: a. Individual responsibility b. Self-esteem c. Sociability d. Self-management e. Integrity	a. b. c. d. e.



# McLennan

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## ACADEMIC RESOURCES/POLICIES

### **Student Support/Resources:**

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources or want to explore strategies for balancing life and school, we encourage you to contact a success coach by calling (254) 299-8226. Students can visit the Completion Center Monday-Friday from 8 a.m.-5 p.m. to schedule a meeting with a success coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff based on household size. Text (254) 870-7573 to schedule a pantry appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

### **MCC Foundation Emergency Grant Fund:**

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to <https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html> to find out more about the emergency grant. The application can be found at [https://www.mclennan.edu/foundation/docs/Emergency\\_Grant\\_Application.pdf](https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf).

### **Minimum Technical Skills:**

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

### **Backup Plan for Technology:**

In the event MCC's technology systems are down, you will be contacted/notified through your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

\* [Click Here for the Minimum System Requirements to Utilize MCC's D2L|Brightspace](https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html)  
(<https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html>)

Click on the link above for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

**Email Policy:**

McLennan Community College would like to remind you of the policy (<http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails.

**Instructional Uses of Email:**

Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with her/his students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

**Email on Mobile Devices:**

The College recommends that you set up your mobile device to receive McLennan emails.

**Forwarding Emails:**

You may forward the emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may become lost or placed in junk or spam filters.

**Accommodations/ADA Statement**

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. Instructors should not provide accommodations unless approved by the Accommodations Coordinator. For additional information, please visit [mclennan.edu/disability](http://mclennan.edu/disability).

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

[disabilities@mclennan.edu](mailto:disabilities@mclennan.edu)

254-299-8122

Room 319, Student Services Center

\* [Click Here for more information about Title IX](http://www.mclennan.edu/titleix)  
([www.mclennan.edu/titleix](http://www.mclennan.edu/titleix))

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at

[titleix@mclennan.edu](mailto:titleix@mclennan.edu) or by calling Dr. Drew Canham (Chief of Staff for Equity & Inclusion/Title IX) at 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC by calling 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting the following website: <http://www.lighthouse-services.com/mclennan/>.

McLennan's Title IX webpage (<http://www.mclennan.edu/titleix/>) contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence, or domestic violence.

*\* You will need to access each link separately through your web browser (for example Mozilla Firefox, Chrome, Microsoft Edge, or Safari) to print each link's information.*