



SPED935

Social Perspectives on Deafness and Deaf Education

S1 External 2019

Department of Educational Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

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Credit points

4

Prerequisites

Admission to MDisabilityStud or GradDipAuslEngInt

Corequisites

Co-badged status

Unit description

This unit provides students with a broad context for professional practice in education of deaf and hard of hearing learners. It will introduce students to the historical background and current settings, policies and approaches used in deaf education. Socio-cultural contexts of deaf people's lives will be explored, including the role of spoken and signed languages and identity and social-emotional development.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Describe the social, cultural and family contexts of deaf people's lives

Explain the historical context of deaf education and development of communication approaches used

Identify the legislative and curricular requirements for deaf education in Australia

Describe the role of spoken and signed languages in deaf people's lives and linguistic perspectives on their usage

Summarise the influences on deaf people's identity and social-emotional development

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc format.
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission.
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- Late submissions without extension will receive a penalty of 5% reduction of the total

possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

- No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are standards referenced and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

Assessment Tasks

Name	Weighting	Hurdle	Due
Quiz	30%	No	25/03/19
Case Study	40%	No	29/04/19
Interview Analysis	30%	No	20/05/19

Quiz

Due: **25/03/19**

Weighting: **30%**

The quiz will address the historical context of deaf education and the development and use of communication approaches. It will be available on Blackboard after Session 4 of the course. The quiz will comprise multiple-choice, matching and short-answer questions.

On successful completion you will be able to:

- Explain the historical context of deaf education and development of communication approaches used

Case Study

Due: **29/04/19**

Weighting: **40%**

Using one of a number of case studies of deaf students and their families, outline the state and federal legislative, policy and service provision issues that impact on their educational options

On successful completion you will be able to:

- Describe the social, cultural and family contexts of deaf people's lives
- Identify the legislative and curricular requirements for deaf education in Australia

Interview Analysis

Due: **20/05/19**

Weighting: **30%**

Using an interview with a deaf adult, describe the impact of the subject's education and family context on his/her social development, life experiences and opportunities

On successful completion you will be able to:

- Describe the social, cultural and family contexts of deaf people's lives
- Describe the role of spoken and signed languages in deaf people's lives and linguistic perspectives on their usage
- Summarise the influences on deaf people's identity and social-emotional development

Delivery and Resources

The unit is delivered online, with a two-day face-to-face campus conference. All learning materials will be available on iLearn.

Unit Schedule

The following outline shows details of each topics, and the readings which will support your study of these topics.

Topics 5, 6, 7, 8 and 9 (shaded below) will be covered during the Campus Conference (28 and 29 March).

The readings in **bold** text are required readings, all other readings listed are optional. The readings in ***bold and italics*** are chapters in your textbook.

Date	Topic	Readings
<p>Topic 1</p> <p>Week beginning 25 Feb</p>	<p>Social and cultural contexts of deaf people's lives:</p> <ul style="list-style-type: none"> • Introduction and overview • An examination of the variety of perspectives on deaf people. 	<p>Bauman (2008);</p> <p><i>Bauman & Murray (2014) (Introduction)</i></p>
<p>Topic 2</p> <p>Week beginning 4 March</p>	<p>History of deaf education:</p> <ul style="list-style-type: none"> • Deaf people's lives before the establishment of formal education • Beginnings and development of education in Europe and North America 	<p>Groce (1980); Moores (2010);</p> <p>Rosenfeld (2005);</p> <p>Carty, Macready & Sayers (2009); Lane (1984); Desloges (1984); Massieu (1984); Jackson (2001); Plann (1992)</p>
<p>Topic 3</p> <p>Week beginning 11 March</p>	<p>History of Deaf education:</p> <ul style="list-style-type: none"> • Beginnings of deaf education in Australia • Development of early childhood education • Impact of inclusion movements 	<p>Primary sources on Blackboard; Carty (2000); Carty & Thornton (2011); McDonald (2006); Power (2013)</p>
<p>Topic 4</p> <p>Week beginning 18 March</p>	<p>Communication philosophies/approaches and their historical development:</p> <ul style="list-style-type: none"> • Debates, paradigm shifts, current approaches 	<p>Moores (2010);</p> <p>Baynton (1996) (Introduction)</p>
<p>Assessment 1 (Online Quiz) due Monday 25 March</p>		
<p>Topic 5</p> <p>Campus Conference 28 March</p>	<p>Cultural contexts of deaf people's lives (Part 1):</p> <ul style="list-style-type: none"> • Impact of culture, identity and linguistic background for deaf/hh students from Aboriginal and Torres Strait Islander backgrounds and other ethnic/cultural backgrounds 	<p>Samovar, Porter & McDaniel (2010); Leigh & Crowe (2015); Respect, Relationships, Reconciliation (nd) http://rrr.edu.au/</p>

<p>Topic 6</p> <p>Campus Conference 28 March</p>	<p>Cultural contexts of deaf people's lives (Part 2)</p> <ul style="list-style-type: none"> • Values, attitudes and cultural norms among deaf people • Language debates in deaf communities • Issues for deaf and hearing people in professional contexts 	<p>Bahan (2014); De Meulder et. al. (2019); Czubek & Greenwald (2005); Ladd (2003) (Ch 4-5); Padden (1998); Power (2013); Schembri (2013)</p>
<p>Topic 7</p> <p>Campus Conference 29 March</p>	<p>Identity and social-emotional development in deaf/hoh children:</p> <ul style="list-style-type: none"> • Family, school and wider social environments • Assessment 	<p>Antia & Kreimeyer (2015) Ch 5; Leigh (2008); Wilkens & Hehir (2008); Calderon & Greenberg (2011); Leigh (2012); Brueggemann (2008); Glickman (1996)</p>
<p>Topic 8</p> <p>Campus Conference 29 March</p>	<p>Technology in the lives of deaf/hoh people:</p> <ul style="list-style-type: none"> • Functions of technology, service provision • Cultural perspectives on technology 	<p>Power & Power (2010)</p>
<p>Topic 9</p> <p>Campus Conference 29 March</p>	<p>Social, cultural and family contexts of deaf people's lives:</p> <ul style="list-style-type: none"> • Perspectives from deaf adults 	<p>Panel of deaf adults</p>
<p>Topic 10</p> <p>Week beginning 8 April</p>	<p>Overview of deaf education settings - Australian and international perspectives:</p> <ul style="list-style-type: none"> • Political, legislative and professional contexts 	<p>Websites to be provided</p>
<p>Recess: 15-26 April</p>		
<p>Assessment 2 (Case Study) due Monday 29 April</p>		
<p>Topic 11</p> <p>Week beginning 29 April</p>	<p>Overview of deaf education settings - Australian and international perspectives:</p> <ul style="list-style-type: none"> - Case studies - Community and stakeholder perspectives 	<p>Stinson & Kluwin (2011); McCarthy, Duncan & Leigh (2012); Websites to be provided</p>
<p>Topic 12</p> <p>Week beginning 6 May</p>	<p>Curriculum and deaf/hoh students:</p> <ul style="list-style-type: none"> - reasonable adjustments - Auslan as a LOTE - Deaf Studies Programs 	<p>Hauser & Kartheiser (2014); Neale, Carty & Power (2003)</p> <p>Power & Leigh (2011)</p>

Topic 13 Week beginning 13 May	Impact of social, cultural and family contexts on the learning environments of deaf children: - Summary and conclusions	Powers (2011); Marschark, Rhoten & Fabich (2007); Holcomb (2012)
Assessment 3 (Interview Analysis) due Monday 20 May		

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note: The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.**)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcome

- Describe the role of spoken and signed languages in deaf people's lives and linguistic perspectives on their usage

Assessment task

- Case Study

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Describe the social, cultural and family contexts of deaf people's lives
- Explain the historical context of deaf education and development of communication approaches used
- Identify the legislative and curricular requirements for deaf education in Australia

Assessment tasks

- Quiz
- Case Study

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Explain the historical context of deaf education and development of communication approaches used
- Describe the role of spoken and signed languages in deaf people's lives and linguistic perspectives on their usage

Assessment tasks

- Quiz
- Case Study
- Interview Analysis

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcome

- Identify the legislative and curricular requirements for deaf education in Australia

Assessment tasks

- Case Study
- Interview Analysis

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Describe the social, cultural and family contexts of deaf people's lives
- Describe the role of spoken and signed languages in deaf people's lives and linguistic perspectives on their usage

Assessment tasks

- Case Study
- Interview Analysis

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcome

- Identify the legislative and curricular requirements for deaf education in Australia

Assessment tasks

- Case Study
- Interview Analysis