

California State University Fresno- Fall 2012

CDDS 263 - Seminar in Language for Deaf and Hard-of-Hearing Children

Contact Information

Instructor: Chantel M. Cox, M.A., NAD V, RID CI/CT

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Class Meetings: Online (80%) and On Campus TBA (20%)

Office Hours: By appointment only.

Course Description:

This 3 unit course focuses on the language issues of deaf and hard of hearing children; techniques of remediation; use of specialized equipment/methods/approaches and development of teaching materials.

Prerequisites:

CDDS 163 and permission of instructor.

Course Rationale:

This course provides participants with instruction and practice in pedagogical theory and practices specifically adapted towards the needs of DHH children specifically in the acquisition and learning of language. The use of critical pedagogy and reflective teaching is not only encouraged but expected of the future teachers in this course. Topics to be covered are: various language development theories, functions of language, optimal linguistic environments, and various methods/approaches/and strategies to be used in a DHH classroom.

Student Outcomes:

Students are expected to do the following:

1. Review the CDDS 106 terminology (see the enclosed list).
2. **Each student will attend and participate in the Face to Face Meetings. See class schedule for dates. Times will be announced in the weekly announcements in Blackboard. You are REQUIRED to check weekly announcements at the beginning of each week.**
3. **Each student will meet online when notated in syllabus. When online meetings are required they will be held twice during the week. Students can choose either session. One will be set for the evening; the other will be for morning.**
4. **Give a one hour comprehensive seminar/presentation on a topic related to language learning and deafness (topic MUST have prior approval from**

instructor). An outline or agenda will be given to each student and the instructor. A separate page with 15 well designed multiple choice/true-false test questions developed from your presentation will be provided to each student and the instructor. These questions must reflect higher level thinking, and may be used on the final exam. Your one hour seminar will occur when we meet online as a class. Dates will be assigned once groups have been established.

- 5. Each student will demonstrate his/her knowledge of the content of the Schirmer text and lecture information through periodic quizzes and tests. Test will be posted on Blackboard and are to be submitted to me, via email by the due dates posted.**
- 6. Each student will complete lessons designed for differentiated learning based on the Cummin's Model and Bloom's Taxonomy. This assignment will be submitted via the online journal in Blackboard.**
- 7. Each student will write and submit a research paper via email.**
- 8. Each student will present an Demo lesson using a method/approach discussed in class. Demo lessons will be video recorded and submitted to the instructor and later viewed by classmates.**
- 9. Each student will participate in class by completing modules, assignments, Journal Entries, Discussion Board Questions and other assignments.**

Each student will sign for themselves during the class presentation. Every student in the class is expected to participate in evaluating each other student's presentation/seminar.

Website Information and Support:

To access the course login to [Blackboard](http://blackboard.csufresno.edu) (<http://blackboard.csufresno.edu>) using your Fresno State username and password.

For help with Blackboard contact Technology Innovations for Learning and Teaching at 278-7373 or send an email to tiltsupport@csufresno.edu.

Technical Requirements:

To take this class, you must have the following:

19. A computer with a good quality webcam and high speed internet access.
20. Firefox web browser on your computer. [Free Firefox download](http://www.mozilla.com/) at <http://www.mozilla.com/> Be careful about updates. Keep an old copy of the web browser in case the newer update has bugs that interfere with Blackboard.
21. An e-mail account with CSUFRESNO per University Policy. Keep in mind that all e-mails related to this course will be done via this account.

22. Microsoft Office (You may purchase Microsoft Office at a steep discount from CVIP or at the bookstore with your Fresno State ID). Note: *Microsoft WORKS is not compatible with Microsoft Office applications*. Alternatively, you may use [Open Office](#) which is a free download from www.openoffice.org Remember to save documents from Open Office as .doc or .rtf format so others can open them.
23. Adobe Acrobat Reader. If you do not have the [Adobe Acrobat Reader](#) go to: <http://www.adobe.com> and download the free reader. You will need this plug-in to access documents posted in this class.
24. Quicktime Player. If you do not have this, [QuickTime Player](#) is free and available at www.apple.com/quicktime/download/ You will need this to view the video clips.
25. Your web browser may prompt you to add or update plugins like Flash, Real Player, etc. If so please follow the directions given to update.
26. It is **your** responsibility to resolve **any** technical difficulties you may have by the end of the second week of the semester. After this, technical difficulty will not be accepted as an excuse for missed deadlines for submissions or lack of participation.

Required Texts:

Schirmer, B. (2000). *Language & Literacy Development in Children Who Are Deaf*. Allyn and Bacon. ISBN: 0-205-31493-7

Recommended Texts:

Easterbrooks, S. & Baker, S. (2002). *Language Learning in Children Who Are Deaf and Hard of Hearing Multiple Pathways*. Allyn and Bacon. ISBN: 0-205-33100-9

Required Reading:

These readings and/or their internet links will be posted in Course Documents on Blackboard. More readings to be added as the instructor sees fit.

Baldwin, L. (1997, March). *Negotiating meaning in a deaf bilingual setting*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. (EDRS No. 415 716).

Bailes, C. (2001). Integrative ASL-English Language Arts: Bridging paths to literacy. *Sign Language Studies*, 1(2), 147-174. (access thru the library's electronic journal site. This works best on campus)

California Department of Education, State Special Schools Division. (2000) *Programs for Deaf and Hard of Hearing Students: Guidelines for Quality Standards*. Retrieved from www.cde.ca.gov/sp/ss/dh/documents/proguidlns.pdf

Ewing, K.M. & Jones, T.W. (2003). An educational rationale for deaf students with multiple disabilities. *American Annals of the Deaf*, 148(3), 267-71.

Hartman, M. (1996). Thinking and learning in classroom discourse. *Volta Review*, 98(3), 93-106.

Kretschmer, R., & Kretschmer, L. (1995). Communication-based classrooms. *Volta Review*, 97(5), 1-18.

Pizzo, L. & Bruce, S. (2010). Language and Play in Students with Multiple Disabilities and Visual Impairments or Deaf Blindness. ERIC EDJ885731.

Smith, D. & Ramsey, C. (2004) Classroom Discourse Practices of a Deaf Teacher Using ASL. *Sign Language Studies* 5(1) pp. 39-62 (access thru the library's electronic journal site) http://muse.jhu.edu/journals/sign_language_studies/v005/5.1smith.pdf

California Framework Websites

Go to the following website to find frameworks

<http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>

Communication Protocol:

- If you wish to contact the instructor, please do so by e-mail. Please make sure you type '**CDDS 263**' in the subject heading. You can usually expect a reply within 48 hours if you send the e-mail between Sunday evening and Friday morning.
- In your videos or live situations, you are expected to use American Sign Language.

Grading:

Grades will be based on the following:

- 25% Quizzes and Tests
- 15% Student Presentations
- 10% Demo Lesson
- 15 % Research Paper
- 15% Face to Face and Class Participation
- 10% Discussion Board, Vlogs and Journal Entries
- 10% Final Examinations

All assignments are expected to be completed and submitted to the instructor by the due date. Extenuating circumstances will be taken into consideration if the instructor is notified **before** the deadline. Late submissions will have the grade reduced by 50%. No submissions will be accepted after the last day of classes as posted in the university schedule.

Final grades will be awarded based on the following percentage totals:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

< 60 = F

Note: Final percentages will be rounded off to the nearest whole number.

Quizzes and Tests:

Quizzes will be unannounced. Quizzes will be based on assigned readings and or lecture material recently discussed. Tests will be announced at least one week in advance. Test will be emailed to you, and are to be submitted to instructor via email by midnight of the due date.

Student Presentations:

You will research a topic related to Deaf/Hard of Hearing children **and** language issues. You and two other students will present as a group. Your presentation must be research based and include some practical application for a DHH classroom. You will a.) discuss the history of the topic b.) explain the prevalence of use in DHH classrooms and c.) model how it is to be used in a DHH classroom. You must provide your classmates with notes, or a PowerPoint of your presentation. You must also provide them with materials they will be able to utilize in their own classroom (ie: a list of websites, a variety of worksheets, sample writing prompts, etc.) **A separate page with 15 well designed multiple choice/true-false test questions developed from your presentation will be provided to each student and the instructor. These questions must reflect higher level thinking, and may be used on the final exam. Your one hour seminar will occur when we meet online as a class. Dates will be assigned once groups have been established.** You will present using ASL. You will be graded on content, form and use. You must obtain approval of your topic from the instructor prior to beginning your research.

Demo Lessons:

Students will create a lesson plan and carry out the lesson plan using appropriate materials. Classmates will be expected to participate in the lesson and give feedback. You will be expected to show a good understanding of characteristics of Deaf and Hard of Hearing students. You will be graded not only on the lesson plan you develop, but also on the delivery of your lesson plan in ASL. You will be assigned a specific method/approach/strategy (ie: LEA, DRTA, Interactive Writing, ASL/English, or Bi-Bi, etc.). Your demo lesson must model the anticipatory set, direct instruction, guided practice, independent practice and then discuss your assessment. While we will work on lesson plans appropriate for infants through adults, you will choose a specific grade level when doing your demo lesson. You will upload your assignment in Blackboard.

Research Paper:

Each student will write a 2000-word research paper (not including title page and the reference page) on a topic related to literacy and English language acquisition of deaf and hard of hearing Students. Suggested sources are: American Annals of the Deaf, Volta Review, Perspectives in Education and Deafness, Literacy and Deafness by Peter V. Paul, and Language and Literacy Development in Children who are Deaf by Barbara R. Schirmer. All sources for research should be published no earlier than 1995. Your research paper will be submitted to me using the assignment tool in Blackboard on or before the due date (see course schedule for specific due date).

Class Participation in Live Classes:

This is defined as a student who comes to class prepared, contributes readily to the discussion but does not dominate it, makes thoughtful contributions that advance the conversation, shows interest in and respect for others' views, and participates actively in small groups. **All communication will take place using ASL. Interpreters will not be provided.**

Discussion Board, Journal, Vlogs and Other Assignments:

Discussion Boards: You will respond to assigned topics posted by the instructor and respond to at least one other posting by another student on the Discussion Board. Discussion Board topics give you an opportunity to reflect and debrief about information you learned during each module.

Discussion Board Question #1: Please introduce yourself to the class. Tell us where you are from, what your work experience has been in educational settings, how you've been involved with Deaf education and or the Deaf community in the past, and what kind of teaching position you hope to have in the future. Tell us any other interesting facts about yourself that you feel comfortable sharing! We are looking forward to getting to know you!

Discussion Board Question #2: Please discuss Language Development Theories and various theories about second language acquisition vs. learning from Module 2 that will help you in your classroom. What will you apply in practical terms to help your students acquire language?

Discussion Board Question #3: Use your critical thinking skills to help you reflect on Module 3, regarding the Cummin's Model and Bloom's Taxonomy and differentiating instruction. What key concepts can you take from Module 3 to help make sure your lesson planning is effective for ALL of your DHH students?

Discussion Board Question #4: What experience do you have with IEP's? Are you overwhelmed and or intimidated by the thought of having to do IEP's? What are some resources you have to help you in your first and second year of teaching? What are some factors you will look at to help you determine how to transition a student from one grade level to another as well as from one type of placement into another? How will you continue to practice developing your IEP writing skills?

Discussion Board Question #5: Which strategies/methods/approaches do you feel most comfortable with at this point (LEA, DRTA, Interactive Writing, English/ASL, Bi-Bi, etc.) ? Which methods/approaches/strategies do you feel will require more effort for you to apply in your DHH classroom?

Journal: You will reply to journal topics by writing a minimum of 2 paragraphs per entry, when assigned. Your first Journal Entry will be based on choosing a topic for your class presentation. In your second journal entry, you will be required to draw and label the Cummin's model. You will also be asked to create appropriate activities for each quadrant of the Cummin's Model. You will need to make sure that differentiated instruction is clearly evident. You will be asked to create lessons on a variety of topics. Make sure to use these lessons as a springboard for language regardless of the

topic. You will assume you have 3 students in each quadrant. Your entire lesson should be set for about 30 minutes.

Journal Entry #1

Choose a topic you'd like for your presentation. The topic must be related to language and Deaf or Hard of Hearing children. You must receive instructor approval on your topic. Write one paragraph about your topic and what you plan to do for your presentation. Remember, your presentation must be informative and have some sort of demonstration.

Journal Entry #2

Draw the Cummin's model and label each quadrant. Create an appropriate activity for each quadrant of the Cummin's Model. You will need to make sure that differentiated instruction is clearly evident. You will be teaching a lesson on money. Make sure to use this lesson as a springboard for language. You have 3 students in each quadrant. Your entire lesson should be set for about 30 minutes.

Draw the Cummin's model and label each quadrant. Create an appropriate activity for each quadrant of the Cummin's Model. You will need to make sure that differentiated instruction is clearly evident. You will be teaching a lesson on verbs. Make sure to use this lesson as a springboard for language. You have 3 students in each quadrant. Your entire lesson should be set for about 30 minutes.

Draw the Cummin's model and label each quadrant. Create an appropriate activity for each quadrant of the Cummin's Model. You will need to make sure that differentiated instruction is clearly evident. You will be teaching a lesson on the water cycle. Make sure to use this lesson as a springboard for language. You have 3 students in each quadrant. Your entire lesson should be set for about 30 minutes.

NOTE: You will be tested on this. Look at the rubric under the "Rubrics" Section to become familiar with the expectations to ensure you earn a decent grade.

Vlogs will be 5-10 minutes maximum. You need to ask questions, share experiences, and show critical thinking by giving good insights on the topic at hand.

Vlog #1:

Record yourself for 3-5 minutes defining, in sign, the following terms.

1. Communication
2. Language
3. Language Learning
4. Language Acquisition
5. i+1, zpd, scaffolding
6. Recasting

Vlog #2:

Record a 5-10 minute VLOG. In your VLOG you must discuss/define/explain the Cummin's Model. Reflect on your Journal Entries and explain why you chose each

activity for the various quadrants. Explain whether or not you found the assignment challenging and easy and why. Also, explain how you will utilize the Cummin's Model in your own classroom and what benefits you think you will see from it. What will some of the challenges be?

Other Assignments:

1. *Deaf Education Observation:*

Write a one page summary of your experience in DHH classrooms. Be sure to comment on the type of communication used. (ie: Which specific languages and/or systems were used? What are some of the pros and cons of those systems/languages, based on your interaction with the students and their ability to communicate expressively, receptively - in sign, orally, and in written English? What types of academic tasks were challenging for the students? *Please do not give any specific identifying information - do not list the name/location of the school setting, do no use student or teachers real names, etc.) The due date for this write up is: ???? 2012.

2. *Communication/Language Observation:*

You must observe a child/care-taker (ie: parent, grand-parent, baby-sitter, etc.) for about an hour. Focus on the type of communication and/or language being used. Is it being elicited? What are the attempts made by the child? What types of responses is the adult giving? Which language development theory do you see at play here? What are the adult contributions to language? Which level of Halliday's Function of Language is the child at? Is language being learned or acquired? etc.

After your observation, write up a 1-2 page summary of your observations. You can use identifying information such as gender of child and care-taker, approximate age of child, relationship between the child and care-taker, setting, activity, etc. Please do not use real names. The due date for this write up is: ???? 2012.

3. *Creating an Optimal Linguistic Environment to create a positive Behavior Climate in your Classroom.*

Create a list of 15-20 things you will do to maintain a well managed, positive classroom environment so that students will be engaged. Be sure to include specific resources you may utilize if you are having difficulty managing behavior with any particular student(s). Be sure to consider meeting the needs of students who may have Autism, ADHD, emotional disorders, etc.

Due: _____

4. *PLOP Write Up Assignment*

- a) Email me to request three writing samples from deaf students. You may request a specific grade level (ie: Elementary, Middle or High School level).
- b) Review the writing sample.
- c) Write up a Present Level of Performance for each student (Student A, Student B, Student C), explaining the student's strengths and weaknesses as displayed in the writing sample. You are to assume the the sample given to you is a fair representation each of the student's abilities.

5. IEP Goals and Objectives

Using your Present Level of Performance Write Ups, create an appropriate goal and objectives for each of your student's IEPs.

Make sure they are specific, measurable, attainable, realistic, and timely (SMART).

DUE: ????, 2012

6. CREATING LESSON PLANS FROM PLOP/IEPs

1. Using the 3 month benchmark you developed for Student A, create a lesson plan that would be an appropriate stepping stone towards helping the student achieve his/her goal. The lesson plan needs to have the following parts:

- a. Content Standard
- b. Behavioral Objective
- c. Motivation/Anticipatory Set
- d. Materials
- e. Direct Instruction
- f. Guided Practice
- g. Independent Practice
- h. Assessment
- i. Follow Up

Due: ????, 2012

2. Using the 3 month benchmark you developed for Student B, create a lesson plan that would be an appropriate stepping stone towards helping the student achieve his/her goal. The lesson plan needs to have the following parts:

- a. Content Standard
- b. Behavioral Objective
- c. Motivation/Anticipatory Set
- d. Materials
- e. Direct Instruction
- f. Guided Practice
- g. Independent Practice
- h. Assessment
- i. Follow Up

Due: ????, 2012

3. Using the 3 month benchmark you developed for Student C, create a lesson plan that would be an appropriate stepping stone towards helping the student achieve his/her goal. The lesson plan needs to have the following parts:

- a. Content Standard
- b. Behavioral Objective
- c. Motivation/Anticipatory Set

- d. Materials
- e. Direct Instruction
- f. Guided Practice
- g. Independent Practice
- h. Assessment
- i. Follow Up

Due: ????, 2012

Final Exam:

The final exam will consist of multiple choice and true false questions submitted by you and your classmates. The test will cover information you presented during your class presentations focusing on Deaf and Hard of Hearing children and language development and education.

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Note: If you are teaching an online course and plan to give your exam online, or not meet the class on the final exam day in your classroom, you need to inform students in your syllabus. You also need to address a memo to that effect to your department chair and dean.

Course Policies & Safety Issues.

of their work upon the instructor's request.

Plagiarism Detection:

The campus utilizes the SafeAssign plagiarism prevention service through Blackboard. In this course, students may be required to submit written assignments to SafeAssign. Submitted work will be used by SafeAssign for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the SafeAssign process, in which case the instructor can use other electronic means to verify the originality of their work. SafeAssign Originality Reports will not be available for your viewing.

UNIVERSITY POLICY & PROCEDURES

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities (278-2811).

Honor Code:

Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. You should:

- g) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- h) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- i) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.”

Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers:

At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](http://www.csufresno.edu/ITS/) (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for

the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [copyright web page](#):

www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf

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Tentative Course Schedule: (Subject to change)

NOTE: The contents and schedule are subject to change as circumstances warrant. It is the responsibility of the student to make note of any changes announced by the instructor.

Date	Topic	Readings & Assignments
8/17	Face to Face Meeting	On Campus - Activities
8/18	Face to Face Meeting	On Campus - Activities
Week of 8/20	Module 1 Introduction, Blackboard Orientation, Set up Group Presentations, Choose Topic, Obtain approval	<i>Orientation Module</i> <i>Syllabus</i> Submit BlackBoard Tutorial Certificate of Completion Syllabus Quiz CDDS 263 Journal Entry #1 (Presentation Topic) Discussion Board Question #1 Meet with Group to prepare for Presentation
Week of 8/27	Module 2 Language Development Theories Application to Early Intervention Comprehensible Input (i+1, zpd, scaffolding) Bloom's Taxonomy Haliday's Function of Language	Review Ch. 1 Schirmer Text <i>Language Development and the Goals of Language Instruction</i> <i>Language Acquisition – Krashen</i> <i>Neural Substrates of Lang Acquisition</i> Deaf Ed Observation Write Up Communication/Lang Observation Write Up VLOG #1 Discussion Board Question #2
Week of 9/3	Module 3 Cummin's Model and Practical Application Special Needs DHH students	Schirmer Text – Ch. 2 <i>Language Development Within the Classroom Setting</i> <i>An Educational Rationale for Deaf Students with Multiple Disabilities</i> <i>Language and Play in Students with Multiple Disabilities and Visual Impairments or Deaf-Blindness</i> <i>The State of Public Education</i> <i>Bloom's Taxonomy</i> <i>Second Lang. Acq.</i> ONLINE MEETING – Times TBA Journal Assignment #2 (Cummin's Model Activity) Journal Assignment #2 VLOG #2 Optimal Linguistic Environment List Activity Review for Test #1

Date	Topic	Readings & Assignments
Week of 9/10	Test #1	
Week of 9/17	Research Prepare for Presentations	Schirmer Text – Ch. 3 <i>Literacy Development</i> Discussion Board Question #3
Week of 9/24	Student Presentations	Work on Research Paper
Week of 10/1	Student Presentations	Work on Research Paper
Week of 10/8	Module 4 Common Errors in DHH students writing Student Writing samples Present Level of Performance	<i>Review Grammatical Constructions from CDDS 106</i> RESEARCH PAPER DUE
Week of 10/15	IFSP's IEPs Multidisciplinary Team Present Level of Performance Goals/Objectives Transition Plans Due Process Procedures	Schirmer Text – Ch. 4 <i>Approaches to Promote Reading and Writing Development</i> <i>IEP – Training, State of CA</i> <i>IEP Goals/Objectives</i> <i>S.M.A.R.T. Goals</i> PLOP Write Up of Writing Sample Due
Week of 10/22	Using Writing Samples to create PLOP Using PLOP to create IEP Goals/Objectives Lesson Planning based on IEP and State Standard	Schirmer Text – Ch. 5 <i>Learning through Reading and Writing in the Content Areas</i> Schirmer Text – Ch. 6 <i>Monitoring the Learning Process in Reading and Writing</i> IEP Goals and Objectives Due Review for test #2
Week of 10/29	Test#2	
11/2	Face to Face Meeting	On Campus - Activities
11/3	Face to Face Meeting	On Campus - Activities
11/4	Face to Face Meeting	On Campus - Activities
Week of 11/5	Application of IEP Multidisciplinary Team Approach	Lesson Plans Due Discussion Board Question #4

Date	Topic	Readings & Assignments
Week of 11/12	Module 5 Review of Methods/Approaches/Strategies and specific modifications for DHH students (DRTA, LEA, Interactive Writing, Natural Approach, Structured/Analytical Approach, Bi-Bi)	<i>Principles for Reading</i> <i>Unlocking the Curriculum</i> <i>Review of Lit.</i> <i>Using Balanced and Interactive</i> Start working on Lesson Plan for Demo Lesson <u>ONLINE MEETING – Times TBA</u>
Week of 11/19	Cont. Module 5 Review of Methods/Approaches/Strategies and specific modifications for DHH students (DRTA, LEA, Interactive Writing, Natural Approach, Structured/Analytical Approach, Bi-Bi)	Bilingual Bicultural ONLINE MEETING – Times TBA Review for Test #3 Lesson Plan Due VLOG #3
Week of 11/26	Test #3	Prepare for Demo Lesson
Week of 12/3	Demo Lessons	Prepare for Final Exam Discussion Board Question #5
Week of 12/11	Final Exam	