Welcome to the Experience in the Deaf Community Seminar. I anticipate that this seminar will be a unique learning experience for many of you. This is a community based learning (CBL) seminar where you will be more fully immersed in the Deaf World and able to apply your classroom learning to the “real world” of the Deaf community. This type of learning is defined as the thoughtful combination and integration of service experience in the community with academic work. This seminar will give you the opportunity to share your own experiences with classmates in a relaxed, yet professional, confidential and supportive setting. These seminar reflection sessions provide students the opportunity to discuss broader social issues, critical social analysis and develop an understanding of the Deaf community in relation to and in existence with our world at large.

Required Texts:
Christensen, Kathee, *Deaf Plus, A Multicultural Perspective*
Lane, Harlan, *The Mask Of Benevolence: Disabling the Deaf Community*
Lane, H, Hoffmeister, R., Bahan, B, *A Journey into the Deaf World*

Expectations and Requirements: (see specifics of each in attached paper)
Class meets on Wednesdays from 11:00 AM-12:50 PM, beginning Jan. 16, 2008 in Fenwick 434.
- The Seminar
- Community Based Learning experience
- Signed “Oral History” project

*You will need to have approval and signed permission forms for taking photos or videotapes of people at the sites. Be sure to get a signed approval before photos are taken.
**Grading:** The final grade for the semester will be based on the following:

**In Seminar Class:**
- Weekly attendance/participation  15%

**CBL: REFELCTIONS: Connect experiences and Readings when reflecting.**
- Video journal (3 entries)
  - #1 Beginning… include overview of site (Due January 30)  5%
  - #2 Mid-semester (Due February 27th)  5%
  - #3 Semester end (DUE May 7th)  5%

CBL Written report: Final reflection paper (DUE May 7th)  15%

**CBL Presentation- at the Academic Conference (April date TBA)**
- Student presentation  10%
- Poster info

**“ORAL” (Signed) History project: INTERVIEW WITH DEAF PERSON**
- Introduction and Interview (DUE: February 20th)  10%
- Signed Project Reflections- in class (DUE April 16th)  10%
- Written Reflection Paper (DUE April 16th)  10%

**Seminar Sites:**
- Mid-semester and Final evaluation by site sponsor  10%
- Project  5%

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**The seminar** will include:
- Weekly updates of the student’s internship… in ASL
- Students are expected to actively participate in discussions
- Weekly discussions on readings and integration of text with experience
- Students are expected to submit at least one question relating to the readings prior to each seminar
- Opportunities for students to:
  - Bring up and discuss issues and conflicts that arise during the internship
  - Introduce and ask about new vocabulary (signed) that is used at your site
  - Share with and learn from each other in a safe, CONFIDENTIAL environment

**Community Based Learning:**
*You will need to have approval and signed permission forms for taking photos or videotapes of people at the sites. Be sure to get a signed approval before photos are taken.

**The CBL Site:**
- Be active and responsible at your specific site
- Submit a specific schedule of your day/time at the site. Include contact information.
- Complete a site “project”. This is determined between the students and site supervisor.
- Participate at the site for 6 hours per week (a total of 78 hours for the semester.)
- Site supervisors will complete midterm and final evaluations. These will be factored into your final grade.
CBL presentation:
Final reflection overview presentation will be done at the Academic Conference. (Date: April TBA)
This is your opportunity to share your experiences of the internship and explain how it has impacted your academic, spiritual and personal growth. Site supervisors will also be invited to this presentation. This presentation will be videotaped.
You will have 15 minutes for your presentation (with power point). Introductions must be done in ASL. Presentations can be done in ASL or in English (we will have an interpreter at the academic conference). Students should have their presentations ready in PowerPoint format or video format.
(Please submit a copy of your PowerPoint in DVD format)
Include the following in your presentation:
- Agency/School name
- Location
- Describe the services provided
- Describe the population served
- What is the primary language used at the site and what is the communication policy?
- What was YOUR ROLE at this site?
- What was the most important thing you learned from this experience?
- What career opportunities do this type of placement offer?
* Poster- Students will make a poster to be displayed at the Academic Conference. Include some of the above information and photos.

CBL Video Reflections:
Submit a videotaped reflection tape 3 times during the semester IN ASL.
DUE: January 30th Introduce yourself. Share your expectations for the semester. Provide an overview of your site placement in the seminar. Describe your specific “site project” that you hope to accomplish.
DUE: February 27th MID-SEMESTER summary of internship experience thus far. Are your goals being met? Have the goals been changed or adjusted? What would you like to accomplish during the last part of your internship?
DUE: May 7th FINAL summary and reflection of your site experience. How did you link the Service Learning Theory to your actual experience?

Course Link section:
- Explain how your work on this project is related to issues in the Deaf community.
- Include and site at least two readings that relate to your site and experience.
- Explain how these readings have helped fill in your knowledge- whether they supported what you actually experienced at the site or contradicted them.

CBL written report:
This will be a summary of your experiences and reflections for the entire semester. Include:
- An introduction (see format of “CBL presentation”)
- Course Link section
  - Explain how your work on this project is related to issues in the Deaf community.
  - Include and site at least two readings that relate to your site and experience.
  - Explain how these readings have helped fill in your knowledge- whether they supported what you actually experienced at the site or contradicted them.
- Evaluation section
  - Evaluate the success of your project in terms of what it contributed to the community.
  - Evaluate the success of your learning experience and understanding of the Deaf community.
  - Use the “reflections” from your journal/log entries to show specific examples.
- Conclusion section (This expands on the above Evaluation section)
  - Reflect upon the experience of this Community Based Learning experience in relation to the course in general. What did you learn from this experience that the text alone may not have offered?
- Bibliography of works cited. For assistance with citations you may look in a grammar book or view the English Dept. website.
“ORAL” (Signed) DEAF HISTORY PROJECT: DUE February 20th
*You will need to have approval and signed permission forms for taking photos or videotapes of people for the WWHP signed histories. Be sure to get signed approvals before photos are taken and interviews are completed.

- Students will identify and choose a d/Deaf person from the community or site to interview.
- Students will write a proposal for “Student Grant” and “Marshall Fund” grant requesting funding so that the interviewees can be paid a small stipend, plus for funds to host a reception at the end of the project.
- Questions will be developed; general introductory questions plus specific to individual or topic. Students will also use readings to consider and develop questions.

THE INTERVIEW: (DUE February 20th)
- Complete proper release forms. Make sure all forms are signed.
- Establish a time and schedule to interview the person.
- Borrow digital camera equipment from AV or schedule a time in the AV studio.
  (Contact John Buckingham to schedule time in the studio- Stein 1st floor)
- Videotape interview in ASL.

INTERPRETING the INTERVIEW: (March 18th time TBD)
- Interpret signed interviews into spoken English with students from Northeastern University
- Interpreting Training program and instructors Trudy Schafer (trudy.Schafer@hotmail.com) and Rico Peterson (r.petersen@neu.edu)

TRANSCRIBING: the interpreted interviews (audio taped) will be transcribed by students at the Salter School. Instructor Linda Douglas 508 853-1074

THE FINAL PRODUCT: April 16th at 11:00 AM
- Reception for Deaf Community, NU students and Holy Cross students and general community.
- Students will share their experiences of working on the Signed “oral history” project:
  the communication, the process and what was learned.
- Selected parts of the “Oral History” videos will be shown at this time.

“ORAL” (Signed) DEAF HISTORY PROJECT: Written Paper (DUE: April 16th)
This will be a summary of your experiences and reflections for the Signed Oral History Project.

YEAR END VIDEO PROJECT: DUE MAY 7th
This video will be made as a class project and will include clips and pieces of work done throughout the semester, pictures from previous years, plus final reflections about the Deaf Studies program that students will share. It will be shown at the Deaf Studies Reception on May 22nd.

JOURNAL ENTRIES: You are encouraged to pass in your written journals for specific and personal feedback. The written journal format will not be graded; however, you will share the content of the entries weekly in class- presented in ASL. You will use this as a reference later in the semester when writing and developing your final reflection video PLUS at this time writing a final reflection paper.
*Always be sure to respect and protect the confidentiality of your situation.
(Sometimes sensitive and private situations of clients are discussed in class so be sure to keep the specifics of these situations confidential.)

Before going to the site:
- What are your expectations and goals for the day?
Just after completing your site visit, write your thoughts on the following:
- Start with one word to describe your weekly experience, and then continue with your reflections…
- Self- evaluation of the day: What went well? What would you like to see improved?
- How does the THEORY apply to REAL LIFE? Give examples.
- What goals can you set for your next visit?

You might also like to include some of the following TOPIC ideas in your journal entries. This will encourage you to think a bit beyond the actual experience and add more thought and depth to your entry.
Culture Shock, Diversity, Collaboration, Reciprocity, Communication, Oppression, Self- Esteem, Identity, Social Class, Ability and Disability, Rules of Interaction, Respect, Community, Role Models, Independence
TRANSPORTATION
Finding appropriate sites in the Deaf Community is a continual challenge. The resources are limited so it is often necessary to look beyond the local Worcester community for site placements. We are working with Margaret A. Post, the director of Community Based Learning (Smith Hall- room 332  x3006) to coordinate options for transportation in Worcester and outside the immediate area. Students will be updated regarding reimbursement for travel for CBL.
Options for transportation to sites:
Use own car
SPUD vans (possible option)
Zip Cars (Drivers register on-line. Membership fee. Hourly or Daily rate applies)