

Outside Research & Reflection

In these assignments, you will choose and learn more about class-related-topics that interest you.

- Topic: must have something to do with class topics (deafness/hearing loss, deaf/HH experiences, therapy, assistive technology, etc.; Deaf culture, sign language(s), sign codes/systems, etc.)
 - If you have an idea that's much different from the suggestions below, run it by me first
- For each assignment, spend about 2 hours of "input" (watching, reading, researching, gathering) and then write your 2-page reflection (double-spaced)
 - If you watch a movie or attend an event less than 2 hours, do some additional research related to the movie/event (background on the director/characters/story/topic, etc.) or discuss the material with a classmate/friend
- You are encouraged to do activities with classmates (attend event, watch movie, discussion), but you must each write your own reflection. For research/gathering topics, you must each spend at least an hour gathering, and the rest can be compiling/comparing, discussing.
- Turn in online: reflection, links to media, and anything you've gathered that can't be linked
- Graded primarily for thoroughness

Reflection:

Type 2 pages double-spaced (about 500 words) addressing the following:

- Your topic and how it relates to class material
- What you did (including when, where, with whom, time spent on "input" and discussion)
- For events/media: Brief summary of plot/what happened
- For research/gathering: What you gathered, how/where you searched for it, and a summary of the material as a whole (conclusion/answers, decision/advice, sides of the debate, etc.).
- Personal reflection on your experience (what you liked, learned, new insights)
- Whether the topic/media would be useful in future semesters of this class (Is the topic relevant enough? Is there enough material? Was it too challenging? If it is biased, does it offer a useful perspective? etc.)
- Citations (not included in 500 words): Bibliographic references and/or links to where I can find all sources/media you used/discuss, or an announcement of the event. If I can't find anything about it, your grade will be impacted.

Topic examples:

Events/Deaf Contact

- Attend an event on a class-related theme (lecture, performance, club meetings, etc.). If meetings are an hour or less, attend at least two.

- Attend an ASL-interpreted event. Watch the interpreter (sit where you have a good view) and mention any signs you learn or recognize in your reflection.
- Spend a couple hours (total) with a deaf/hard-of-hearing person. Include how you communicated and any difficulties (or lack thereof) in your reflection.

Research/Gather Media

Research or gather media on a class-related theme. Ideas:

- Deaf/hearing loss-related laws, services, or other options in your state/region (or compare them in neighboring states/regions). Examples:
 - Newborn hearing screening (requirements, prevalence of infant deafness, parent follow-up rates, therapy/advice programs given to parents...)
 - Hearing screening and follow-up/therapy programs in schools
 - Early intervention programs (infant-parent, etc.)
 - Preschool/Kindergarten programs
 - Accessibility (laws on requiring access to interpreters, captioning, etc.)
 - Assistive technology in schools, hospitals, government buildings
 - Cochlear implants (surgeries, follow-up programs...)
 - Age-related hearing loss, hearing aid use in seniors
 - Educational options (deaf schools, mainstreaming programs...)
 - ASL interpreter programs, certifications
- ASL poetry (including ABC stories, handshape stories), or theater
- Interpreted music, Deaf musicians, Deaf rap
- Deaflympics or other Deaf sports events
- Deaf President Now movement
- History of laws/policies/events that affect deaf/HH people
- History, use, perceptions of ASL (or other signed language)
- History or debate about oral/speech vs sign-based language-learning and education
- Early language development and disruptions for deaf/HH children
- Effects (psychological, social, cognitive, educational...) of hearing loss
- Speechreading (lipreading)
- Other sign languages, dialects (e.g. Black ASL), or systems (SEE, Pidgin...)
- Tactile ASL (deafblind ASL)
- Deaf-blindness (causes, prevalence, challenges to communication, accessibility...)
- Stories/personal experiences of deafness/hearing loss (technology, discrimination, daily life...)
- Deaf culture, Deaf clubs
- Support groups for people affected by hearing loss (for themselves or family)
- Residential deaf schools, Deaf colleges, their impact on Deaf culture
- Notable deaf people (tip: search for “deaf” and a profession)

Outside Reading

Read a book, chapter, article, blog entries, Twitter feeds, etc. on class-related theme. If a reading is long, report on about two-hours' worth of reading. Ideas:

- When the Mind Hears: A Story of the Deaf
- A Journey into the Deaf-World (read 1-2 chapters)
- For hearing people only : answers to some of the most commonly asked questions about the deaf community, its culture, and the "deaf reality"
- Never the Twain Shall Meet: Bell, Gallaudet, and the Communications Debate
- Deaf in America: Voices from a Culture
- Inside Deaf Culture
- Alandra's Lilacs: The Story of a Mother and Her Deaf Daughter
- A Loss for Words: The Story of Deafness in a Family
- TRAIN GO SORRY: Inside a Deaf World
- Shouting Won't Help: Why I--and 50 Million Other Americans--Can't Hear You
- Articles in ASHA journals (challenging reading; find on asha.org)

Videos

Watch a movie or episodes of a TV show, web series, vlog, etc. (adding up to movie-length input time) with class-related topic as a major theme. If the media duration is much less than 2 hours, do additional background/extension research and/or discuss with classmates/friends. (You must each write your own reflection.) [Search online, OSU library, Netflix, Amazon, YouTube, Vimeo...] Assorted ideas:

- Children of a Lesser God (drama)
- Deaf Jam (documentary)
- Switched at Birth (TV drama: watch 2-3 episodes; the first 2 are especially relevant)
- Sue Thomas, F.B.Eye (TV drama: watch 2-3 episodes)
- Through Deaf Eyes (documentary)
- For a Deaf Son (documentary, 1 hour: watch additional videos or do extra research)
- Hear and Now (documentary)
- And Your Name is Jonah (drama)
- Bridge to Silence (drama)
- Sweet Nothing in My Ear (drama)
- The Treasure: Poems by Ella Mae Lentz (1 hour: watch additional videos or do extra research)
- Charles Krauel: A profile of a deaf filmmaker (1 hour: also watch additional videos or do extra research)
- Eye Music: A Festival of ASL Poetry and Performance (video-recorded live series)
- Poetry in Motion (~1990 video series)
- Dummy Hoy: a deaf hero (biography, 3 hrs)
- I See The Crowd Roar: The Story of William Dummy Hoy (documentary, 40 mins: watch additional videos or do extra research)
- In The Land of Deaf (French documentary)
- Nathie: No Hand-Me-Downs (autobio stories)
- Re-Defining D-E-A-F (vimeo.com/12817361, discussion, 40 mins: watch additional videos or do extra research)
- See What I'm Saying: The Deaf Entertainers Documentary

- See What I Mean: Differences Between Hearing and Deaf Cultures (educational)
- Summer’s Story: A Collection of Videos About Life Experience with the Cochlear Implant (two 30-min videos: watch additional videos or do extra research)
- You Think Deaf People Have Problems? (comedy)
- Universal Signs (drama)
- The Rosa Lee Show (2004-2008): American Sign Language (ASL) Storytelling, Video, Poetry, & Music
- Mr. Holland’s Opus (drama)
- The Heart is a Lonely Hunter (1968 drama)
- ASL Poetry: Selected Works of Clayton Valli
- Audism Unveiled (educational DVD, 1 hour: also watch 45 mins extended material or do extra research on audism)
- Crazy Moon (drama)
- Tomorrow Dad Will Still Be Deaf (45 mins: watch additional videos or do extra research; DVD may come with additional stories)
- Johnny Belinda (1948 drama)
- Listen to Your Heart (2010 drama)
- Love is Never Silent (drama)
- Miracle Worker, the story of Helen Keller (1962 biography)
- Helen Keller in Her Story (1954 documentary, 1 hour: watch additional videos or do extra research)
- Videos from Gallaudet Video Library (performances, deaf culture, history, sports, vlogs): <http://videocatalog.gallaudet.edu/>
- Deaf Culture Autobiography (video series, make sure you have subtitles; 1 hour each: watch two or do extra research on one):
 - Alfred Sonnenstrahl
 - Dennis Schemenauer
 - Gilbert Eastman
 - Howie Seago
 - M.J. Bienvenu
 - Patrick Graybill
 - Paul Johnston
 - Rev. Thomas Coughlin
- Web videos/vlogs/YouTube channels (usually short: watch several, give your overall impression of the site’s content/themes, signers, etc. and give a few examples of videos that made an impression on you. Look for “CC” button at the bottom of the player.). Ideas:
 - <http://aslhub.com/>
 - <https://video.deafnation.com/>
 - <http://www.deafvideo.tv/>
 - <http://d-pan.org/>
 - <http://ideafnews.com/live/> (w/ link to current stuff on Twitter)

- CODA Brothers YouTube channel
- ASL vlogs (just Google “ASL vlogs” to find)
- YouTube videos/channels under Topic - Deaf Culture
- Search for Deaf-related Twitter hashtags

Simulated Deaf Experience

Spend about 2 hours (total – at least 20 mins at a time) attempting to do things the way deaf people must. I strongly recommend trying this only with friends, family, or classmates – and explaining what you’re doing before you start – to avoid appearing insensitive or mocking to deaf people (or frustrating your family members at Thanksgiving).

- Wear strong earplugs and/or headphones while playing white noise (or similar, like ocean noises – NOT music) so that you cannot hear people when they speak to you. Use speech and gesture (not sign) and minimize writing/texting. Try to read their lips, and ask them if you talk differently by the end of the time. Include strategies you develop to improve communication in your reflection.
- Watch a couple hours (total) of TV/movies/video with the sound off. For something with a host (e.g., news), try to follow it for a while through images and reading lips. If you can replay the video, turn on closed captioning the second time and see what you missed. For video not focused closely on faces, just turn on closed captioning and watch something you haven’t seen before (e.g., a new episode, so you don’t already know the plot). Include in your reflection how easy/hard it was to turn CC on, whether some of your favorite shows/channels don’t have CC or have poor quality CC, and how using CC affected your viewing experience.