



**College of Education and Human Development  
Division of Special Education and disAbility Research**

Spring 2016

EDSE 516 001: American Sign Language (ASL) II

CRN: 21039, 3 - Credits

<b>Instructor:</b> Ms. Aja Puopolo	<b>Meeting Dates:</b> 01/19/16 - 05/11/16
<b>Phone:</b> 703.993.3601	<b>Meeting Day(s):</b> Wednesday
<b>E-Mail:</b> apuopolo@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm-7:10 pm
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Fairfax; Robinson Hall B102

**Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

**Course Description**

Focuses on intermediate level skills in American Sign Language (ASL) and Deaf culture. Increases competencies in person-to-person conversational signing, including expressive and receptive skills, vocabulary, syntax, semantics, and pragmatics. Provides opportunities for in-depth exploration of issues of multiculturalism, Deaf history, Deaf culture, and the different modalities of communication used in Deaf education programs.

**Prerequisite(s):** EDSE 515 or equivalent course with a minimum grade of "C".

**Co-requisite(s):** None

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

## **Nature of Course Delivery**

Delivery method is face-to-face.

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

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9. Small group activities and assignments
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## **Learner Outcomes**

Upon completion of this course, students will be able to:

- Develop intermediate level proficiency in the language used to teach individuals who are deaf or hard of hearing, further knowledge of linguistic and non-linguistic components of ASL, and master ASL conversational skills and vocabulary to effectively communicate in a wide array of situations with members of the Deaf community in the United States (DH1S2, VHI8, DH4S1, and DH6K1).
- Increase knowledge of cultural competency relative to the deaf community and demonstrate awareness of dynamic language, multicultural, and social issues alive in the Deaf community today (DH1K2, DH1S2).
- Understand the different etiologies related to hearing loss, age of onset and identification, and how these things affect learning challenges, the provision of hearing services, and the modalities of communication used in educational programs for Deaf students (DH1K3, DH2K2).
- Participate in academic exploration of how people and events of the past have significantly influenced Deaf individuals, the Deaf community, and the development of the education of the Deaf in the U.S. (DH1K2, DH1S1).

## **Required Textbooks**

Smith, C., Lentz, E., & Mikos, K. (2008). *Signing naturally: Level 1 student set*.

San Diego, CA: DawnSignPress.  
Smith, C., Lentz, E., & Mikos, K. (2014). *NEW Signing Naturally Units 7-12 Student Set*.  
San Diego, CA: DawnSignPress.  
Harlan, L., Hoffmeister, R., & Bahan, B. (1996). *A Journey into the DEAF-WORLD*.  
San Diego, CA: DawnSignPress.

### **Digital Library**

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

### **Required Resources**

Mason Blackboard

### **Course Relationships to Program Goals and Professional Organizations**

Goals, objectives, and assignments in this class address CAEP Standard 1b/ Pedagogical Content Knowledge and 1c/ Skills Professional and Pedagogical Knowledge and Skills, the Council for Exceptional Children (CEC) and the Council on Education of the Deaf Knowledge and Skill Standards, and the Virginia Department of Education teacher licensure competencies. Code for CEC/CED Standards; DH =Deaf and Hard of Hearing; Code for VADOE Standards: VHI =Virginia's Hearing Impairments PreK-12 and VPS = Virginia's Professional Studies.

### **GMU Policies and Resources for Students:**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. <http://ods.gmu.edu/>].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

### **Core Values Commitment**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

### **Course Policies & Expectations**

#### *Attendance.*

**Attendance and Participation (30 pts):** Class attendance and participation is required. In order to learn and develop expressive and receptive skills in ASL, students must be present during instruction and participate in the discussions and small group work that occurs during the class period. Additionally, each class builds upon the foundational knowledge of the previous class. If you have an emergency and will be absent, please inform the instructor in advance via email in order to be excused from class. Each student is allowed 1 excused absence. Beyond that, 1 point will be deducted per absence.

#### *No Voice Policy.*

Our class has a NO VOICE policy. This class is a signing environment at all times for two reasons: (1) It is not considered inclusive to talk in front of a Deaf person and not make the information accessible. It is imperative that you develop the habit of signing when Deaf people are present. (2) This is an immersion class. Using ASL helps you develop your comprehension

skills and your expressive skills quickly and effectively. Talking disrupts this process and points will be deducted from participation points. If a fellow student asks you for your help, feel free to help by using signs you have learned or by writing back and forth. Part of the first class will be presented in voice but subsequent classes will be voice-off with **no whispering** (some exceptions for voice-on will apply).

#### *Late Work.*

No late work will be excepted unless arrangements have been made with the instructor prior to the due date.

### **Tk20 Performance-Based Assessment Submission Requirement**

Every student registered for any Special Education course with a required performance-based assessment is required to submit the Sign Presentation Video to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

### **Grading Scale**

A+ 97-100

A 94-97

A- 90-93

B+ 87-89

B 84-86

B- 81-83

C+ 79-81

C 76-78

C- 70-75

F Below 70

### **Assignments**

#### **Performance-based Assessment (TK20 submission required).**

**(SEE ATTACHED RUBRIC) ½ Final Exam: Video Sign Presentation (25pts)**

The student will prepare a video (outside of class) using the vocabulary and grammatical structures learned throughout the semester (based on the units and lessons in class) to express a narratives. Narrative options will be discussed later in the semester. The video should be approximately 10 minutes. It will be due 1 week prior to the final receptive test. Specific guidelines will be given. Please turn in your rubric on or before 5/4.

**Performance-based Common Assignments (No TK20 submission required).**

**In-class Receptive tests (15pts each, final worth 25pts):** There will be 3 receptive tests during the semester. Students will be assessed on their ability to understand what is being signed to them.

**In-class Expressive tests (15 pts each):** There will be 2 expressive tests during the semester. Students will be assessed on their ability to express themselves in sign in front of the class. Students will sign a simple story using the vocabulary and grammar structures learned in class.

**Other Assignments.**

**Deaf Community Events (30pts):**

Students are required to attend Deaf Community Events (UG: 2 events; G: 4 events). Deaf events may include attending a social event such as ASL Lunch/ASL Dinner, interpreted events, interpreted performance, and so on. Please seek permission from instructor for other events that do not fall into this category. After attending an event, students are required to submit a one page MAX typed reflection for each experience.

Include:

1. Name of the Deaf Community Event,
2. When the event occurred,
3. The purpose of the event,
4. Describe the people who attended,
5. What observations were made,
6. Describe the feelings evoked,
7. Thoughts and feeling toward this event (before and after),
8. What was learned from this experience,
9. Describe any differences between a hearing event and a Deaf event.

**Device Presentation (10pts):**

Each student will be assigned a device. Students will produce a brief presentation on a specific devices that identify unique features and functionalities within a single category of Deaf and hard of hearing technology. The presentation should include (minimum of three slides to include at least one picture):

- Description and purpose of the device (hardware or software),
- Details on each specific device (i.e., device name, cost, contact, description, picture and features),
- Description of individual features and functionalities,
- Highlights describing how it can best serve those who are D/deaf.

**Book Journal (25pts):**

Students will be required to read and participate in online postings via Blackboard based on the required text *Journey Into the DEAF WORLD* (Harlan, L., Hoffmeister, R., & Bahan, B., 1996).

There will be five required postings throughout the semester (see schedule). Specific guidelines will be posted online on Blackboard per each post.

### Schedule

Assignments	Due Date	Points
Class Attendance and Participation	Continuous	30
Expressive and Receptive Test 1	2/17	30 (15 each)
Expressive and Receptive Test 2	3/23	30 (15 each)
Deaf Community Events Reflections	4/27	30
Device Presentation	3/30	10
Five Book Journals (5pts each)	2/3, 2/24, 3/23, 4/13 and 5/11	25
Video Sign Presentation (1/2 Final Exam)	5/4	25
Receptive Test 3 (1/2 Final Exam)	5/11	25
<b>TOTAL POINTS POSSIBLE</b>		<b>205</b>

### Proposed Class Schedule Spring 2016

Week 1	1/20	Comprehensive Review Unit 1-3
Week 2	1/27	Unit 4 and Unit 5
Week 3	2/3	Unit 5 cont. <b>Journal # 1 Due (Chapter 1, 2 &amp; 3)</b>
Week 4	2/10	Unit 6 and Unit 7
Week 5	2/17	Unit 7 cont. and Unit 8 <b>Expressive and Receptive Test 1</b>
Week 6	2/24	Unit 8 cont. and Unit 9 <b>Journal # 2 Due (Chapter 4, 5 &amp; 6)</b>
Week 7	3/2	Unit 9 cont. and Unit 10
Week 8	3/9	<i>SPRING BREAK- NO CLASS</i>
Week 9	3/16	Comprehensive Review Unit 1-10
Week 10	3/23	Unit 10 cont. and Unit 11 <b>Journal # 3 Due (Chapter 7, 8 &amp; 9)</b> <b>Expressive and Receptive Test 2</b>
Week 11	3/30	<b>Device Presentation</b>
Week 12	4/6	Unit 10 review and Unit 11 cont.
Week 13	4/13	Unit 11 <b>Journal # 4 Due (Chapter 10, 11 &amp; 12)</b>
Week 14	4/20	Unit 12
Week 15	4/27	Unit 12 cont. <b>Community Event Reflections Due</b>
Week 16	5/4	Comprehensive Review Unit 1-12 <b>Final Expressive Video and Script Submission Due</b>
Week 17	5/11	<b>Journal # 5 Due (Chapter 13, 14, 15 &amp; 16)</b> <b>Receptive Test 3</b>

		Name: _____	Pts	<b>EXCEEDS EXPECTATION</b>	<b>MEETS EXPECTATION</b>	<b>DOES NOT MEET EXPECTATION</b>
<b>NARRATIVE/CONTENT</b>	Narrative length 0-1 pts			8-10 minutes	5-7 minutes	Less than 5 minutes
	Written script 0-1pts			Complete, well-organized accurate, explanatory notations provided	Complete, well-organized, accurate	Incomplete, poor organization, inaccurate, difficult to follow
	Storyline 0-2pts			Presentation is clear and well organized; Storyline is exceptionally interesting; pacing excellent	Presentation is generally clear and well organized; Storyline well developed; pacing good	Overall presentation confusing, not well organized; necessary preparation not evident
	Use of personal vocabulary 0-2pts			Accurate, relevant use of wide variety of vocabulary that enhances storyline; vocab used from all units studied	Generally accurate, relevant use of vocab; fits into storyline; vocab used from more than half the units studied	Vocabulary inaccurate and not always relevant to story; vocab used covers less than half the units studied
	Use of descriptive vocabulary for emotions/feelings 0-2pts			Accurate, relevant use of wide variety of vocabulary that enhances storyline; vocab used from all units studied	Generally accurate, relevant use of vocab; fits into storyline; vocab used from more than half the units studied	Vocabulary inaccurate and not always relevant to story; vocab used covers less than half the units studied
	Use of fingerspelling and word signs 0-3pts			Accurate, appropriate use of fingerspelling; pacing and transitions well done	Generally accurate, appropriate use of fingerspelling; pacing and transitions acceptable	Less than 50% accuracy – difficulty using fingerspelling
<b>PHONOL</b>	Use of basic parameters 0-3pts			Skilled, accurate, appropriate use of hand shape, orientation, location and movement; transitions smooth	Generally accurate, appropriate use; errors made do not compromise meaning	Less than 50% accurate, appropriate use; effort and practice not evident
<b>MORPHOLOGY</b>	Use of inflections – manners, modulations, degrees, temporal aspects 0-2pts			Use is consistently accurate, well-chosen and serves to enhance the story; use precisely expresses intended meaning	Use is generally accurate within story; errors are few and do not compromise the intended meaning; good effort	Use is either not present or awkward; sometimes interferes with understanding of storyline; effort and practice not evident
	Use of Non-Manual Markers 0-1pts			Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning	Use is generally accurate and appropriate within story; errors do not compromise the intended meaning	Use is either not present or awkward; sometimes interferes with understanding of storyline; effort and practice not evident
	Use of movement to indicate timeline and time 0-1pts			Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning	Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort	Use is either not present or awkward; sometimes interferes with understanding of storyline; effort and practice not evident



		<b>EXCEEDS EXPECTATION</b>	<b>MEETS EXPECTATION</b>	<b>DOES NOT MEET EXPECTATION</b>
<b>MORPHOLOGY</b>	Incorporation of Numbers – Use of numeral hand shape with location, movement, orientation 0-1pt	Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning	Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort	Use is either not present or awkward; sometimes interferes with understanding of storyline; effort and practice not evident
	Use of one-to-one verb inflection – Distributional Aspects 0-1pt	Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning	Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort	Use is either not present or awkward; sometimes interferes with understanding of storyline; effort and practice not evident
<b>SYNTAX/GRAMMATICAL FEATURES</b>	Use of variety of Sentence Types (ST) – Topic, Statement, Command, Conditionals, Relative Clause 0-2pts	A variety of sentence types are used to enhance the understanding and enjoyment of story; solid knowledge of ST is evident	A variety of sentence types are used; errors do not compromise meaning; use demonstrates effort and thought	Use is awkward and confusing; effort and practice not evident
	Use of sign to show Orientation and Spatial Relationship, Absence, and Presence of objects/subjects 0-1pts	Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning	Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort	Use is either not present or awkward; sometimes interferes with understanding of storyline; effort and practice not evident
	Use of Classifiers – Description, location, relationship, functions, tracing, shape, size, etc. 0-1pt	Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning	Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort	Use is either not present or awkward; sometimes interferes with understanding of storyline; effort and practice not evident
	Use of Noun-Verb Pairs, Distinguish between the two through use of repetition and movement 0-1pt	A variety of Noun-Verb are used to appropriately; solid knowledge of Noun-Verb is evident	A variety of Noun-Verb are used; errors do not compromise overall meaning; use demonstrates effort and thought; skill is developing	Use is awkward and confusing; effort and practice not evident
	<b>TOTAL POINTS POSSIBLE = 25</b>	<b>Total Points Earned:</b> _____		