



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

Fall 2016

EDSE 115 002: American Sign Language (ASL) I

CRN: 77969, 3 - Credits

Instructor: Ms. Roxanne King	Meeting Dates: 08/29/16 - 12/20/16
Phone: By appointment-scheduled via email	Meeting Day(s): Tuesday & Thursday
E-Mail: rking19@gmu.edu	Meeting Time(s): 12:00 pm - 1:15 pm
Office Hours: By appointment only	Meeting Location: Thompson Hall, RM#L018

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

Introduces American Sign Language (ASL) and Deaf culture. Teaches basic person-to-person conversational signing. Emphasizes development of expressive and receptive skills. Increases knowledge of ASL vocabulary and the syntax, semantics, and pragmatics of the language. Explores issues of multiculturalism, linguistic code-switching, and language dominance, particularly in relationship to Deaf education.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

Prerequisite(s): None

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

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

Learner Outcomes

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

1. Develop initial proficiency in the language used to teach individuals who are deaf or hard of hearing and master sufficient ASL conversational skills and vocabulary to effectively communicate with members of the Deaf community in the United States (DH1S2, VHI8).
2. Develop and enrich cultural competency relative to the deaf community and demonstrate awareness of dynamic language, culture, and multicultural issues alive in the Deaf community today (DH1S2).
3. Participate in an academic exploration of multicultural issues, linguistic code switching, and language dominance as it relates to spoken languages in general (DH1S2).

Required Textbooks

Tennant, R. A., & Brown, M. G. (1998). *The American sign language handshape dictionary*. Gallaudet University Press.

Required Materials

Personal-sized white board

Dry erase marker

White board eraser or tissue to erase

2 one-subject Spiral notebooks

Alphabet tabs (for use with spiral notebook)

Loose leaf college-ruled lined paper

Pens/pencils as preferred

Required Resources

1. A computer with a DVD/Disc player or an external drive is needed to view videos that accompany the required text.

2. Sign up and register “GoReact” for your upcoming video assignments. The website address is <https://goreact.com/#/>.

Recommended Websites/apps

1. <https://www.signingsavvy.com>
2. ASL Dictionary HD American Sign Language
3. ASL dictionary 5.200 Signs

Course Relationships to Program Goals and Professional Organizations

Goals, objectives, and assignments in this class address NCATE Standard 1b/ Pedagogical Content Knowledge and 1c / Skills Professional and Pedagogical Knowledge and Skills, the Council for Exceptional Children (CEC) Knowledge and Skill Standards, the Council on Education of the Deaf, and the Virginia Department of Education teacher licensure competencies. Code for CEC/CED Standards: CC = Common Core and 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. [See <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 (10 points): Class attendance 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 do 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.

Late Work.

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

No Voice and whisper Policy.

Our class has a NO VOICE and WHISPER 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.

No voice and whisper participation grading

Students who utilize sign language during class time entirely without using a voice or whisper. If it's last straw that you forget how to sign or want to say something however, you don't know sign, using white eraser board to write it down to your classmate as an alternative communication instead of using your voice. It will be part of your grade, please see the assignment chart for the assignment points.

(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. 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. The first class will be presented in voice but subsequent classes will be voice-off with no whispering (some exceptions will apply).

No Electronic Device Policy.

Our class has a policy that prohibits the use of electronic devices. All devices, including cell phones, pagers, tablet PCs, mobile presenters, wireless tablets, digital recorders, beepers, palms, iPods, MP3 players, texting calculators, camera phones, digital cameras, laptops, and/or electronic translators are not to be used during class unless the professor authorizes their usage for a class-related purpose.

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 *(No Assessment Required for This Course)* 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	93-100
A-	90-92
B	83-89
B-	80-82
C	70-79
D	60-69
F	Below 60

Assignments

Performance-based Assessment (Tk20 submission required).
(RUBRIC WILL BE POSTED ON BLACKBOARD PRIOR) Final Exam: Video Sign Presentation:

The student will prepare a video (outside of class) using the vocabulary and grammatical structures learned throughout the semester (Units 1 – 4) to express one of the following narratives. The video should be approximately 10 minutes. It will be due 1 week prior to the final exam. Specific guidelines will be given.

- The student will tell about a memorable life (childhood, adolescence, adult) incident.
- The student will describe activities done in one of their typical days (i.e., *A Day in the Life of.....*).

ASSIGNMENTS	POINTS
Class attendance	10
Participation (including no voice & whisper policy)	40
Receptive tests	30 (10 each)
Expressive tests	30 (10 each)
Attendance at Deaf community events	
2 hours + reflection paper	30
End of semester project	30
Expressive & Receptive (interview Final exam)	40
Video assignments	20 (5 each)
TOTAL POINTS POSSIBLE	230

Performance-based Common Assignments (No Tk20 submission required).

Receptive tests: There will be 3 receptive tests during the semester.

You will be assessed on your ability to understand what is being signed to you.

R1. Units 1 & 2

R2. Units 3 & 4

R3. Units 1 – 4 (Final Exam)

Expressive video assignment: There will be 4 expressive video assignment during the semester.

Note: You will be tested on your ability to express yourself in sign in front of the class as a drill for your upcoming video assignment.

E1-2. You will sign a simple story using the vocabulary and grammar structures learned in Units 1 & 2

E3-4. Students will sign an autobiographical story using the vocabulary and grammar structures learned in Units 3 & 4

Other Assignments.

Attendance at Deaf Community Events – 2 hours (undergrad) -4 hours (grad)

The student will be required to attend 1 event equaling 2 hours in the GMU Community/Metro D.C. area. The instructor must approve the event. A one- page reflection paper will be written based on each of the experiences. The student should be prepared to share the experience in class.

End of Semester Project

The student will be required to create a booklet (PowerPoint) related to one of the following:

Choice A: Multiple meanings:

1. Pick ten words that have at least two meanings
2. Include the word, at least two different meanings for the English word, sign representations for each meaning, and the appropriate context for each meaning (i.e. a sentence).

Choice B: Sign-based dictionary

1. Pick fifteen signs
2. Include at least two different English equivalent words for each sign, a representation for each of the ten signs, and context for each word (i.e. sentence)

Schedule

WEEK	DATE	ACTIVITIES
1	8/30 & 9/1	Intro to ASL 1 Syllabus Facts and myth about ASL & Deaf culture Beginning of Unit 1 Lesson 1:1-5 <ul style="list-style-type: none"> - Getting to know you - Number - Same/different HW: Sign practice assignment Write a short paragraph requesting approval for: <ol style="list-style-type: none"> 1. Topic of paper 2. Events related to sign/deafness that will be attended for reflection paper
2	9/6 & 9/8	Unit 1 (CONT'D) Lesson 1:5-10 identifying others/shapes give commands, follow instructions attention-getting class activity Due: paragraph requesting approval for Deaf event.
3	9/13 & 9/15	Lesson 1:11-12 (end) Review Unit 1 for receptive pretest. Group practice: Units 1 Expressive and receptive activities with classmate,

		instructor, video, student workbook
4	9/20 & 9/22	Unit 1 test (receptive only) Discussing and preparing your first Video assignment. Beginning of Unit 2 lesson 2.1 Y/N Questions 2.3 identifying location (TIC-TAC-TOE activity) 2.2, numbers 2.4 narrative with language
5	9/27 & 9/29	Video assignment # 2 due Unit 2 lesson 2.5 Fingerspelling drill 2.6 leisure activities 2.8 describing shapes 2.9 people
6	10/4 & 10/6	UNIT 2 (CONT'D) Lesson 2:9-12 <ul style="list-style-type: none"> - Identify person - Give information - Ask for a sign - Class activity Due: paragraph requesting approval for class projects
7	10/11 & 10/13	Review Unit 2 for pretest Class activity and drill Beginning of Unit 3 Lesson 3:1-2 <ul style="list-style-type: none"> - Tell where one lives - Giving commands locations.
8	10/18 & 10/20	Unit 2 test (receptive only) Discussing about video assignment # 2 Unit (Cont'd) Lesson 3:3-3.4 <ul style="list-style-type: none"> - Communicating with the face - FS (Fingerspelling)

		<ul style="list-style-type: none"> - Class activity <p>Submit your end of semester project for feedback due (optional)</p>
9	10/25 & 10/27	<p>Video assignment # 2 due Unit 3 Lesson 3:5-8</p> <ul style="list-style-type: none"> - Discussing one's residence - Basic direction - Numbers - Class activity
10	11/1 & 11/3	<p>Unit 3 (Cont'd) Lesson 3:9-12</p> <ul style="list-style-type: none"> - Talking about roommates & pets - FS - How long (seconds, minutes and hours) - Class activity (as always☺)
11	11/8 & 11/10	<p>Unit 3 (end) Lesson 3:13-16</p> <ul style="list-style-type: none"> - Discussing about traveling - Classmates work together/ group - Class activity
12	11/15 & 11/17	<p>Review Unit 3 for test Beginning of Unit 4 Lesson 4:1-4</p> <ul style="list-style-type: none"> - Talking about immediate family - Rocking number - Have, like, want & need <p>*ALERT* End of semester project due</p>
13	11/22 & 11/24	<p>Test Unit 3 Discussing and preparing for your video assignment # 3 Lesson 4:5-8</p> <ul style="list-style-type: none"> - Siblings

		<ul style="list-style-type: none"> - AGE - Extended family <p>IMPORTANT *Deaf event reflection paper due (next week class)</p>
14	11/29 & 12/1	<p>Video assignment # 3 due Unit 4 (cont'd) Lesson 4:9-12</p> <ul style="list-style-type: none"> - Family (review) - Class activity <p>IMPORTANT *Deaf event reflection paper due</p>
15	12/6 & 12/8	<p>Unit 4 (Cont'd & review) Lesson 4:13-15 Review for interview final exam Discussing for your final video assignment # 4</p>
16	12/13 & 12/15	<p>Final exam Group A and group B (you will be assigned the specific day for you to show up for your interview final exam)</p>
17	12/20 (Last day of class)	<p>Submit your final video assignment.</p>

Subject to change

VIDEO ASSIGNMENT (GO REACT APPS)

DATE	DATE DUE	Total of video assignments:
9/20	9/29	Video assignment # 1
10/11	10/20	Video assignment # 2
11/22	12/1	Video assignment # 3
12/13	12/20	Video assignment # 4 (Final)

^Subject to change^

Other important dates for upcoming your project and reflection papers

9/8 - Due: paragraph requesting approval on deaf event for your upcoming reflection papers. The paragraph requesting is preferred being sent by email only.

10/6 Due: paragraph requesting approval for end of semester project.

10/20 Optional: submit your end of semester project for any feedback.

11/7 Due: End of semester project.

12/1 – Due: Deaf event reflection papers (number of pages, minimal 2 pages)