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

Fall 2016
EDSE 116 001: American Sign Language (ASL) II
CRN: 77971, 3 - Credits

Instructor: Blake Herbold	**Meeting Dates:** 08/29/16 - 12/20/16
Phone: 951.289.4517 (VP)	**Meeting Day(s):** Monday
E-Mail: bherbold@gmu.edu	**Meeting Time(s):** 4:30 pm - 7:10 pm
Office Hours: By appointment	**Meeting Location:** Fairfax, Krug 17

> *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 problems.

Prerequisite(s): Completion of ASL I 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

Learner Outcomes

Upon completion of this course, students will be able to:
1. 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).
2. 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).
3. 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).
4. 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: Units 1-6 Student Set*. San Diego, CA: DawnSignPress.

Smith, C., Lentz, E., & Mikos, K. (2014). *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.

Required Resources
George 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. [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 (20 points): Class attendance and participation is mandatory. 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, 5 POINTS of your final grade 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).

Assignment Submissions

ALL assignments are to be submitted online via the Blackboard on the due date BEFORE class begins. That means by 4:30 PM on Mondays. If you miss the cut-off time, the Blackboard will NOT allow you to submit your assignment. Email submissions are NOT accepted and will be considered late work.

Late Work.

Assignments must be submitted by the due date. Assignments submitted late (ONLY up to one week past due date) will lose half of the assigned points and must be emailed to the instructor at bherbold@gmu.edu. Late work submitted past one week of the due date will not be accepted. There will be no exceptions for late work unless arrangements have been made with the instructor in advance.

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+	97-100
A	94-97
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	76-76
C-	74-75
D	70-73
F	Below 70

Grading Breakdown

Assignments	Due Dates	Points
Class Attendance and Participation	Continuous	20
3 Culture Readings (5pts each)	9/26, 10/31, 12/5	15
2 Deaf Community Event Reflections (5pts each)	10/11, 12/12	10
2 Video Reflections (5pts each)	10/3, 11/21	10
4 Vocabulary Quizzes (5pts each)	9/19, 10/11, 11/7, 11/28	20
Group Project Presentation	10/17	10
Final Video Project	11/28	15
TOTAL POINTS POSSIBLE**:**		100

Assignments
> **Performance-based Assessment (Tk20 submission required).**
> *N/A*

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

Vocabulary Quizzes (5pts each):
Vocabulary development is the basis for understanding and using a language. Students will take FOUR vocabulary quizzes during the semester based on the required text *Signing Naturally*. Students will be assessed on their receptive ability to identify vocabulary terms and understand what is being signed to them.

Group Project Presentation (10pts)
Students will participate and present in a group project. Once groups are assigned, students are expected to collaborate with their group (outside of class) in order to prepare for a presentation that will take place in front of the class. Students will be assessed on their expressive ability to convey information through signing by using vocabulary and grammatical structures learned in class. Specific topics and guidelines will be shared on a handout distributed in class.

Final Video Project: (15pts):
Students will prepare a brief video (outside of class) to express a narrative. This will be the final project of the class. Students will be assessed on their expressive ability to convey information through signing by using vocabulary and grammatical structures learned in class. Specific topics and guidelines will be shared on a handout distributed in class.

   Other Assignments.

Deaf Community Events (5pts each):
Students will attend TWO Deaf Community Events (ug: 2 events; G: 4 events) and submit a reflection for each. Deaf events are typically social events or performances where ASL is the primary mode of communication. This may include Deaf performances, Deaf gatherings, and so on. Please seek permission from instructor for other events that do not fall into this category. After attending an event, students will compose and submit a reflection on the Blackboard. Recommended events and reflection guidelines will be distributed in class on a handout.

Video Reflections (5pts each):
Students will view and reflect on videos pertaining to Deaf culture. They will compose and submit a reflection on the blackboard. There will be a total of TWO video reflections required. Specific topics and reflection guidelines will be distributed in class on a handout.

Culture Readings (5pts each):
The purpose of the reading assignments is to familiarize students with issues of ethnicity and daily life within Deaf communities. Students will read the required text *Journey Into the DEAF*

WORLD and reflect by participating in THREE required online postings using the Blackboard. Specific topics and reflection guidelines will be posted on the Blackboard.

Schedule

Proposed Class Schedule Fall 2016

Week	Date	In-Class	Assignments Due (BEFORE CLASS)
Week 1	Aug 29th	Unit 1-4 Review Practice- Deaf Culture Quiz	
Week 2	Sept 5th	*LABOR DAY – NO CLASS*	
Week 3	Sept 12th	Unit 5 Practice Vocabulary Quiz	
Week 4	Sept 19th	Unit 5 cont. Vocabulary Quiz #1	
Week 5	Sept 26th	Unit 6 "Through Deaf Eyes" Documentary	Culture Reading #1 (Ch. 1-6)
Week 6	Oct 3rd	Unit 6 cont.	Video Reflection #1
Week 7	Oct ~~10~~ 11th	Unit 6 cont. Vocabulary Quiz #2	Deaf Community Event Reflection #1
Week 8	Oct 17th	Unit 7	Group Project Presentation
Week 9	Oct 24th	Group Project Presentation	
Week 10	Oct 31st	Unit 7 cont.	Culture Reading #2 (Ch. 7-12)
Week 11	Nov 7th	Unit 7 cont. Vocabulary Quiz #3	
Week 12	Nov 14th	Unit 8	
Week 13	Nov 21st	*INDEPENDENT PROJECT – NO CLASS*	Video Reflection #2
Week 14	Nov 28th	Unit 8 cont. Vocabulary Quiz #4	Final Video Project
Week 15	Dec 5th	Final Video Project Presentation	Culture Reading #3 (Ch. 13-16)
Week 16	Dec 12th	*READING DAY – NO CLASS*	Deaf Community Event Reflection #2

Rubric for Performance-based Assessments

Preparation: Does student effectively include elements of a well-prepared presentation?

	5 - Project topic is excellent and script is well organized.
	4 - Project topic is good and script is organized.
	3 - Project topic is decent and script is average.
	2 - Project topic is vague and script is subpar.
	1 - Project topic is unclear and script is nonexistent.

Content: How much information does the student communicate?

	5 - More information than required for task. Includes elaboration and detail.
	4 - More information than required for task.
	3 - Adequate information for task.
	2 - Some information, but less than adequate for task.
	1 - Very little information.

Vocabulary: How much appropriate vocabulary does the student use?

	5 - Very wide range of appropriate vocabulary.
	4 - Fairly wide range of appropriate vocabulary.
	3 - Adequate range of appropriate vocabulary.
	2 - Limited range of appropriate vocabulary.
	1 - Very little command of appropriate vocabulary.

Grammar: Is student's signing grammatical/natural? Would a native signer understand?

	5 - No or very few grammatical errors. Very natural.
	4 - Some grammatical errors, but does not impede comprehension.
	3 - Some grammatical errors, occasionally impedes comprehension.
	2 - Many grammatical errors, frequently impedes comprehension.
	1 - Many grammatical errors, comprehension almost totally impeded.

Clarity: How clear is student's signing? Would a native signer understand?

	5 - Very clear and easy to understand.
	4 - Sometimes unclear, but rarely impedes comprehension.
	3 - Sometimes unclear, occasionally impedes comprehension.
	2 - Very frequently unclear, often impedes comprehension.
	1 - Consistently unclear, comprehension very difficult.

Fluency: How smooth is student's signing?

	5 - Very smooth and flowing.
	4 - Mostly smooth. Occasional hesitancy.
	3 - Generally hesitant and often choppy.
	2 - Extremely hesitant and choppy. Frequent pauses.
	1 - Isolated words or short phrases only.