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

Spring 2017
EDSE 116 002: American Sign Language (ASL) II
CRN: 21122, 3 – Credits

Instructor: Mrs. Kelly Little	**Meeting Dates**: 01/23/17 – 05/17/17
Phone: 321.507.0333	**Meeting Day(s)**: Tuesday & Thursday
E-Mail: klittle7@gmu.edu	**Meeting Time(s)**:12:00 pm - 1:15 pm
Office Hours: by appointment	**Meeting Location**: Fairfax, Finley 119
Office Location: by appointment	**Other Phone**: n/a

Note: This syllabus may change according to class needs. Teacher Candidates/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.
Schedule Type: LEC
Hours of Lecture or Seminar per week: 3
Hours of Lab or Studio per week: 0

Prerequisite(s): EDSE 115 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 teacher candidates/students should

contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Course Delivery Method
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, teacher candidates/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 teacher candidates/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).

Course Relationship 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: 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.

Required Textbooks
GoReact, On-line Video Assessment Software. BYU Academic Publishing.

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.

Recommended Textbooks

American Psychological Association*. (2010). Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources

- A computer with a DVD/Disc player or an external drive is needed to view videos that accompany the required text.
- A web cam on your device is needed to record and upload your signed videos to your GoReact account.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 116, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments

Performance-based Assessment (Tk20 submission required)
n/a

College Wide Common Assessment (Tk20 submission required)
n/a

Performance-based Common Assignments (No Tk20 submission required.)
GoReact Videos
Expressive Projects - Handshape storytelling, presentations
Receptive Quizzes
Mock SLPI

Other Assignments
Journal Entries
Discussion Posts
Deaf Community Hours

Course Policies and Expectations
Attendance/Participation
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 (and so that I don't worry about you!). Each student is allowed 1 excused absence points will be deducted for all other absences as well as chronic tardiness.

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

Electronic Device Policy
Electronic Devices are not permissible during class unless required by the activity. Points from your Participation grade will be deducted each time your phone is pulled out during our class time.

No Voice Policy
Our class has a NO VOICE policy. This class is a signing environment at all times.
Why?
(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.
(3) Talking disrupts this process. The first class will be presented in voice but subsequent class instruction will be mainly voice-off (some exceptions will apply).

Grading Scale

		Graded Assessments	Points	Weight
A+	97-100			
A	94-97			
A-	90-93	Attendance & Participation (10 GoReact)	60	15
B+	87-89	Deaf Community Hours (4)	40	10
B	84-86	Discussion Posts (4)	40	10
B-	81-83	Journal Entry (4)	40	10
C+	79-81	Receptive Quizzes (5)	100	40
C	76-78	Expressive Narratives (3)	60	15
C-	74-75	Mock SLPI (10-min silent chat)	20	5
D	70-73	Written Exam	40	10
F	Below 70			
		TOTAL	400 Points	100%

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

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

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

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- 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/).

- 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/).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Class Schedule
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week	Date	During Class	Out of Class
1	1/24	Intro to ASL 2 Syllabus Units 1-2 Review	**Set-up your GoReact Account **A. GoReact** –Introduce yourself (see example for details)
	1/26	Units 3-4 Review	DEAF-WORLD Chapter 1
2	1/31	ASL 1 Review – last call 5.1 everyday activities 5.2 agreement of verbs Calendars	DEAF-WORLD Chapter 2

Week	Date	During Class	Out of Class
	2/2	**Receptive Quiz #1 - Units 1-4** 5.4 chores 5.5 are you done yet?	<u>**B. GoReact**</u> – tell me about 3 of your everyday activities... besides Netflix ;) *come to class next time with ABC or # story idea to work on together
3	2/7	5.6 time to run errands 5.7 tell how often *work on ABC/# story	<u>DEAF-WORLD</u> Chapter 3 **Journal Entry #1 (ch 1-3)**
	2/9	5.8 activities with others *work on ABC/# story	<u>**C. GoReact**</u> – which errands do you just hate doing? Beg someone else to do them for you then reply as that other person. (emotion, body shift, & eye gaze)
4	2/14	5.9 what do you do for a living? *perfecting your ABC/# story	<u>**D. GoReact**</u> – Sign Unit 5 Vocab
	2/16	**Expressive #1** : ABC or #1-10...10-1 story *Have story typed in ASL Structure *BRING YOUR LAPTOP*	<u>DEAF-WORLD</u> Chapter 4 **Discussion Post #1 + Respond to another classmate's Post**
5	2/21	**Receptive Quiz #2 - Unit 5** Unit 6: Storytelling 6.1 - 6.4 "Timber!" Trix Bruce "Timber"	<u>DEAF-WORLD</u> Chapter 5 **Discussion Post #2 + Response**
	2/23	6.5 - 6.8 "The Gum Story" Patrick Shiny Head: CL Story	<u>**E. GoReact**</u> – what was your favorite moment of these stories (Timber, Gum, CL story)? Reenact a few moments that you enjoyed most.
6	2/28	6.9 – 6.12 "Gallaudet and Clerc Story" *bring Rock, Paper, Scissor Story	<u>DEAF-WORLD</u> Chapter 7
	3/2	6.13 "Wrong Name" "If Only I Could Fly" 6.16 "Ghosts in My Room" *work on Rock, Paper, Scissor Story	<u>**F. GoReact**</u> – Sign Unit 6 Vocab
7	3/7	Patrick Shiny Head vs 6.14 "A True Fish Story" 6.15 "I Wanna be Different" *work on Rock, Paper, Scissor Story **Receptive Quiz #3 - Unit 6**	<u>DEAF-WORLD</u> Chapter 8
	3/9	**Expressive #2** Rock, Paper, Scissor Story *Have story typed in ASL Structure	*BRING YOUR LAPTOP*

Week	Date	During Class	Out of Class
		***SPRING BREAK***	

Week	Date	During Class	Out of Class
		SPRING BREAK **Community Hours + Discussion Post #3-A**: 2 hours of Deaf Community Hours completed, experiences posted	
8	3/21	7.1 identifying people 7.2 fingerspelling 7.3 guess a number	DEAF-WORLD Chapter 9 **Journal Entry #2 (Ch 7-9)**
	3/23	7.4 personal items 7.5, 7.10 "have" 7.6, 7.12 spatial agreements	
9	3/28	7.7 how-many? 7.8 lost item	DEAF-WORLD Chapter 10
	3/30	Silent Birthday Party *Bring your earplugs *Pack your lunch/$$ to buy *Will meet (TBD) during our class time for a silent lunch!	**G. GoReact**- Pretend money is no option... what gift would you like for your birthday & what would you get me? ☺
10	4/4	7.9 years 7.13 comprehension	**H. GoReact** – Sign Unit 7 Vocab list
	4/6	Unit 7 review **Receptive Quiz #4 – Unit 7** 8.6 giving out your digits Partnering up for Expressive #3	DEAF-WORLD Chapter 11
11	4/11	8.1 make requests 8.2 months 8.3, 8.9 directional verbs *work on Expressive #3	DEAF-WORLD Chapter 12 **Journal Entry #3 (Ch 10-12)**
	4/13	8.4 "yes, but..." 8.5, 8.11 negatives *work on Expressive #3	**I. GoReact** – *2 videos 1. Make a request 2. Respond to someone else's video, giving an agreement with conditions.
12	4/18	8.7, 8.10 ask for advice 8.8 need a sign *work on Expressive #3	DEAF-WORLD Chapter 13 & 14 **Discussion Post #4 + Response**
	4/20	8.12 comprehension *work on Expressive #3	
13	4/25	8.13, 8.14 Deaf Culture Unit 8 Review	**J. GoReact** – Sign Unit 8 vocab
	4/27	**Receptive Quiz #5 – Unit 8** *work on Expressive #3	DEAF-WORLD Chapter 15

Week	Date	During Class	Out of Class
14	5/2	**Expressive #3 Presentations** a) Deaf-friendly Travel Agents (tour guide with PPT/Prezi) or b) ASL Duet (Deaf-friendly music video) *BRING YOUR LAPTOP*	**Discussion Post #3-B** **(Respond to your #3A):** ALL 4 DEAF COMMUNITY HOURS and EXPERIENCES DUE
	5/4	**Expressive #3** Presentations continued *BRING YOUR LAPTOP*	DEAF-WORLD Chapter 16 **Journal Entry #4 (ch 15-16)**
15	5/9 & 5/11	**Mock SLPI** *Scheduled Interviews – no class* *BRING YOUR LAPTOP*	
16	MAY 16	**FINAL EXAM** 10:30-1:15 *BRING YOUR LAPTOP*	

Assessment Rubric(s)
N/A