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

Spring 2017
EDSE 219 001: American Sign Language (ASL) III
CRN: 18049, 3 – Credits

Instructor: Ms. Elianne Nguyen	**Meeting Dates**: 01/23/17 – 05/17/17
Phone: (509) 203-4589	**Meeting Day(s)**: Thursday
E-Mail: enguye@gmu.edu	**Meeting Time(s)**:4:30 pm – 7:10 pm
Office Hours: By appointment	**Meeting Location**: Fairfax, Thompson Hall #2021
Office Location: Library	**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
ASL III focuses on strengthening expressive and receptive communication through the development of narrative and storytelling skills. The course explores the importance of these skills within the Deaf Community. Students also study how ASL, Deaf history, culture, education, and accessibility have influenced laws and policies in different areas of the community, the region, the nation, and the world.

Prerequisite(s): Completion of ASL II 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 116 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
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, teacher candidates/students will be able to:

1. Develop advanced level proficiency in ASL, including linguistic and non-linguistic components, and master conversational skills and vocabulary to fluently communicate in a wide array of situations with members of the Deaf community in the United States (DH1S2, VHI8, DH4S1, DH6K1).

2. Understand and be able to describe the importance of culture and home language on the cultural identify and language development of a Deaf individual. (DH1S2, DH3K2).

3. Increase narrative abilities in ASL. Identify ways in which storytelling has influenced Deaf culture and the Deaf community (DH1S2, DH3K2).

4. Understand and be able to describe how Deaf individuals can have greater access to all things accessible to hearing individuals, particularly in the areas of education, recreation, and the work environment, to include the identification of support resources (DH1K2, DH3K1).

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: 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
Smith, C., Lentz, E., & Mikos, K. (2014). *Signing Naturally Units 7-12 Student Set*. San Diego, CA: DawnSignPress.

Recommended Textbooks

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

For Deaf events, *ASL Clubs and Gatherings* Instagram feed.
More info here: www.instagram.com/aslclubsandgatherings/

Required Resources

Mason Blackboard
GoReact
instagram: aslclubsandgatherings

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 219, 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)

½ Final Exam: Video Sign Presentation (40 pts, See Assessment Rubric below):
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 narrative. The video should be at least 10 minutes in length. The narrative will entail a well-known fable, fairytale or classic story to include description of characters, setting and plot. It will be due 1 week prior to the final receptive test and submitted via GoReact. A written script must be provided and submitted on Blackboard.

College Wide Common Assessment (Tk20 submission required)
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 approval 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 (UG 2 pages total, G 4 pages total) submitted on Blackboard. Include a comprehensive answer to each question below.   Your answers should be written in a profession manner and good quality in nature.

  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.

  10. Other keen observations, thoughts or unanswered questions?

Performance-based Common Assignments (No Tk20 submission required.)
In-class Receptive Tests (15pts each, final worth 20 pts): 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 Written Final Exam (20 pts): Comprehensive short answer, multiple choice, and T/F questions based on information presented in class and in the required text.

Other Assignments
GoReact Video Submission Projects (See Assessment Rubric below): GoReact Video Submission Expressive Projects (20 pts each): There will be 2 expressive out of class projects during the semester. Students will be assessed on their ability to express themselves in sign in front of the class. Students will engage in dialogue using the vocabulary and grammar structures learned in class. The project should be at approximately 8-10 minutes in length.

- Project #1: Students will be paired with another classmate. Each student will conduct a mock interview in the interviewer's role. Each student will sit in the mock interview as the interviewee. Students will be assessed on their communication skills performed in both roles.
- Project #2: Students will pair with another classmate. The pair will plan a trip abroad. Each student will discuss their personal agenda for the destination that has decided. Students will be assessed based on their communication skills of individual input.

Course Policies and Expectations
    Attendance/Participation
    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.

    Attitude
    Everybody must be respectful of other students' opinions and discussions in and outside the classroom.

    Absences
    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 accepted unless arrangements have been made with the instructor prior to the due date.

    Communication between the student/teacher candidate and instructor
    If you have any concerns or questions about the assignments outside the classroom, please ask me in advance through email and I will respond within 24 hours.

Grading Scale

A+	97-100
A	94-96
A-	90-93
B+	87-89
B	84-86
B-	81-83
C+	79-80
C	76-78
C-	70-75
D+	66-69
D	64-66
D-	60-64
F	Below 60

Assignments	Points
Class Attendance and Participation	30
Receptive Tests 1 & 2	30 (15 each)
Expressive Tests 1 & 2	30 (15 each)
Deaf Community Reflection Paper	40
Video Projects 1 & 2	40 (20 each)
Video Sign Presentation (½ Final Exam)	40
Receptive Test 3 (¼ Final Exam)	20
Written Exam (¼ Final Exam)	20
Final Video Submission for Feedback (2)	10 (5 each)
TOTAL POINTS POSSIBLE	260

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 1	1/26	Review Unit 1-8 Deaf Culture Awareness Review/Storytelling
Week 2	2/2	Unit 9
Week 3	2/9	Unit 9
Week 4	2/16	Unit 9 • **Video Project 1 Due**
Week 5	2/23	Unit 10
Week 6	3/2	Unit 10 • **Final Video Submission for Feedback 1 Due**
Week 7	3/9	Unit 10 • **Receptive Test 1 Review** • **Receptive Test 1**
Week 8	3/16	SPRING BREAK ☺
Week 9	3/23	Unit 11
Week 10	3/30	Unit 11
Week 11	4/6	Unit 11 • **Video Project 2 Due**
Week 12	4/13	Review for Test 2 • **Receptive Test 2 Review** • **Receptive Test 2**
Week 13	4/20	Unit 12 • **Final Video Submission for Feedback 2 Due**
Week 14	4/27	Unit 12
Week 15	5/4	Unit 12 • **Final Video Submission Due**
Week 16	5/11	Unit 1-12 Review • **Community Event Reflections due by midnight** • **Written Final** • **Receptive Test 3**

Assessment Rubric(s)

Criteria	Novice	Novice Plus	Survival	Survival Plus
Sign Production *Handshape *Palm Orientation *Movement *Location	5 Points -Needs Improvement -Less than 70% of signs are produced adequately -Missed all of the parameters	6 Points -Satisfactory -70-79% of signs are produced accurately -Missed most of the parameters	7 Points -Good -80-95% of signs are produced adequately -Missed some parameters	8 Points -Excellent! -95-100% of signs are produced correctly -Exhibits almost all correct parameters
ASL Grammar *Topic + Comment *Time & Numbers *Use of Space	5 Points -Lacks proper use of word order in any situation -Does not set up people/places -Incorrect use of numbers	6 Points -Satisfactory - Grammar was attempted -Difficulty using ASL structure -Limited use of numbers/time	7 Points -Good use of proper sentence structure -Uses numbers -Tries to establish people/places	-Excellent -Almost all sentences follow ASL structure -Grammar content is rich -Great use of space -Numbers incorporated correctly
Non-Manual Markers *Questions *Negatives/ Affirmation *Body Movement *Mouth Morphemes	5 Points -Needs Improvement -NMM are awkward or non-existent -NMM not consistent with neg/aff questions	6 Points -Satisfactory -Many NMM are inaccurate or ill-timed within the structure	7 Points -Good -Most NMM are demonstrated adequately for Wh-Q,Y/N-Q	8 Points -Excellent -NMM included variety -NMM are demonstrated accurately
Fluency *Smoothness *Clarity	5 Points -Needs Improvement -Content is produced with multiple pauses and disconnectedness -Mostly slow & jerky signing -Hard to follow	6 Points -Satisfactory -Content is produced with frequent pauses -Often slow and jerky signing -Following was sometimes difficult	7 Points -Good -Content is produced with adequate fluidity -Reader comprehension mostly easy	8 Points -Excellent -Content is fluid -Signs produced with a natural comfort and ease -Few to no pauses -Easy to understand
All narrative requirements included in submission. Thorough description of required, ex: setting, the plot and the people involved.	5 Points -Basic/Limited information shared -Failed to mention all parts of narrative	6 Points -Included all sections of narrative with some elaboration	7 Points - Included all sections of narrative with wider-ranging elaboration	8 Points -Storytelling included strong details and elaboration