



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

Spring 2018

EDSE 116 003: American Sign Language (ASL) II

CRN: 21703, 3 – Credits

<b>Instructor:</b> Mr. Eric Cardenas	<b>Meeting Dates:</b> 01/22/18 – 05/16/18
<b>Phone:</b> 202-559-5289	<b>Meeting Day(s):</b> Monday/Wednesday
<b>E-Mail:</b> <a href="mailto:ecarden@gmu.edu">ecarden@gmu.edu</a>	<b>Meeting Time(s):</b> 12:00 pm - 1:15 pm
<b>Office Hours:</b> By Appointment	<b>Meeting Location:</b> Fairfax, T L003
<b>Office Location:</b> TBA	<b>Other Phone:</b> 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.

**Prerequisite(s):** EDSE 115 or equivalent course with a minimum grade of "C".

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

**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. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:

Required Prerequisite: EDSE 115C.

C Requires minimum grade of C.

Schedule Type: Lecture

**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**

### **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).

## **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**

Smith, C., Lentz, E., Mikos, K. (2008). *Signing naturally: Unit 1-6 student set*.  
San Diego, CA: Dawn Sign Press

Smith, C., Lentz, E., Mikos, K. (2014). *Signing naturally: Unit 7-12 student set*.  
San Diego, CA: Dawn Sign Press

### **Recommended Textbooks**

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

### **Required Resources**

For this course, the class will use GoReact. GoReact is a web-based tool for recording your video assignments and for instructor to provide video feedback and instructions. You will find it easy to use and very helpful for this semester. The cost is \$19.99 per course.

The class will receive the invitation to sign up and register GoReact through e-mail message.

### **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 and/or Examinations**

### **Performance-based Assessment (Tk20 submission required)**

#### **Final Exam:**

The final exam is a comprehensive exam which focuses on both the production and receptive use of ASL. The final exam will be one-on-one with students involving an interview style type format.

### **College Wide Common Assessment (TK20 submission required)**

N/A

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

#### **Tests:**

EDSE 116 (ASL 2) objectives focuses on both the production and receptive use of ASL. There will be 4 receptive tests during the semester. The written portions of tests should be clear, accurate and thoughtful with in-depth answers to questions based on workbook materials and additional articles. Dates of the tests are shown on the class schedule.

#### **Video Journals:**

Students will have video journals for this class. There will be a total of 4 video journals. The student's ASL production will be evaluated. Signs should be clear and signs should also be formed correctly, signed in a fluent manner and accompanied by appropriate facial grammar and spatial references, eye gazes, topicalization, appropriate pauses for both individual signs and ASL sentences. Rubrics are provided on Blackboard. Video journal due dates are shown on the class schedule.

**Post:** On GoReact

#### **Assignments/Homework:**

Your assignments are listed on the schedule. The assignments are due on the date shown on the class schedule below. You need to use Microsoft Word when posting your assignments. You can type up your answers or you can take pictures of your work in your book and post them on MS word document. Student will post using only PDF or Microsoft word document, you cannot use jpg any other file format.

**Post:** On Blackboard

### **Deaf Event:**

Students are expected to attend one Deaf event. Students can find events using <https://www.meetup.com/topics/asl/us/dc/washington/>, a website detailing events as to their location, type and time; Events would be in DC, MD or VA.

Another option is to google the following – Silent Dinner in (city, VA), Silent Supper in (city, VA), or Deaf Event in (city, VA).

The following do not count as a Deaf event

- Church settings
- Deaf plays
- Interpreted events

The purpose of this event is for students to practice their signing skills. It is suggested that students in this class attend the event after Unit 3 after learning some basic signing skills for communicating with others.

For the event, students will write a paper detailing their experience. The paper should be one page, double spaced. Include a comprehensive answer to each question below.

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?

It is student's responsibility to find a Deaf event to attend. If you do not meet the following requirements above, the assignment will result in a zero. The due date is shown on the schedule below.

**Post:** On Blackboard

## **Other Assignments**

### **Research Paper:**

For this project, students will need to find a website from **ONE** of these categories. Students will write a paper summarizing the website. The summary should be **2 to 3** pages long, size 12 font and double spaced. The website link must be included in the paper. The categories include:

1. An organization dedicated to Deaf people.
2. An educational program school or university that serves Deaf students.
3. A website related to ASL learning the language, or research.

Plagiarism is not allowed. Will result in a zero on the assignment.

**Post:** On Blackboard

## **Course Policies and Expectations**

### **Attendance/Participation**

#### **Attendance Policy:**

Because language learning is performance based, attendance is paramount. It is expected that students will show up for each class on time.

Students will be allowed 3 absences without penalty. Each absence afterwards will have a 10% deduction from the total grade as shown below:

First Absence – no penalty

Second Absence – no penalty

Third Absence – no penalty

Fourth Absence – 10% deduction of the final grade

Fifth Absence – 10% additional deduction of the final grade

Two (2) late arrivals will be equivalent to 1 absence which will be applied to the policy stated above.

If a student arrives more than 30 minutes late, it will count as an absence.

## **No Voicing Policy:**

To enhance students' language acquisition of ASL, a "no voicing" setting will be enforced. Respect the instructor and classmates by refraining from voicing to or interpreting for others. If students do not understand (or missed a portion of information) the instructor or classmates, please raise your hand and ask for clarification. Students can ask a classmate by using signs or writing back and forth.

Students are expected to cease voicing the moment they walk into the classroom until the moment they exit the classroom. Students are also expected to keep signing until the instructor has left the room after class. If students are in the classroom and your instructor is not there or class has not started, practice ASL with your classmates.

If voicing becomes a persistent problem, the instructor will ask the student to leave the class for the day and it will count as an absence for the day.

## **Late Work**

Any papers, videos, or assignments will not be accepted past due dates.

## **Other Requirements**

### **Editing ASL videos:**

You are encouraged to edit your ASL videos. Feel free to meet with your instructor to get the feedback as often as needed to produce the very best work possible.

### Tips for your video:

1. Make sure that you are in the center of the video where the instructor can see the top of student's head and the bottom of the student's chest area.
2. Make sure that the background is clean (one-colored wall) and free of "visual noise" (books, DVD's, TV running, kitchen items, dog appearing, etc.)
3. Wear only solid-colored shirts and free of logos. The color of the student's shirt should contrast your skin tone. Avoid red, yellow, and orange shades. If you have tattoos on your arms, wear long-sleeved shirts.
4. Remove hats and excessive jewelry. Wedding rings and small earrings are ok.
5. If students are sitting, please make sure you do not swivel.
6. Beds are not appropriate places to create your video.

Any video assignments that does not meet the above criteria will result in a zero for the assignment.

## 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-	74-75
D	70-73
F	Below 70

### Grade Distribution:

- |  |      |
|--|------|
| 1. 3 Tests                                 | 30%  |
| 2. Final Exam (Expressive and Receptive)   | 20 % |
| 3. Assignment/Homework/Deaf Event/Research | 20%  |
| 4. 3 Video Journals                        | 30%  |

If a student gets cumulative grade at 94% or above in class, the Final Exam will be waived.

Students' grades will be based on percentage for each area as shown above, not total points.

\*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

### Class Schedule

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



## Course Schedule

**NOTE:** Assignments are to be turned in at the beginning of class that day.

**Post:** on Blackboard.

Video journals are due at the beginning of class that day.

**Post** on GoReact.

	Day	Class Topic	Reading/Viewing Assignments
Week 1	22-Jan	Course Introduction/Overview	Syllabus
	24-Jan	Unit 5	Homework: Lessons 5.1, 5.2
Week 2	29- Jan	Unit 5	
	31- Jan	Unit 5	Homework: Lessons 5.3, 5.4
Week 3	5- Feb	Unit 5	
	7- Feb	Unit 5	Homework: Lesson 5.5, 5.6
Week 4	12- Feb	Unit 5	
	14- Feb	Unit 5	Homework: Lesson 5.7, 5.8, 5.9
Week 5	19- Feb	<b>Unit 5 Test</b>	<b>Video Journal #1: <i>Your Autobiography</i>, page 90. You will create a video creating your autobiography.</b>
	21- Feb	Unit 7	
Week 6	26- Feb	Unit 7	Homework: Lessons 7.1, 7.2
	28- Feb	Unit 7	
Week 7	5- March	Unit 7	Homework: Lessons 7.3, 7.4
	7- March	Unit 7	
Week 8	19- March	Unit 7	Homework: Lessons 7.5, 7.6
	21- March	Unit 7	
Week 9	26- March	Unit 7	Homework: Lessons 7.7, 7.8, 7.9 <b>Research Paper</b>

	28-March	Unit 7	
Week 10	2-April	Unit 7	Homework: Lesson 7.9, 7.10, 7.13
	4-April	<b>Unit 7 Test</b>	<b>Video Journal #2: <i>Your Family Portrait</i>, page 64. You will create a video creating your family portrait.</b>
Week 11	9-April	Unit 8	
	11-April	Unit 8	Homework: Lessons 8.1, 8.2, 8.3, 8.4
Week 12	16-April	Unit 8	
	18-April	Unit 8	Homework: Lessons 8.6, 8.7, 8.8
Week 13	23-April	Unit 8	
	25-April	Unit 8	Homework: Lessons 8.9, 8.10, 8.12, 8.14 <b>Deaf Event Paper</b>
Week 14	30-April	Unit 8	
	2-May	Unit 8	<b>Video Journal #3: <i>Pronouns and Possessives</i>, Worksheet on Blackboard. You will create a video signing the sentences #1-10.</b>
Week 15	7-May	<b>Unit 8 Test</b>	
	9-May	<b>Final Exam</b>	One-on-One
Week 16	14-May	Unit 5, 7, 8	Cumulative Review
	16-May	<b>Final Exam (TBA)</b>	One-on-One

### 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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 turned off during class unless otherwise authorized by the instructor.

### **Campus Resources**

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

**Appendix**  
**Assessment Rubric(s)**  
**EDSE 116 Final Exam Rubric**

Name: \_\_\_\_\_

Grade: \_\_\_\_\_/64

4 = Excellent	3 = Good	2 = Adequate	1 = Deficient	0 = Missing
Encompasses all the required criteria at a highly proficient level	Meets all the basic requirements, but ...	Meets the basic criteria for the assignment	Meets a few basics of the criteria	Fails to meet the required criteria

Content	1. correct answer	4	3	2	1	0	x 2=	
	2. correct answer	4	3	2	1	0	x 1=	
	3. correct answer	4	3	2	1	0	x 1=	
	4. correct answer	4	3	2	1	0	x 1=	
	5. correct answer	4	3	2	1	0	x 2=	
	6. correct answer	4	3	2	1	0	x 2=	
	7. correct answer	4	3	2	1	0	x 1=	
	8. situation	4	3	2	1	0	x 1=	
	9. situation	4	3	2	1	0	x 1=	

**Overall Performance**

Fluency	signer comfortable with signing and using facial expressions	4	3	2	1	0	x2=	
Grammar	questions were rephrased/ ASL grammar was complete	4	3	2	1	0	x2=	