



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

Summer 2018

EDSE 219 A01: American Sign Language (ASL) III

CRN: 42802, 3 – Credits

Instructor: Dr. Kevin Taylor	Meeting Dates: 5/21/2018 – 6/23/2018
Phone: 571-723-4311	Meeting Day(s): Monday; Tuesday; Wednesday; Thursday
E-Mail: ktaylo2@gmu.edu	Meeting Time(s): 1:30 pm – 3:35 pm
Office Hours: By Appointment	Meeting Location: Fairfax, T1020
Office Location: Krug 103B	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.

Prerequisite(s): Completion of ASL II or equivalent course with a minimum grade of C.

Co-requisite(s): None

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

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 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: 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. (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

Sign up and register "GoReact" for expressive video assignments.

<https://goreact.com/#/>.

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 and/or Examinations

Performance-based Assessment (Tk20 submission required)

None

College Wide Common Assessment (TK20 submission required)

None

Performance-based Common Assignments (No Tk20 submission required)

None

Other Assignments

Tests:

This class objectives focuses on both the production and receptive use of ASL. 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.

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.

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 Events:

Due to the short summer, students are expected to attend **one** Deaf event. Students can find events using the websites below detailing events as to their location, type and time.

Here are some websites you can check to find upcoming events:

Deaf Coffee Chat (Severna Park - 1st Saturday each month):

<http://happy.deafcoffee.com/category/maryland/>

ASL Dinner (MD/DC):

<http://asldinner.webs.com/>

or join (VA/DC):

<https://www.facebook.com/groups/138165812880504/>

ASL Bridge:

<https://www.meetup.com/ASLBridge/>

City Life ASL:

<https://www.meetup.com/CityLifeASL/>

Silent Suppers (Severn):

<https://www.meetup.com/Silent-Suppers/>

Gallaudet University:

<https://my.gallaudet.edu/calendar>

ASL Trivia (must be 21+ to participate)

<https://www.facebook.com/ASLTriviaDC/>

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

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

Video Journals:

Students will have video journals for this class. 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.

Videos that do not meet the following requirements listed below (Editing ASL works) will result in a zero for the assignment

Post: On GoReact

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 – Additional 10% deduction of the final grade (20% off the final grade)

Sixth Absence – Withdraw or Fail the course depending on the date

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.

Late Work

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

Other Requirements

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.

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.

Note: 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. Tests 30%
2. Final Exam (Expressive and Receptive) 30 %
3. Assignments/Deaf Event/Research 10%
4. Video Journals 30%

If a student gets 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/policies-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 Monday	21-May	Course Introduction/Overview Unit 9: Describing Places	Syllabus
Tuesday	22-May	Unit 9	Homework: Lessons: 9.1, 9.3, 9.5
Wednesday	23-May	Unit 9	
Thursday	24-May	Unit 9	Homework: Lessons 9.7, 9.8, 9.9, 9.10
Week 2 Monday	28-May		
Tuesday	29-May	Unit 9 Test	Homework: Lessons 9.11, 9.14 Video Journal #1: Worksheet and Rubric are posted on Blackboard
Wednesday	30-May	Unit 10: Giving Opinion about Others	
Thursday	31-May	Unit 10	Homework: Lessons 10.1, 10.2, 10.4, 10.5 Video Journal #2: Worksheet and Rubric are posted on Blackboard
Week 3 Monday	4-June	Unit 10	
Tuesday	5-June	Unit 10	Homework: Lessons 10.6, 10.7, 10.9, 10.11
Wednesday	6-June	Unit 10	

Thursday	7-June	Unit 10 Test	Video Journal #3: Worksheet and Rubric are posted on Blackboard
Week 4 Monday	11-June	Unit 11: Discussing Plans and Goals	Homework: Lessons 11.1, 11.2, 11.3, 11.4. 11.5
Tuesday	12-June	Unit 11	
Wednesday	13-June	Unit 11	Homework: Lessons 11.6, 11.8, 11.9
Thursday	14-June	Unit 11	Deaf Event Papers
Week 5 Monday	18-June	Unit 11	Homework: Lessons 11.10, 11.11 Video Journal #4: Worksheet and rubric are posted on Blackboard
Tuesday	19-June	Unit 11 Test	
Wednesday	20-June	Final Exam	One-on-One
Thursday	21-June	Final Exam	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 silence all sound emitting devices 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/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 219 Final Exam Rubric

Name: _____

Grade: ____/60

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

Content	1. Question #1	4	3	2	1	0	x 1=
	2. Question #2	4	3	2	1	0	x 3=
	3. Question #3	4	3	2	1	0	x 2=
	4. Question #4	4	3	2	1	0	x 1=
	5. Question #5	4	3	2	1	0	x 2=
	6. Question #6	4	3	2	1	0	x 1=
	7. Question #7	4	3	2	1	0	x 2=
	8. Question #8	4	3	2	1	0	x 3=

Performance Guidelines

Fluency	Vocabulary	Grammar
signer comfortable with signing and using facial expressions	choice of signs, range of vocabulary, sign production	questions were rephrased/ ASL grammar was complete

