



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

Spring 2019  
EDSE 219 001: American Sign Language (ASL) III  
CRN: 13144, 4 – Credits

<b>Instructor:</b> Kevin Taylor	<b>Meeting Dates:</b> 1/22/2019 -05/15/2019
<b>Phone:</b> 571-723-4311	<b>Meeting Day(s):</b> Tuesday; Thursday
<b>E-Mail:</b> ktaylo2@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm – 6:20 pm
<b>Office Hours:</b> By Appointment	<b>Meeting Location:</b> Fairfax; AQ 219
<b>Office Location:</b> Krug 103B	<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):** Completion of ASL II 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. 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 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. (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**

Newell, W., Sanders, C., Holcomb, B., Holcomb, S., Caccamise, F., Peterson, R. (2010). *ASL at Work: Student Text*. San Diego, CA: Dawn Sign Press

For this course, the class will use the ASL lab to work on assignments from the *ASL at Work* books. Students will not need to purchase the books, they are located in the lab. Students will be required to go to the lab to during open hours to complete the assignments.

Sign up and register GoReact.

<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**

There is no required performance-based assessment for this course.

#### **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:**

EDSE 219 (ASL III) objectives focuses on the 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:**

Assignments are listed on the schedule. The assignments are due on the date shown on the class schedule below. Students need to use Microsoft Word when posting their assignments. Students can type the answers or take pictures of their work in the textbook and paste them in a Microsoft Word document. Students will post their work using only PDF or Microsoft Word documents; any other file format will not be accepted.

**Post:** On Blackboard

#### **Deaf Events:**

Students are expected to attend **three (3)** Deaf events. Students can find events using the websites below detailing location, type and time of events.

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

Fairfax ASL Social:

<https://www.facebook.com/groups/aslclub2015/>

ASL Dinner (MD/DC):

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

ASL Bridge:

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

Silent Dinner-Alexandria/Woodbridge/Stafford:

<https://www.meetup.com/Silent-Dinner-Alexandria-Lorton-Woodbridge/>

Northern Virginia Resource Center for Deaf & Hard of Hearing Persons (click on community events calendar):

<https://nvrc.org/news/>

Gallaudet University:

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

ASL Trivia (must be 21+ to participate):

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

Deaf Coffee -Winchester

<https://happy.deafcoffee.com/listing-category/virginia/>

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
- Captioned movies

The purpose of this event is for students to practice their signing skills.

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 the student's responsibility to find a Deaf event to attend. If you do not meet the 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 videos) will result in a zero for the assignment

**Post:** On GoReact

### **ASL Lab:**

Students will be required to go to the ASL Lab on a weekly basis. The lab assignments are listed on the schedule below. Students need to use Microsoft Word when posting their assignments. Students can type the answers or take pictures of their work in the textbook and paste them in a Microsoft Word document. Students will post their work using only PDF or Microsoft Word documents; any other file format will not be accepted. If students are creating a video, post it on GoReact.

The three sections in the Lab book as shown below:

1. Grammar and Language, Culture, and Community Review Questions – Answer the questions from the reading
2. Comprehension Practice (DVD) – Watch the DVD in the Lab book and answer the questions
3. Expressive Practice Prompts – Watch the DVD first, pay attention to details such as handshape, movement, location and facial expressions. Post a video of yourself signing the same format as shown on the DVD. **Any** videos sent that do not follow the format on the DVD will receive a grade deduction. The purpose of this assignment is to be aware of your signing parameters (handshape, location, facial expressions etc).

**Post:** On Blackboard and/or GoReact

## **Course Policies and Expectations**

### **Attendance/Participation**

It is expected that students will attend each class on time.

Students will be allowed three (3) absences without penalty. Each absence afterwards will result in 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 one (1) absence which will be applied to the policy stated above.

If a student arrives more than 30 minutes late, it will count as one (1) absence.

### **Late Work**

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

### **Other Requirements**

#### **Editing ASL videos:**

Students are encouraged to edit their ASL videos.

Tips for video journals:

1. Make sure the video is centered and visible where the instructor can see the top of the 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 free of logos. The color of the student's shirt should contrast their skin tone. Avoid red, yellow, and orange shades. If students have tattoos on their arms, they should wear long-sleeved shirts.
4. Remove hats and excessive jewelry. Wedding rings and small earrings are ok.
5. If students are sitting, do not swivel.
6. Beds are not appropriate places to create videos.

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

#### **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 or interpreting for others. If students do not understand the instructor or classmates (or missed a portion of information), please ask the instructor 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 continue signing until the instructor has left the room after the class session. It is expected that students will practice ASL with classmates during times they are in the classroom and the instructor is not present.

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

### 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                                 | 35%  |
| 2. Final Exam (Expressive and Receptive) | 25 % |
| 3. Assignments/Deaf Event                | 10%  |
| 4. Video Journals/Lab Video Journals     | 20%  |
| 5. Lab Assignments                       | 10%  |

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/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.

Lab assignments are to be turned in before 5pm on that day.

**Post** on Blackboard and/or GoReact.

	Day	Class Topic	Reading/Viewing Assignments
Week 1	22-Jan	Course Introduction/Overview	Syllabus
	24-Jan	Unit 9	Homework: Lessons: 9.1, 9.3 Lab: Check out the ASL lab, sign in, quickly review the book and assignments.
Week 2	29-Jan	Unit 9	
	31-Jan	Unit 9	Homework: Lessons: 9.5, 9.7 Lab: Read pgs. 202-206, Answer Questions #1-10 on pg. 214
Week 3	5-Feb	Unit 9	
	7-Feb	Unit 9	Homework: Lessons 9.8, 9.10 Lab: Review Vocabulary, pgs. 215-220 Comprehension Practice 7.1, 7.2 & 7.3, pgs. 209-211 Answer the questions
Week 4	12-Feb	Unit 9	
	14-Feb	Unit 9	Homework: Lessons 9.11 Lab: Expressive Practice Prompts pgs. 212-213, #1-22 (odd #'s only) Post on GoReact
Week 5	19-Feb	Unit 9	
	21-Feb	<b>Unit 9 Test</b>	Homework: Lessons 9.14



			Video Journal #1 – Worksheet and rubric are posted on Blackboard. Lab: Read pgs. 226-236, Answer Questions #1-12 on pg. 245
Week 6	26-Feb	Unit 10	
	28-Feb	Unit 10	Homework: Lessons 10.1, 10.2 Lab: Review Vocabulary, pgs. 246-251 Comprehension Practice 8.1 & 8.2 pgs. 239-240 Answer the questions
Week 7	5-Mar	Unit 10	
	7-Mar	Unit 10	Homework: Lessons 10.4 Lab: Review Vocabulary, pgs. 246-251 Comprehension Practice 8.3 & 8.4 pgs. 241-242 Answer the questions
Week 8	12-Mar	<b>Spring Break</b>	
	14-Mar		Homework: Lessons 10.5
Week 9	19-Mar	Unit 10	
	21-Mar	Unit 10	Homework: Lesson 10.6, 10.7 Lab: Expressive Practice Prompts pg. 243, #1-19 (even #'s only) Post on GoReact
Week 10	26-Mar	Unit 10	
	28-Mar	<b>Unit 10 Test</b>	Homework: Lesson 10.9, 10.11 (for 10.9, use the DVD to write the answers) Video Journal #2 Worksheet and rubric are posted on Blackboard. Lab: Read pgs. 258-267, Answer Questions #1-7 on pg. 277
Week 11	2-Apr	Unit 11	
	4-Apr	Unit 11	Homework: Lessons 11.1, 11.2 Lab: Review Vocabulary, pgs. 278-281 Comprehension Practice 9.1 & 9.2 pgs. 271-272 Answer the questions
Week 12	9-Apr	Unit 11	
	11-Apr	Unit 11	Homework: Lessons 11.3, 11.5 Lab: Review Vocabulary, pgs. 278-281 Comprehension Practice 9.3 & 9.4 pgs. 273-274 Answer the questions
Week 13	16-Apr	Unit 11	
	18-Apr	Unit 11	Homework: Lessons 11.6, 11.8, 11.9 Lab: Expressive Practice Prompts pgs. 275-276 , #1-20 (odd #'s only) Post on GoReact

Week 14	23-Apr	Unit 11	Homework 11.10, 11.11 Deaf Event Papers Video Journal #3: Worksheet and rubric are posted on Blackboard. Lab: Read pgs. 288-300, Answer Questions #1-9 on pg. 309 Lab: Review Vocabulary, pgs. 310-316 Comprehension Practice 10.1, 10.2, 10.3 & 10.4 pgs. 303-306 Answer the questions
	25-Apr	Unit 11	
Week 15	30-Apr	<b>Unit 11 Test</b>	
	2-May	<b>Final Exam</b>	One-on-One
Week 16	7-May	Unit 9,10,11	Cumulative Review
	14-May	<b>Final Exam</b> 4:30 -7:15pm	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](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)

#### Rubric for Assessment of ASL Expressive Skills

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
<b>Vocabulary:</b> Usage of vocabulary	Accurate, relevant use of wide variety of vocabulary used from all units studied (2)	Generally accurate, relevant use of vocabulary from more than half the units studied (1)	Vocabulary inaccurate and used covers less than half the units studied
<b>Formation:</b> Handshape, Palm Orientation, Movement, Location	Skilled, accurate, appropriate use of hand shape, orientation, location and movement; transitions smooth (2)	Generally accurate, appropriate use; errors made do not compromise meaning (1)	Less than 50% accurate, appropriate use; errors compromise meaning; effort and practice not evident
<b>Space Referents:</b> Motion/Location of Verbs (includes eye gaze, body shifting and choice of signs)	Use is consistently accurate and appropriate; use precisely expresses intended meaning (2)	Use is generally accurate and appropriate; errors do not compromise the intended meaning; good effort (1)	Use is either not present or awkward; interferes with intended meaning; effort and practice not evident
<b>Grammar:</b> Yes/No Questions “Wh—“Questions Location Negation Contrastive Structures (referents, time, intensity, etc.)	A variety of sentence types are used; solid knowledge of grammar is evident (2)	A variety of sentence types are used; errors do not compromise meaning; use demonstrates effort and thought (1)	Use is awkward and confusing; errors compromise meaning; effort and practice not evident
<b>Fluency/Accuracy</b> Smoothness and Fluency of Signs Conceptually Accurate	Use is consistently accurate and appropriate; use precisely expresses intended meaning (2)	Use is generally accurate and appropriate; errors do not compromise the intended meaning; good effort (1)	Use is either not present or awkward; sometimes interferes with intended meaning; effort and practice not evident

Ideas/Messages			
<b>TOTAL POINTS POSSIBLE = 10</b>	<b>Points earned in parenthesis</b>		<b>No points earned</b>