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

Spring 2019
EDSE 116 003: American Sign Language (ASL) II
CRN: 18594, 4 – Credits

Instructor: Mr. Daniel Frame	**Meeting Dates**: 1/22/2019 – 5/15/2019
Phone: (443-34-88173)	**Meeting Day(s)**: Mondays/Wednesdays
E-Mail: dframe@gmu.edu	**Meeting Time(s)**: 1:30 pm – 3:20 pm
Office Hours: by email	**Meeting Location**: Enterprise Hall 275
Office Location: by email	**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): EDSE 115 or equivalent course with a minimum grade of "C".
Co-requisite(s): None

Course Description
Focuses on expanding basic skills in American Sign Language (ASL) and Deaf culture. Emphasizes development of expressive and receptive skills. Increases knowledge of ASL vocabulary and the syntax, semantics, and pragmatics of the language. 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 increasing proficiency in the language used to teach individuals who are deaf or hard of hearing and master sufficient ASL conversational skills and vocabulary to effectively communicate with members of the Deaf community in the United States (DH1S2, VHI8).

2. Develop and enrich cultural competency relative to the deaf community and demonstrate awareness of dynamic language, culture, and multicultural issues alive in the Deaf community today (DH1S2).

3. Participate in an academic exploration of multicultural literacy, linguistic code switching, and language as it relates to the Deaf culture uniquely (DH1S2, CC3K4).

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: Units 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

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
Quizzes:
EDSE 116 (ASL II) You will have 3 unit quizzes. These quizzes will consist of the following sections: production, comprehension, grammar, vocabulary, and & topics. If you miss a quiz, you will get zero. Your quizzes will be done into GoReact during the ASL lab. There will be no make-up quizzes. Timely attendance is required for all quizzes. Tardy students receive zeros for the parts missed. Dates of the tests are shown on the class schedule.

Final Exam:
The final exam is a comprehension & Production 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 with the dialogue format on GoReact.

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 **two (2)** Deaf events. Students can find events using the websites below detailing location, type and time of 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

<u>Proof of Attendance:</u> Students will need to provide verified proof of their attendance to the Deaf events. This proof can be in the form of a picture taken with your face and the interior background of the event while at the event. if there is no picture taken at the event, it will be 25% off each event. If the picture taken without face & interior background, it will be 12.5% off each event.

The following do not count as a proof of attendance:

- papers
- Receipts
- Tickets
- Words of mouth

It is the <u>student's responsibility</u> 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 (both pictures & PDF or Microsoft Word documents)

ASL Video Assignments:
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 GoReact.   ASL Video assignments due dates are shown on the class schedule & GoReact.

Videos that do not meet the following requirements listed below (Editing ASL works) will result in a <u>zero</u> for the assignment
Post: On GoReact

ASL Lab Assignments:
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 & GoReact 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 and post them on Blackboard. 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.

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

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 ASL Video assignments & ASL Lab assignments:

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.

Classroom Etiquette:
All will arrive on time for class, stay the entire period, and will avoid behavior that interferes with the concentration and learning of other students. Attention should be given to the instructor, guest speakers, and fellow students.

→ Use of electronics in class is strictly forbidden. ←
(Pagers, cellphones, laptops, iPods, game systems, etc.)

If using electronics 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. ASL Lab Assignments   10%
2. ASL Video Assignments   20%
3. Deaf Event   10%
4. Tests   35%
5. Final Exam (Comprehension & Production)   25 %

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: ASL Lab Assignments are to be turned in at the beginning of class that day.
Post: on Blackboard/GoReact

ASL Video Assignments are due at the beginning of class that day.
Post on GoReact.

	Day	Class Topic	Reading/Viewing Assignments
Week 1	23-Jan	Course Introduction/Overview	Syllabus & GoReact
Week 2	28-Jan	Unit 5	Homework: Lessons 5.1, 5.2 Lab: Check out the ASL lab, sign in, quickly review the book and assignments.
	30-Jan	Unit 5	Homework: Lessons: 5.3, 5.4 Lab: Read pgs. 100-110, Answer Questions #1-10 on pg. 118
Week 3	4- Feb	Unit 5	
	6- Feb	Unit 5	Homework: Lessons: 5.5, 5.6

			Lab: Review Vocabulary, pgs. 119-128 Comprehension Practice 4.1, 4.2 & 4.3 pgs. 113-115 Answer the questions
Week 4	11- Feb	Unit 5	Homework: Lessons 5.7, 5.8 Lab: Expressive Practice Prompts pg. 116, #1-10 Post on GoReact
	13-Feb	Unit 5	Unit 5 ASL video Assignment due: Worksheet and rubric are posted on GoReact.
Week 5	18-Feb	Unit 5	Homework: Lessons 5.9 Lab: Expressive Practice Prompts pg. 116-117, #11-20 Post on GoReact
	20-Feb	**Unit 5 Quiz**	Unit 5 Comprehension Quiz during ASL Lab
Week 6	25- Feb	Unit 7	Homework: Lessons 7.1, 7.2 Lab: Read pgs. 134-143, Answer Questions #1-9 on pg. 153
	27-Feb	Unit 7	
Week 7	4-Mar	Unit 7	Homework: Lessons 7.3, 7.4 Lab: Review Vocabulary, pgs. 154-160 Comprehension Practice 5.1 & 5.2 pgs.147-148 Answer the questions
	6-Mar	Unit 7	
Week 8	18-Mar	Unit 7	Homework: Lessons 7.5, 7.6 Lab: Review Vocabulary, pgs. 154-160 Comprehension Practice 5.3 & 5.4 pgs.149-151 Answer the questions
	20-Mar	Unit 7	
Week 9	25-Mar	Unit 7	Homework: Lessons 7.7, 7.8, 7.9 Lab: Expressive Practice Prompts pg. 152, #1-7 Post on GoReact
	27 Mar	Unit 7	Homework: Lesson 7.10, 7.13 Lab: Expressive Practice Prompts pg. 152, #8-14 Post on GoReact
Week 10	1-Apr	Unit 7	Unit 7 ASL video Assignment due: Worksheet and rubric are posted on GoReact.
	3-Apr	**Unit 7 Quiz**	Unit 7 Comprehension Quiz during ASL Lab
Week 11	8-Apr	Unit 8	Homework: Lessons 8.1, 8.2, 8.3, 8.4 Lab: Read pgs. 166-177, Answer Questions #1-8 on pg. 185
	10-Apr	Unit 8	
	15-Apr	Unit 8	Homework: Lessons 8.6, 8.7, 8.8

Week 12			Lab: Review Vocabulary, pgs. 186-189 Comprehension Practice 6.1, 6.2 & 6.3 pgs.181-183 Answer the questions
	17-Apr	Unit 8	Homework: Lessons 8.9, 8.10, 8.12, 8.14 Lab: Expressive Practice Prompts pg. 184, #1-10 Post on GoReact
Week 13	22-Apr	Unit 8	
	24-Apr	Unit 8	
Week 14	29-Apr	Unit 8	Unit 8 ASL video Assignment: Worksheet and rubric are posted on GoReact.
	1-May	**Unit 8 Quiz**	Unit 8 Comprehension Quiz during ASL Lab
Week 15	6-May	Units 5, 6, & 8 review day	Homework: Deaf Events Paper post on Blackboard
Week 16	TBA	**Final Exam TBA**	One-on-One with teacher on GoReact

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://coursessupport.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
Vocabulary: 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
Formation: 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
Space Referents: 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
Grammar: 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
Fluency/Accuracy Smoothness and Fluency 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; sometimes interferes with intended meaning; effort and practice not evident

Conceptually Accurate Ideas/Messages			
TOTAL POINTS POSSIBLE = 10	**Points earned in parenthesis**		**No points earned**