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

Summer 2019
EDSE 116 A01: American Sign Language (ASL) II
CRN: 41347, 4 – Credits

Instructor: Kevin Taylor	**Meeting Dates**: 5/20/2019 – 6/22/2019
Phone: 571-723-4311	**Meeting Day(s)**: MTWR
E-Mail: ktaylo2@gmu.edu	**Meeting Time(s)**: 1:20 pm – 4:20 pm
Office Hours: By Appointment	**Meeting Location**: Fairfax, IN 323
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): 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. Limited to three attempts.

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 sufficient ASL conversational skills and vocabulary to effectively communicate with members of the Deaf community in the United States (DH1S2, C1.1, C1.2).
2. Ask what person did/will do on a certain day, modify verb to agree with subject and object, narrate story using agreement verb in role shift (C1.1, C1.2).
3. Discuss each person's household duties, tell what errands must be done in the next few days, list errands on weak hand (C1.1, C1.2).
4. Identify person in room, add another description to confirm (C1.1, C1.2).
5. Produce correct from and movement for clothing-related words, follow sequence to describe item, ask what it is made of (C1.1, C1.2).
6. Translate English sentences with spatial verbs and making sure the verbs show agreement with the locations that have been established for places (C1.1, C1.2).
7. Explain situation, then make request, decline, give reason (C1.1, C1.2).
8. Modify verb to agree with subject and object (C1.1, C1.2).
9. Explain problem using conjunction before telling what happened, ask for advice (C1.1, C1.2).
10. Develop basic cultural competency of culture alive in the Deaf community today (DH1S2, C2.1, C3.1).

Professional Standards
Goals, objectives, and assignments in this class address the Council for Exceptional Children (CEC) Knowledge and the American Sign Language Teachers Association (ASLTA) competencies. Code for CEC Standards: DH = Deaf and Hard of Hearing; Code for ASLTA Standards: C1 = Communication, C2 = Culture, C3 = Connections, C4 = Comparisons, C5 = Communities.

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

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
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 116 (ASL II) 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 Event:

Due to the short summer, students are expected to attend one (1) Deaf event. Students can find events using the websites below detailing events as to their location, type and time. 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 <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 GoReact

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 <u>zero</u> 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
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 2 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 – 10% deduction of the final grade
Fourth Absence – Additional 10% deduction of the final grade (20% off the final grade)
Fifth 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

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 8pm on that day.
 Post on Blackboard and/or GoReact.

	Day	**Class Topic**	**Reading/Viewing Assignments**
Week 1 Monday	20-May	Course Introduction/Overview Unit 5: Telling About Activities	Syllabus
Tuesday	21-May	Unit 5	Homework: Lessons: 5.1, 5.2, 5.3, 5.4
Wednesday	22-May	Unit 5	
Thursday	23-May	Lab Day – No Class	Homework: Lessons 5.5, 5.6, 5.7, 5.8, 5.9 Lab: Read pgs. 100-110, **Answer Questions** #1-10 on pg. 118 **Lab: Review Vocabulary**, pgs. 119-128 **Comprehension Practice** 4.1, 4.2 & 4.3 pgs. 113-115 **Lab: Expressive Practice Prompts** pg. 116, #1-10 Post on GoReact
Week 2 Monday	27-May	No Class	Memorial Holiday
Tuesday	28-May	Unit 5	
Wednesday	29-May	**Unit 5 Test** Unit 7: Describing People and Things	Video Journal #1: Worksheet and rubric are posted on Blackboard. Homework: Lessons 7.1, 7.2, 7.3, 7.4

Thursday	30-May	Lab Day – No Class	**Lab: Expressive Practice Prompts** pg. 116-117, #11-20 Post on GoReact Lab: Read pgs. 134-143, **Answer Questions** #1-9 on pg. 153 **Lab: Review Vocabulary**, pgs. 154-160 **Comprehension Practice** 5.1, 5.2, 5.3 & 5.4 pgs.147-151
Week 3 Monday	3-June	Unit 7	Homework: Lessons 7.5, 7.6, 7.7, 7.8, 7.9
Tuesday	4-June	Unit 7	
Wednesday	5-June	Unit 7	Homework: Lesson 7.10, 7.13 Video Journal #2: Worksheet and rubric are posted on Blackboard.
Thursday	6-June	Lab Day – No Class	**Lab: Expressive Practice Prompts** pg. 152, #1-14 Post on GoReact Lab: Read pgs. 166-177, **Answer Questions** #1-8 on pg. 185
Week 4 Monday	10-June	**Unit 7 Test** Unit 8: Making Requests and Asking for Advice	Homework: Lessons 8.1, 8.2, 8.3, 8.4, 8.6
Tuesday	11-June	Unit 8	
Wednesday	12-June	Unit 8	Homework: Lessons 8.7, 8.8, 8.9, 8.10
Thursday	13-June	Lab Day – No Class	**Lab: Review Vocabulary,** pgs. 186-189 **Comprehension Practice** 6.1, 6.2 & 6.3 pgs.181-183 **Lab: Expressive Practice Prompts** pg. 184, #1-10 Post on GoReact
Week 5 Monday	17-June	Unit 8	Homework: Lessons 8.12, 8.14 Video Journal #3: Worksheet and rubric are posted on Blackboard. Deaf Event Paper
Tuesday	18-June	**Unit 8 Test**	
Wednesday	19-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://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)
   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 Conceptually Accurate Ideas/Messages	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
TOTAL POINTS POSSIBLE = 10	**Points earned in parenthesis**		**No points earned**