



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

Spring 2020
EDSE 315 001: American Sign Language (ASL) IV
CRN: 20370, 3 – Credits

| | |
|-------------------------------------|--|
| Instructor: Kevin Taylor | Meeting Dates: 1/21/2020 – 5/13/2020 |
| Phone: 571-723-4311 | Meeting Day(s): Tuesday/Thursday |
| E-Mail: ktaylo2@gmu.edu | Meeting Time(s): 4:30 pm – 5:45 pm |
| Office Hours: By Appointment | Meeting Location: Fairfax; Finley 119 |
| 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 219 or equivalent course with a minimum grade of “C”.

Co-requisite(s): None

Course Description

Focuses on strengthening expressive and receptive communication in American Sign Language (ASL) through the development of narrative and storytelling skills. Explores the importance of these skills within the Deaf Community. Explores issues of multiculturalism, linguistic code-switching, and language dominance, particularly in relationship to Deaf education.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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 ASL conversational skills and vocabulary to effectively communicate with members of the Deaf community in the United States (DH1S2, DH4S1, DH6K1, C1.1, C1.2, C1.3, C4.1).
2. Narrate “Unforgettable Moments” (C1.2, C1.3).
3. Explain driving and everyday rules (C1.2, C1.3).
4. Narrate “Accidents” (C1.2, C1.3).
5. Demonstrate language skills for expressing ideas and concepts (C1.3)
6. Demonstrate skills for illustrating reasons and functions (C1.3)
7. Analyze use of grammar and syntax of ASL and English (C4.1).
8. Increase knowledge of cultural competency relative to the deaf community and
9. Demonstrate awareness of language and social issues alive in the Deaf community today (DH1K2, DH1S2, C2.1, C3.1).

Professional Standards

Goals, objectives, and assignments in this class address the Council for Exceptional Children (CEC) skill standards 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

Mikos, K., Smith, C., & Lentz, E. M., (2003). *Signing naturally: Level 3 student set*. San Diego, CA: Dawn Sign Press

Recommended Textbooks

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Required Resources

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 315 (ASL IV) objectives focus 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.

Assignments/Homework:

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:

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
- Captioned movies
- Deaf Starbucks
- GMU ASL Club

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

For the events, students will post a video on GoReact for each Deaf event detailing their experience for each event (3 videos). Each video will have a 2-minute limit. Include a comprehensive answer to each of the questions 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 GoReact

Class Project: Deaf Event Hosting:

This assignment requires all students in class participate and attend. Each student will receive the same grade.

As a class, students will be hosting a Deaf event.

As a class, students will need to do the following:

1. Select a date and a timeframe.
2. Select a place. (It would be prudent to ask the establishment permission to host such an event and to inform them of when the event will be held.) Students will need to find a Deaf-friendly place with open space so everyone can see each other.
3. Create an event invitation in social media such as Facebook.
4. Invite members of the Deaf communities and ASL students.

On the day of the event, be sure to:

1. Socialize with Deaf people. (Don't sit only with classmates.)
2. Go around the room and acknowledge people.
3. Help those who are struggling with understanding ASL or who are shy.

Note: Students who do not participate in the activity will receive a zero for the assignment.

Video Journals:

Students will maintain video journals for this class. The student's ASL production will be evaluated. Signs should be clear and be formed correctly, signed in a fluent manner, and accompanied by appropriate facial grammar and spatial references, eye gazes, topicalization, and 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 requirements listed below (Editing ASL works) will result in a zero for the assignment.

Post: On GoReact

Final Presentation

Students will complete a 3 to 5 minute presentation on a story of an accident of your choice. The student workbook instructs you on how to prepare your presentation in Unit 21. A rubric will be provided.

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 | 94-97 |
| 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 | 25% |
| 2. Assignment/Homework/Deaf Events | 20% |
| 3. Video Journals | 25% |
| 4. Final (Presentation) | 30 % |

***Note:** The George Mason University Honor Code will be strictly enforced (see <https://oai.gmu.edu/> and <https://catalog.gmu.edu/policies/honor-code-system/>). 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 new, original work for this course or with proper citations.

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.

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 | 21-Jan | Course Introduction/Overview | Syllabus |
| | 23-Jan | ASL 3 Review | |
| Week 2 | 28-Jan | Unit 14-17 | |
| | 30-Jan | Unit 14-17 | |
| Week 3 | 4-Feb | Unit 14-17 | Video Journal: Posted on Blackboard |
| | 6-Feb | Unit 18 – Unforgettable Moments | |
| Week 4 | 11-Feb | Unit 18 | Read Review Notes: Basic Role Shift Outcome A-E,” pp. 3-5. Video Journal: Create a video doing situations “Hit or Miss” #7-9 on p. 2. |
| | 13-Feb | Unit 18 | |
| Week 5 | 18-Feb | Unit 18 | Video Journal: Create a video doing situations “How did it Happen?” #4, 6 and 7 on p. 7 |
| | 20-Feb | Unit 18 | Video Journal: Create a video doing situations “Oops” #4, 5, 7, 12 on p. 6. |
| Week 6 | 25-Feb | Unit 18 | |
| | 27-Feb | Unit 18 Video - Quiz | Read “Review Notes: Role—Initiator’s and Receiver’s View,” pp. 8-9 and “Review Notes: Role Shift Variations A-D,” pp. 10-13. Video Journal: Create a video doing situations “Unforgettable Moments” #1-2 on pp. 14-15. Read the rest of “Guidelines: Preparing Your Narrative: Telling about an Unforgettable Moment,” pp. 16-21 and “Language Notes,” pp. 22-30. |
| Week 7 | 3-Mar | Unit 20 – Explaining Rules | Deaf Event #1 Due |
| | 5-Mar | Unit 20 | |
| Week 8 | 10-Mar | No Class | Spring Break |
| | 12-Mar | | |
| Week 9 | 17-Mar | Unit 20 | |
| | 19-Mar | Unit 20 | Assignment: Lady, Tiger, or Camera/p. 67 |

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|---------|--------|----------------------------------|---|
| Week 10 | 24-Mar | Unit 20 | Deaf Event #2 Due |
| | 26-Mar | Unit 20 | Assignment: Signing Story #1 – “A Teacher I’ll Never Forget” by Mary Telford, pp. 232-233. Post on Blackboard. |
| Week 11 | 31-Mar | Unit 20 Quiz | |
| | 2-Apr | Unit 21: Telling about Accidents | Assignment: Signing Story #2 – “Never above the Waist” by Cinnie MacDougall, pp. 234-235. Post on Blackboard. |
| Week 12 | 7-Apr | Unit 21 | |
| | 9-Apr | Unit 21 | Assignment: Terrylene’s Moving Violation/ pp. 95-101 |
| Week 13 | 14-Apr | Unit 21 | |
| | 16-Apr | Unit 21 | Assignment: Signing Story #4 – “Some Thoughts on Fingerspelling” by Laurene Gallimore, p. 237. Post on Blackboard. |
| Week 14 | 21-Apr | Unit 21 | Assignment: Missy’s Car Accident/ pp. 102-104 |
| | 23-Apr | No Class | Deaf Event #3 Due |
| Week 15 | 28-Apr | Unit 21 | Assignment: Signing Story #5 – “The Whistle Stops the Game” by Marlon Kuntze, p. 238 |
| | 30-Apr | Final Exam | Final Presentation |
| Week 16 | 5-May | Unit 18, 20, 21 | Cumulative Review |
| | 12-May | Final Exam | Final Presentation |

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 <https://ds.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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing titleix@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 <http://cehd.gmu.edu/>.

Appendix

Assessment Rubric(s)

FINAL PRESENTATION ASSESSMENT RUBRIC

Name: _____

| | | EXCEEDS EXPECTATION | MEETS EXPECTATION | DOES NOT MEET EXPECTATION |
|-------------------|---------------------|--|--|---|
| | Narrative length | 5-7 minutes (1) | 2-4 minutes (.5) | Less than 2 minutes |
| NARRATIVE/CONTENT | Storyline | Presentation is clear and well organized; Storyline is exceptionally interesting; pacing excellent (1) | Presentation is generally clear and well organized; Storyline well developed; pacing good (.5) | Overall presentation confusing, not well organized; necessary preparation not evident |
| | Usage of vocabulary | Accurate, relevant use of wide variety of vocabulary that enhances storyline; | Generally accurate, relevant use of vocab; fits into storyline; vocab used | Vocabulary inaccurate and not always relevant to story; vocab used |

| | | EXCEEDS EXPECTATION | MEETS EXPECTATION | DOES NOT MEET EXPECTATION |
|-------------------|---|---|---|---|
| | | vocab used from all units studied (1) | from more than half the units studied (.5) | covers less than half the units studied |
| PHONOLOGY | Use of basic parameters (hand shapes, palm orientation, location and movement in space) | Skilled, accurate, appropriate use of hand shape, orientation, location and movement; transitions smooth (1) | Generally accurate, appropriate use; errors made do not compromise meaning (.5) | Less than 50% accurate, appropriate use; errors compromise meaning; effort and practice not evident |
| MORPHOLOGY | Use of inflections – manners, modulations, degrees, temporal aspects | Use is consistently accurate, well-chosen and serves to enhance the story; use precisely expresses intended meaning (1) | Use is generally accurate within story; errors are few and do not compromise the intended meaning; good effort (.5) | Use is either not present or awkward; errors compromise meaning; effort and practice not evident |
| | Use of Non-Manual Markers | Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning (1) | Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort (.5) | Use is either not present or awkward; errors compromise meaning; effort and practice not evident |
| | Use of movement to indicate timeline and time | Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning (1) | Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort (.5) | Use is either not present or awkward; errors compromise meaning; practice not evident |

| | | | | |
|------------------------------------|---|--|---|--|
| SYNTAX/GRAMMATICAL FEATURES | Use of variety of Sentence Types (ST) – Topic, Statement, Command, Conditionals, Relative Clause | A variety of sentence types are used to enhance the understanding and enjoyment of story; solid knowledge of ST is evident (1) | A variety of sentence types are used; errors do not compromise meaning; use demonstrates effort and thought (.5) | Use is awkward and confusing; errors compromise meaning; effort and practice not evident |
| | Use of sign to show Orientation and Spatial Relationship, Absence, and Presence of objects/subjects | Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning (1) | Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort (.5) | Use is either not present or awkward; errors compromise meaning; effort and practice not evident |
| | Use of Classifiers – Description, location, relationship, functions, tracing, shape, size, etc. | Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning (1) | Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort (.5) | Use is either not present or awkward; errors compromise meaning; effort and practice not evident |