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

Summer 2020
EDSE 219 A01: American Sign Language (ASL) III
CRN: 41062, 4 – Credits

Instructor Contact Information	Course Time and Location
Instructor: Roxanne Dummett	**Meeting Dates**: 06/01/20 – 07/04/20
Phone: N/A	**Meeting Day(s)**: Asynchronous
E-Mail: Rdummett@gmu.edu	**Meeting Time(s)**: Asynchronous- (TBA-Zoom meeting for a review only)
Office Hours: Email only	**Meeting Location**: N/A; Online
Office Location: N/A	**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 116 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 School of 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).

Advising Tip
Would you like the opportunity to work on campus with students with special needs? The LIFE Program (http://masonlife.gmu.edu/) is an innovative post-secondary program at Mason for

young adults with intellectual and developmental disabilities who desire a university experience in a supportive academic environment. A variety of employment opportunities are available.

Course Delivery Method
ONLINE https://masononline.gmu.edu/course-delivery-methods/

Learning activities include the following:
1. Class lecture record
2. Video assignments
3. Blackboard assignments
4. Video and other media supports
5. Research

This course will be delivered online (76% or more) using asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on June 1st.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: Browser support (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported -browsers)

  To get a list of supported operation systems on different devices see: Tested devices and operating systems (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
  - The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader (https://get.adobe.com/reader/)

- o [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
- o [Apple Quick Time Player](www.apple.com/quicktime/download/) (www.apple.com/quicktime/download/)

Expectations

- Course Week: Asynchronous courses do not have a "fixed" meeting day, our week will start on June 1st, and finish on July 4th.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor and access to course materials at least [4] times per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

Upon completion of this course, students will be able to:

1. Develop intermediate level proficiency in ASL, and master ASL conversational skills and vocabulary to effectively communicate with members of the Deaf community in the United States (DH1S2, DH4S1, DH6K1, C1.1, C 1.2, C1.3, C 4.1).
2. Narrate about own neighborhood with emphasis on using rhetorical question as a transition and maintaining spatial agreement when discussing neighbors (C1.1, C1.2).
3. Give directions to places, describe a restaurant and its environment using descriptive (DCLs), locative (LCLs) and element (ECLs) classifiers.
4. Form clock numbers correctly (C1.1, C1.2).
5. Translate both yes-no questions and wh-questions, following word order (time, location, topic, end with question) (C4.1).
6. Give opinions by describing tendencies; compare tendencies (C1.1, C1.2).
7. Give price for different items; tell cost (C1.1, C1.2).
8. Tell narrative incorporating these language elements: spatial agreement, word order: name object before using ICLs, NONE used after each search segment, roles shifting, thoughts and conclusion (C1.2, C 1.3).
9. Ask hypothetical questions and give reactions (C1.1, C1.2).
10. Narrate bucket list (C1.2, C 1.3).
11. Demonstrate knowledge of cultural competency relative to the Deaf community and awareness of social issues alive in the Deaf community today (DH1K2, DH1S2, C 2.1, C3.1).

Professional Standards

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. 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. (2014). *Signing naturally: Unit 7-12 student set.* San Diego, CA: Dawn Sign Press

Recommended Textbooks

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

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

<u>GoReact</u>

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)
             N/A

             College Wide Common Assessment
             (TK20 submission required)
             N/A

             Performance-based Common Assignments
             (No Tk20 submission required)
             N/A

      <u>Other Assignments</u>

<u>EDSE 219 (ASL III)</u> 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 quizzes are shown on the class schedule.

<u>Quizzes</u> will be administered via GoReact. You will be able to watch each section twice and record yourself with the answer. There will be a time limit for quizzes. You are not allowed to use notes or book during the quizzes. A rubric will be posted on GoReact beforehand.

Final exam will be administrated via GoReact. The final exam is a comprehensive exam which focuses on both the production and receptive use of ASL.

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 and GoReact following the course schedule.

Research Paper:

Students will need to choose **THREE** different websites. The list of Deaf organization can be found under the Research paper tab on Blackboard. Students will write a paper summarizing the website and information. The summary should be 1 to 2 pages long, size 12 font and double- spaced. The website link and citation must be included in the paper.

Plagiarism is not permitted. Will result in a zero on the assignment.

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 GoReact. Video journal due dates are shown on the class schedule.

Video journals will be administrated via GoReact. Student will need to practice their protion of the video. Information and instruction can be found on Blackboard to allow you practice.

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

ASL LAB assignments

For this course, the class will use the ASL lab to work on assignments from the *ASL at Work* documents. They are located on Blackboard under the ASL LAB documents assignment tab. Students will be required to complete the assignments weekly. The documents you need to complete the section of Grammar and Language, culture and Community Review questions- Answer the questions form the reading. Students need to use Microsoft Word when posting their assignments.

Late Work

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

Other Requirements

Editing ASL videos (Both tests and video journals). Students are required 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.

7. PLEASE AVOID ANY WINDOW THAT BEHINDS YOU DURING THE DAY.

Note: Any quiz or video assignment that does not meet the above criteria will be result zero for the assignment.

Grading Scale

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. Quizzes   30%
2. Final Exam (Expressive and Receptive)   20%
3. Assignments/research   20%
4. 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 (see Academic Integrity Site [https://oai.gmu.edu/] and Honor Code and System [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 Policies and Procedures (https://cehd.gmu.edu/students/polices-procedures/).

Class Schedule
*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

WATCH, VIEW & REVIEW	TO DO AND COMPLETE	DUE DATE
WEEK 1: JUNE 1-5. COURSE OVERVIEW, EXPECTATIONS, FORMAT AND RESOURCES.		
1. Zoom meeting with lecturer Dummett (required) 2. Unit 8 review 3. Unit 9 4. ASL at work	1. To go over the syllabus and expectations (Zoom meeting). 2. Watch Unit 8 review video on GoReact and post your answer. 3. Unit 9 details on GoReact and Blackboard to complete your assignment 4. ASL at Work (posting on Blackboard	1. JUNE 1ST 2. JUNE 2RD 3. JUNE 3TH 4. JUNE 4TH
WEEK 2: JUNE 8- 12.		
1. Unit 9 2. Unit 10 3. Quiz # 1 4. Video Journal # 1	1. Unit 9 2. Unit 10 details on GoReact and Blackboard 3. ASL at Work (posting on Blackboard) 4. Quiz # 1 -Unit 9 (GoReact) Video Journal # 1 (GoReact)	1. JUNE 8TH 2. JUNE 9TH 3. JUNE 10TH 4. JUNE 11TH
WEEK 3: JUNE 15-19.		
1. Unit 10 2. Unit 11 3. ASL at work 4. Video Journal # 2	1. Unit 10 details on GoReact and Blackboard 2. Unit 11 3. ASL at Work (posting on Blackboard) 4. Video Journal # 2 (GoReact)	1. JUNE 15TH 2. JUNE 16TH 3. JUNE 17TH 4. JUNE 18TH
WEEK 4: JUNE 22-26.		

WATCH, VIEW & REVIEW	TO DO AND COMPLETE	DUE DATE
1. Unit 10 2. Unit 11 3. Video Journal # 3 4. Quiz # 2	1. Unit 10 details on GoReact and Blackboard. 2. Unit 11 (GoReact and Blackboard) 3. Video journal # 3 (GoReact) 4. Quiz # 2 -Unit 10	1. JUNE 22ND 2. JUNE 23TH 3. JUNE 24TH 4. JUNE 25TH
WEEK 5: JUNE 29- JULY 3.		
1. Unit 11/ ASL at work 2. Video Journal # 3 3. Quiz # 3 4. Final exam (Unit 9-11)	1. Unit 11& ASL at work (details on Blackboard and GoReact) 2. Video journal # 3 (GoReact) 3. Quiz # 3 -Unit 11 4. Final eam (Unit 9-11)	1. JUNE 29TH 2. JUNE 30TH 3. JULY 1ST 4. JULY 2ND

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: See Core Values (http://cehd.gmu.edu/values/)

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see Honor Code and System [https://catalog.gmu.edu/policies/honor-code-system/]).

- Students must follow the university policy for Responsible Use of Computing (see Responsible Use of Computing [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 Disability Services [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 Tk20 Help (tk20help@gmu.edu) or CEHD's Online Assessment System (https://cehd.gmu.edu/aero/tk20). Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (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 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing the Title IX Coordinator (titleix@gmu.edu).

- For information on student support resources on campus, see Student Support Resources on Campus (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 College of Education and Human Development (http://cehd.gmu.edu/).

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 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**