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

Fall 2020
EDSE 115 DL1: American Sign Language (ASL) I
CRN: 76214, 4 – Credits

Instructor: Maher Eshgi	**Meeting Dates:** 8/24/20 – 12/16/20
Phone: 571-384-5165	**Meeting Day(s):** Tuesdays, Thursdays
E-Mail: meshgi@gmu.edu	**Meeting Time(s):** 10:30 am – 12:20 pm
Office Hours: email for appointment	**Meeting Location:** N/A; Online
Office Location: Zoom	**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):
None

Co-requisite(s):
None

Course Description
Focuses on introduction of American Sign Language (ASL) and Deaf culture. Teaches basic person-to-person conversational signing. Emphasizes development of expressive and receptive skills. Increases knowledge of ASL vocabulary and the syntax, semantics, and pragmatics of the language.

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
On-Line

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

This course will be delivered online (76% or more) using a synchronous 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 August 18 at 10:30am.

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) (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) (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:
    o [Adobe Acrobat Reader](https://get.adobe.com/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:
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- 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 ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

Upon completion of this course, students will be able to:
1. Develop minimal ASL conversational skills and vocabulary to effectively communicate with members of the Deaf community in the United States (DH1S2, C1.1).
2. Introduce self and produce correct handshape form for letters and numbers, fingerspell names, ask yes/no questions (C1.1).
3. Narrate language and home background (C1.1).
4. Identify person and give information about that person (C1.1).
5. Describe residence, use contrastive structures, tell about living arrangements (C1.1).
6. Talk about family and family relationships, tell similarities and differences between self and sibling, discuss information about relationship, marital status, age, etc (C1.1).
7. Develop a basic awareness of language and culture alive in the Deaf community today (DH1S2, C2.1).

Professional Standards

Goals, objectives, and assignments in this class address NCATE Standard 1b/ Pedagogical Content Knowledge and 1c / Skills Professional and Pedagogical Knowledge and Skills, the Council for Exceptional Children (CEC) Knowledge and Skill Standards, the Council on Education of the Deaf, 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 Texts

Smith, C., Lentz, E., & Mikos, K. (2008). *Signing naturally: Units 1-6 student set.* San Diego, CA: Dawn Sign Press.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Required Resources

Open, register and pay through https://get.goreact.com. It is an online video recording platform and video feedback website for the lectures, assignments, journals, quizzes and exams.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

Assignments and/or Examinations

Textbook Assignments

Students must complete the three types of assignments. First, students are expected to complete any assigned assignments that are listed on the course schedule. The answer keys are provided in the back of the Signing Naturally book. Since the answers are provided, they do not have to submit the assignments. It is important for students to keep up with the course schedule and complete all the assignments. The benefit of keeping up with the assignments is to have the confidence of taking the video assignments, quizzes and exams. Next, once students understand how to complete the assigned assignments with the provided answers, they will have to complete the video assignments that the instructor will provide through the lecture and Blackboard. For the video assignments, students must sign and submit the video assignments through the GoReact. Lastly, any assignments that instructor ask the students to complete will not have the answers provided in the textbook. Students are expected to complete their assignments and submit through the Blackboard.

Post: Assignments submit through GoReact/Blackboard 2 hours before class starts on due day

Video Journals

Students will have to complete three video journals for this class. Student's ASL production will be evaluated. The signs should be clear. The signs also should 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. The video journal due dates are showed on the class schedule.

Post: through GoReact by 11:59pm on due day

Research Paper

For the research paper, students will need to find a website from ONE of these categories. Students will write a paper summarizing the website. The summary should be 1 to 2 pages long, size 12 font and double spaced and follows APA style. The website link must be included in the paper. The categories are included:

1. An organization dedicated to Deaf people
2. An educational program school or university that serves Deaf students
3. A website related to ASL learning the language or research

The plagiarism is not allowed. It will result in a zero on the research paper.

Post: through Blackboard by 11:59pm on due day

Deaf Individual Paper

For the Deaf Individual paper, students will need to choose one from the list of prominent Deaf individuals below and answer the following questions. The answers should be in complete sentences, be concise but include enough details to make your point clear. Paper should be 1 to 2 pages long, size 12 font, double-spaced, and follows APA style.

Deaf Individuals
Andrew Foster

I. King Jordan
Linda Bove
Heather Whitestone McCallum
Laurent Clerc
Nyle DiMarco
Sean Forbes
Bernard Bragg
Peter Cook
Marlee Matlin
CJ Jones

Guidelines for Deaf Individuals
1. Include biographical background (DOB, place of birth, etc..)
2. What is the person renowned for?
3. What challenges did they face or overcome?
4. How and when did they become involved in their endeavors?
5. What, if any, awards or special recognitions did this person receive?
6. How did this person impacts the Deaf community and and/or the hearing community?
7. What contributions did they make to the community?
8. What major world events were occurring while this person was working toward their goals that might have impacted them or posed challenges?
9. What makes this person interesting to you?
10. Any other personal questions that were unanswered from your research, thoughts, or comments you want to add

Post: through Blackboard by 11:59pm on due day

Quizzes
Students will have four unit quizzes. These quizzes will consist of the following sections: receptive, expressive, grammar, vocabulary, and topics. If student miss a quiz, he/she will get a zero. The quizzes will take place in GoReact. There will be no make-up quizzes. The dates of quizzes are listed on the class schedule.

Final Exam
There are two parts of the Final Exam. Receptive and Expressive. They will take place in GoReact. The final exam is listed in the course schedule. The Final Exam will be a comprehensive review of what students have learned in units 1 - 4. The instructor will either sign or show the PowerPoint slide through GoReact. For the receptive part, instructor will sign. Students must provide answers to show how much they understand what the instructor is asking. For expressive part, students are required to sign extemporaneously. The rubric grading will be used for this part. The exams are mandatory and cannot be rescheduled.

Course Policies and Expectations
Zoom Attendance/Participation
Language learning is performance based. The attendance is paramount. Unexcused absences and repeated tardiness will have a negative impact on your grade. Students must enter the zoom session

5 minutes within the start of class time otherwise they won't be allowed to enter. If you miss more than 5 classes, you will receive either a W or F for the course, depending on the date.

Students will be allowed 3 <u>excused</u> absences without penalty. The three excused absences should be used in case of emergency throughout the semester. 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 – 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

Late Work
***Absolutely NO papers, videos, or assignments will be accepted past due dates.

If you miss the deadline, you will earn a zero, no discussion. Allowance will be made in the event of an unforeseen situation on the instructor's end.

Other Requirements

Zoom class etiquette policy

Students must show same etiquette in the zoom class as if they are in the actual classroom. Students must adhere to the following rules below.

1. Always turn on the zoom video for the entire class from the start to end
2. Wear appropriate clothes for the virtual class. All students can see each other
3. Move and place the video area in the appropriate place away from the area you do not want others to see.
4. Position yourself so the camera is seeing you from the waist up to the top of head.
5. Always make sure your video has lighting in front of you, not in the back. It is easier to see your face and hands. The lighting in the back make it harder to see your face and hands.
6. Always look into the camera. Students and instructor will be able to see your facial expression, body language and signing.
7. Make sure you run a test run with zoom before you start. Zoom has a feature that lets you test your audio and video settings before the class starts. Go to Zoom.us/test and test your video.
8. Always mute your video. Voicing is not allowed in class. We are here to learn and communicate with each other using sign language.
9. Do not eat during the zoom class.
10. Do not do other private things while in the zoom class. It creates distraction for other

students and instructor.
11. Do not wear earpiece to listen to music during the zoom class.
12. Stay focused otherwise you will miss important things during zoom class that may cover on the quizzes and exams

ASL Program:

No-Voicing Policy: This is a no voice class. During zoom class time, you would be muted automatically. You should keep your voice off and not whisper nor rely on "exaggerated mouthing." Always pay attention and participate in class. This is the way to gain the signing skill quickly if no voice is used.

Making 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.

****Videos that do not meet the following above will result in a grade reduction or redo. If this occurs more than once, result in a zero for the assignment.

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. **Textbook/video Assignments**   **10%**
2. **Video Journals**   **30%**
3. **Research Paper**   **5%**

4. **Deaf Individual Paper**   **5%**
5. **Quizzes**   **25%**
6. <u>**Final Exam (Expressive and Receptive)**</u>   **25 %**
   Total   **100%**

If a student gets at 93.5% 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. The graduate grading scale does not include a "D".

*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.

	Day	Class Topic	Textbook Assignments	GoReact
Week 1	**25-Aug**	Course Introduction/Overview	Syllabus & GoReact .	Register, pay and play around in GoReact to get an idea of what it looks like.
	27-Aug	Unit 1 (Zoom)	Practice Fingerspelling Drills on pgs.4-20 (No need to post anything)	
Week 2	**1-Sep**	Unit 1 (GoReact)		Your Full name & Number 1 - 15 through GoReact.
	3-Sep	Unit 1 (Zoom)		
Week 3	**8-Sep**	Unit 1 (GoReact)		
	10-Sep	Unit 1 (Zoom)	Signing Naturally Homework Unit 1, pg.21 - 34 due. Submit through Blackboard	
Week 4	**15-Sep**	Unit 1 (GoReact)		Unit 1 Quiz

	17-Sep	Unit 2 (Zoom)		
Week 5	**22-Sep**	Unit 2 (GoReact)		
	24-Sep	Unit 2 (Zoom)		
Week -6+6	**29-Sep**	Unit 2 (GoReact)	Signing Naturally Homework Unit 2, pg.48 - 90 due. Submit through Blackboard	
	1-Oct	Unit 2 (Zoom)		Unit 2 ASL Video Journal #1 *Your Autobiography*, page 90. You will create a video "creating your autobiography" through GoReact.
Week 7	**6- Oct**	Unit 2 (GoReact)		Unit 2 Quiz
	8- Oct	Unit 3 (Zoom)		
Week 8	**13- Oct**	No class		
	15- Oct	Unit 3 (Zoom)		
Week 9	**20- Oct**	Unit 3 (GoReact)	Research Paper due. Submit through Blackboard	
	22- Oct	Unit 3 (Zoom)		
Week 10	**27- Oct**	Unit 3 (GoReact)	Signing Naturally Homework Unit 3, pg.110 - 154 due. Submit through Blackboard	
	29- Oct	Unit 3 (Zoom)		Unit 3 ASL Video journal #2: *Your Narrative*, page 149. You will create a video "creating your narrative" through GoReact.
Week 11	**3- Nov**	Unit 3 (GoReact)		Unit 3 Quiz
	5- Nov	Unit 4 (Zoom)		
Week 12	**10-Nov**	Unit 4 (GoReact)		
	12-Nov	Unit 4 (Zoom)		
Week 13	**17-Nov**	Unit 4 (GoReact)		
	19-Nov	Unit 4 (Zoom)	Signing Naturally Homework Unit 4, pg.178 - 209 due. Submit through Blackboard	
Week 14	**24-Nov**	Unit 4 (GoReact)		
	26-Nov	No class		Video Journal #3: *Pronouns and Possessives*, Worksheet on Blackboard. You will create a video "signing the sentences #1-10".

				Unit 4 Quiz
Week 15	**1-Dec**	Unit 4 (GoReact		
	3-Dec	Units 1-4 Review Day (Zoom)	Deaf Individual Paper Due. Submit through Blackboard	
	15-Dec	Final Exam (GoReact) 10:30-1:15pm		

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 VIA should be directed to VIA Help support@watermarkinsights.com. 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)

	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	Use is generally accurate and appropriate; errors do	Use is either not present or awkward; sometimes interferes

Conceptually Accurate Ideas/Messages	precisely expresses intended meaning (2)	not compromise the intended meaning; good effort (1)	with intended meaning; effort and practice not evident
TOTAL POINTS POSSIBLE = 10	**Points earned in parenthesis**		**No points earned**