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

Spring 2021
EDSE 115 DL3: American Sign Language (ASL)
CRN: 14789, 4 – Credits

Instructor: Daniel Frame	**Meeting Date; 1/25/21 – 5/10/21**
Phone: 443-348-8173	**Meeting Day(s): Monday/Wednesday**
E-Mail: dframe@gmu.edu	**Meeting Time(s): 1:30 pm – 3:20 pm**
Office Hours: By Appointment	**Meeting Location: N/A; Online**
Office Location: Virtual Learning	**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
Online
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 synchronous 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 01/11/21

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/)
  - Windows Media Player (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
  - Apple Quick Time Player (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 3 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 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 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.
Note: Students are expected to order the books online (amazon, dawnsignpress, etc) for Fall semester. The GMU bookstore will not order many books to reduce the spread of the virus on campus.

Sign up and register GoReact.
https://goreact.com/

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

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

      Quizzes:

EDSE 115 (ASL I) You will have 4 units of Comprehension quizzes. The instructor will ask you 10 questions and you have to answer them in ASL. If you miss a quiz, you will get zero. Your quizzes will be done into GoReact platform. There will be no make-up quizzes. Timely attendance is required for all quizzes. Tardy students receive zeros for the parts missed. 30 minutes limit for each quiz. Dates of the tests are shown on the class schedule.

You will have 4 units of Producton quizzes. The quizzes will consist of the following sections: productions, grammar, & facial expressions. If you miss a quiz, you will get zero. Your quizzes will be done into GoReact platform. There will be no make-up quizzes. Timely attendance is required for all quizzes. Tardy students receive zeros for the parts missed. 30 minutes limit for each quiz. 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 from Units 1-4 lessons. The final exam will be one-on-one with students involving an interview with the dialogue format. Zoom will be used for the one- on-one the final examination online.

Assignments:
Students will complete Book and Video Assignments. Assignments are due on the date shown on the class schedule below.

Signing Naturally Workbook Assignments:
Students will submit typed answers or photos 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 submitted result in a zero.
Post: Blackboard

Video Assignments on GoReact:
Students will upload video assignments on GoReact. The student's ASL production will be evaluated. Signs should be clear and 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 posted in GoReact.
Post: GoReact

Feedback assignments on GoReact: Students will have to view the instructor's feedback on the Video assignments on GoReact first (look above). After viewing your instructor's feedback, you will have to choose 5 signs that you need to improve and upload on the feedback assignments on GoReact. Rubrics are posted in GoReact.
**Post: GoReact**

Video Projects

Students will retell a story of "The Elevator Incident". The story is available on the DVD and the Student Workbook (pp. 137) and submit the video on GoReact and Rubrics will be given via GoReact and "Gallaudet and Clerc story" Unit 6. The story is available on the DVD and the Student Workbook (pp. 329-337) and submit the video on GoReact and Rubrics will be given via GoReact.
Post: GoReact

Note: The textbook was developed in California. There will be a few signs that are used by Deaf Californians but are signed differently in the DC Metro area. Similar to the English language, there are differences due to dialects and accents. In ASL, the differences are due to regional signs or sign variations. If an ASL sign is used differently in DC, the sign will be shown it on the Vocabulary and Lessons videos.

Editing ASL videos: Students are required to edit their ASL videos.
1. Ensure the computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on student's lap, a bed, or any other surface where the device (or you) are likely to move.
2. 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 as shown
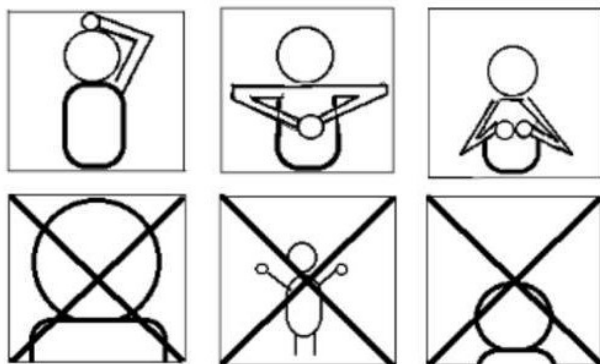
   below.

3. If you use your phone, follow the format below:

4. 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.).
5. 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.
6. Remove hats and excessive jewelry. Wedding rings and small earrings are ok.
7. If students are sitting, do not swivel.

8. **Videos are submitted late**

Note: Any video assignments that does not meet the **any** of the above criteria will result in a **5-point deduction** for the assignment. Many of the assignments are only worth 5 or 10 points which results in a low grade. Submit your videos following the above criteria to avoid a deduction.

Kaltura Assignments: Students will have to view the instructional videos on Blackboard. You will see at least 10 multiple choices during the instructional videos and you will have to choose the multiple choice answer.
Post: Blackboard

Deaf Community Awareness Assignment : Students will have an opportunity to read about Deaf Profiles, Deaf community awareness through Signing Naturally workbook. After reading, students will have to answer the multiple choice on Blackboard. You will see at least 3 multiple choices and you will have to choose the multiple choice answer.
Post: Blackboard

Deaf Community Research Paper:
Students will write one paper about the Deaf community. Students will need to find a website from the categories listed below:
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.

   Note: research on oral methods or oral approach is not accepted, the focus is on sign language organizations, programs and websites- international signs are accepted**

Students will write a paper for each category (organization, educational and ASL), summarizing the website and information. The summary should be 1 to 2 pages long, size 12 font and double-spaced. The website link must be included in the paper. Due dates are shown on the Class Schedule. Plagiarism is not allowed. Will result in a zero on the assignment.
Post: Blackboard

- NAD.org
- behearddc.org
- NBDA.org
- https://deafdawn.org/
- http://wfdeaf.org/
- https://www.naobidc.org/
- https://www.deafrad.org/
- https://www.verywellhealth.com/deaf-and-hard-of-hearing-gay-community-1046583
- https://www.deaflympics.com/news
- https://rid.org/
- https://www.csd.org/
- https://www.odhh.org/

- https://nvrc.org/
- https://deafchildren.org/
- https://www.mydeafchild.org/
- http://www.deafwomenofcolor.org/
- https://www.rit.edu/ntid/
- https://deaf-art.org/
- https://dcara.org/
- https://www.vddhh.org/
- http://www.deafinternational.org/
- https://www.deafvisa.org/

Zoom meetings:
For the first day of the class, all students will meet on Zoom at 1:30pm to 3:20pm on Monday, January 25 for the introduction of the course and Wednesday, January 27 for the awareness of Deaf community. After that, we will meet once a week. There will be two split groups. Group A at 1:30pm to 2:50pm on Mondays only (starting on February 1st) and Group B at 1:30pm to 2:50pm on Wednesdays only (starting on February 1st).

Policies:
1. Students are expected to appear and participate from the beginning to the end of each Zoom session. Students cannot be on their phone, doing other activities during class time, leaving a blank screen or leaving the computer.
2. Student's preferred name is to be displayed on Zoom. No nicknames (ex. Bad Cat) are permitted.
3. Ensure the computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on student's lap, a bed, or any other surface where the device (student) is likely to move.
4. Using mobile phones for a Zoom session is not permitted as students will not be able to see everyone at once on the phone.
5. The webcam is to be turned on unless instructed otherwise.
6. Students are to dress appropriately for class. The attire should contrast student's skin tone.
7. Remove all distractions which includes mobile phones, electronics, pets, people, and other activities.
8. Seek a plain wall or use a collapsible background screen. Virtual backgrounds are not permitted. The background should contrast your attire and skin tone.
9. Be aware of lighting. Students do not want to appear bright or dark making it difficult for the instructor and classmates to see you.
10. The voice option will be on mute for all meetings (except the first day of classes).
Note: Students who do not follow the policies stated above will count as tardy and deducted according to the attendance policy.

Course Policies and Expectations
Attendance/Participation
It is expected that students will attend each scheduled class on zoom on time. Meeting dates are shown on the Class Schedule.

Students will be allowed one (2) absence without penalty. Each absence afterwards will result in a 2% deduction from the total grade as shown below:

First Absence – no penalty
Second Absence – no penalty
Third Absence or more – 2% deduction of the final grade

Two (2) late arrivals on zoom will be equivalent to one (1) absence which will be applied to the policy stated above.

Late Work
Any papers, videos, or assignments will not be accepted past due dates.
Note: 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.

Other Requirements

No Voicing Policy:
To enhance students' language acquisition of ASL, a "no voicing" setting will be enforced. All voice will be muted in the Zoom settings. So you will not be able to turn the voice on. 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.

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. Signing Naturally workbook………………………..5%
2. Research paper……………………………………...5%
3. Video Projects……………………………………5%
4. Deaf Community Awareness Assignment………….5%

5. Kaltura Instructional video Assignments……………5%
6. Video Assignments on GoReact……………………20%
7. Feedback Assignments on GoReact…………………5%
8. Comprehension Quizzes…………………………15%
9. Production Quizzes………………………………15%
10. Final Exam (Expressive and Receptive)………..…..20%
    Total…………………………………………..100%

*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.

January 25	Introduction	Due Date
Class	Zoom online, 10-12:20pm	N/A
Lesson/Activity	Syllabus, Blackboard, & GoReact Fingerspelling your names	N/A
Assignment	Register GoReact	By February 1st before the class
Reading	Signing Naturally Workbook pg. 4-5	N/A

January 27	Introduction	Due Date
Class	Zoom online, 10-12:20pm	N/A
Lesson/Activity	Deaf Community Awareness	N/A
Assignment	Register GoReact	By February 1st before the class
Reading	N/A	N/A

February 1 & 3	Lesson – Unit 1.1-1.4	Due Date
Class	Zoom online, 10:30-11:50am (Group A – February 1, Group B – February 3)	N/A
Lesson/Activity	Ask for name practice, Cardinal Numbers 1-10, class activity	N/A
Assignment	▪ Unit 1.1-1.4 Kaltura instructional video (Blackboard) ▪ Unit 1.1-1.4 Video Assignment (GoReact) ▪ Unit 1.2 & Unit 1.3 Signing Naturally Workbook (Blackboard)	By February 7 at 11:59pm
Reading	• Unit 1.4 Signing Naturally Workbook pg. 14-15 - Andrew Foster, Deaf Profile	N/A

February 8 & 10	Lesson – Unit 1.5-1.8	Due Date
Class	Zoom online, 10:30-11:50am (Group A – February 8, Group B – February 10)	N/A
Lesson/Activity	Dialogue & Activities	N/A
Assignment	▪ Unit 1.5-1.8 Kaltura instructional video (Blackboard) ▪ Unit 1.5-1.8 Video Assignment (GoReact) ▪ Unit 1.6, Unit 1.7, Unit 1.8 Signing Naturally Workbook (Blackboard)	By February 14 at 11:59pm
Reading	• Unit 1.7 Signing Naturally Workbook pg. 23	N/A

February 15 & 17	Lesson – Unit 1.9-1.12	Due Date
Class	Zoom online, 10:30-11:50am (Group A – February 15, Group B – February 17)	N/A
Lesson/Activity	Dialogue & Activities	N/A
Assignment	▪ Unit 1.9-1.12 Kaltura instructional video (Blackboard) ▪ Unit 1.9-1.12 Video Assignment (GoReact) ▪ Unit 1 Deaf Community Awareness (Blackboard) ▪ Unit 1.9 & Unit 1.11 Signing Naturally Workbook (Blackboard)	By February 21 at 11:59pm
Reading	▪ Unit 1.10 Signing Naturally Workbook pg. 30 (Reading & Viewing on DVD only) ▪ Unit 1.12 Signing Naturally Workbook pg. 33 (Reading & Viewing on DVD only)	N/A

February 22 & 24	Quizzes – Unit 1	Due Date
GoReact & Blackboard	Quizzes – Look Below	N/A
Unit 1 Comprehension Quiz	Blackboard only	Due by February 24 by 11:59pm
Unit 1 Production Quiz	GoReact only	Due by February 24 by 11:59pm

February 22 & 24	Lesson – Unit 2.1-2.4	Due Date
Class	Zoom online, 10:30-11:50am (Group A – February 22, Group B – February 24)	N/A
Lesson/Activity	Yes/No questions, Cardinal Numbers 6-19, Which hand do I use? Gallaudet University history, Language Background	N/A
Assignment	▪ Unit 2.1-2.4 Kaltura instructional video (Blackboard) ▪ Unit 2.1-2.4 Video Assignment (GoReact) ▪ Unit 2.2, & Unit 2.4 & Signing Naturally ▪ Workbook (Blackboard)	By February 28 at 11:59pm
Reading	▪ Unit 2.1 Signing Naturally Workbook pg. 54-57	N/A

March 1 & 3	Lesson – Unit 2.5-2.8	Due Date
Class	Zoom online, 10:30-11:50am (Group A – March 1, Group B – March 3)	N/A
Lesson/Activity	Up letters, Who enjoys what, Cardinals 20-29, & Draw the Shapes, TIC-TAC-TOE Activity (must wear some letters on shirt)	N/A
Assignment	▪ Unit 2.5-2.8 Kaltura instructional video (Blackboard) ▪ Unit 2.5-2.8 Video Assignment (GoReact) ▪ Unit 2.6, & Unit 2.8 Signing Naturally Workbook (Blackboard)	By March 7 at 11:59pm
Reading	▪ Unit 2.6 Signing Naturally Workbook pg. 70-71	N/A

March 8 & 10	Lesson – Unit 2.9-2.12	Due Date
Class	Zoom online, 10:30-11:50am (Group A – March 8, Group B – March 10)	N/A
Lesson/Activity	Yes/No questions, Cardinal Numbers 6-19, Conversation Strategy: Asking What is the Sign?	N/A
Assignment	▪ Unit 2.9-2.12 Kaltura instructional video (Blackboard) ▪ Unit 2.9-2.12 Video Assignment (GoReact) ▪ Unit 2 Deaf Community Awareness (Blackboard) ▪ Unit 2.9 & 2.10 Signing Naturally Workbook (Blackboard)	By March 14 at 11:59pm
Reading	▪ Unit 2.11 Signing Naturally Workbook pg. 83 (Reading and Viewing only) ▪ Unit 2.12 Signing Naturally Workbook pg. 84-86 (Reading and Viewing only)	N/A

March 15 & 17	Quizzes – Unit 2	Due Date
GoReact & Blackboard	Quizzes – Look Below	N/A
Unit 2 Comprehension Quiz	Blackboard only	Due by March 17 by 11:59pm
Unit 2 Production Quiz	GoReact only	Due by March 17 by 11:59pm

March 15 & 17	Lesson – Unit 3.1-3.5	Due Date
Class	Zoom online, 10:30-11:50am (Group A – March 15, Group B – March 17)	N/A
Lesson/Activity	Real World Orientation, Giving Commands, Douglas Tilden (Deaf Profile), Words with Z, & Wh-WHICH	N/A
Assignment	▪ Unit 3.1-3.5 Kaltura instructional video (Blackboard) ▪ Unit 3.1-3.5 Video Assignment (GoReact) ▪ Unit 3.5 Signing Naturally Workbook (Blackboard)	By March 21 at 11:59pm
Reading	▪ Unit 3.2 Signing Naturally Workbook pg. 112 (Reading and Viewing only) ▪ Unit 3.3 Signing Naturally Workbook pg. 113-114 (Reading and Viewing only)	N/A

March 22 & 24	Lesson – Unit 3.6-3.9	Due Date
Class	Zoom online, 10:30-11:50am (Group A – March 22, Group B – March 24)	N/A
Lesson/Activity	Ordinal Numbers 1st-9th, Basic directions, Identify and draw, Cardinals Numbers 30-66, & Conversations	N/A
Assignment	▪ Unit 3.6-3.9 Kaltura instructional video (Blackboard) ▪ Unit 3.6-3.9 Video Assignment (GoReact) ▪ Unit 3.7, Unit 3.8 & Unit 3.9 Signing Naturally Workbook (Blackboard) ▪ Deaf Community Research Topic only	By March 2 at 11:59pm
Reading	N/A	N/A

March 29 & 31	Lesson – Unit 3.10-3.16	Due Date
Class	Zoom online, 10:30-11:50am (Group A – March 29, Group B – March 31)	N/A
Lesson/Activity	Expressing Needs, Down Letters, & Lengths of time, Crossword Puzzle	N/A
Assignment	▪ Unit 3.10-3.16 Kaltura instructional video (Blackboard) ▪ Unit 3.6-3.6 Video Assignment (GoReact) ▪ Unit 3.10, 3.12, & 3.15 Signing Naturally Workbook (Blackboard) ▪ Video Project #1 (Elevator Incident)	By April 4 at 11:59pm
Reading	▪ Unit 3.14 Signing Naturally Workbook pg. 150 (Reading only) ▪ Unit 3.16 Signing Naturally Workbook pg. 152 (Reading only)	N/A

April 5 & 7	Quizzes – Unit 3	Due Date
GoReact & Blackboard	Quizzes – Look Below	N/A
Unit 3 Comprehension Quiz	Blackboard only	Due by April 7 by 11:59pm
Unit 3 Production Quiz	GoReact only	Due by April 7 by 11:59pm

April 5 & 7	Lesson – Unit 4.1-4.4	Due Date
Class	Zoom online, 10:30-11:50am (Group A – April 5, Group B – April 7)	N/A
Lesson/Activity	Conversations, Forming Negative Responses, & Rocking Numbers 67-98	N/A
Assignment	• Unit 4.1-4.4 Kaltura instructional video (Blackboard) • Unit 4.1-4.4 Video Assignment (GoReact) • Unit 4.1, 4.3 Signing Naturally Workbook (Blackboard)	By April 11 at 11:59pm
Reading	• Unit 4.4 Signing Naturally Workbook pg. 186-187 (Reading only)	N/A

April 12 & 14	Lesson – Unit 4.5-4.8	Due Date
Class	Zoom online, 10:30-11:50am (Group A – April 12, Group B – April 14)	N/A
Lesson/Activity	Conversations with Family, Rankings, Moving Letter J, & Possessive Adjectives	N/A
Assignment	• Unit 4.5-4.8 Kaltura instructional video (Blackboard) • Unit 4.5-4.8 Video Assignment (GoReact) • Unit 4.5, 4.7 & 4.8 Signing Naturally Workbook (Blackboard) • Deaf Community Research Paper	By April 18 at 11:59pm
Reading	N/A	N/A

April 19 & 21	Lesson – Unit 4.9-4.14	Due Date
Class	Zoom online, 10:30-11:50am (Group A – April 19, Group B – April 21)	N/A
Lesson/Activity	What's The Relationship? Ten Years Later…, What Number is it?, David's Keys, Commenting on Family Members	N/A
Assignment	• Unit 4.9-4.14 Kaltura instructional video (Blackboard) • Unit 4.9-4.14 Video Assignment (GoReact) • Unit 4.13, & Unit 4.14 Signing Naturally Workbook (Blackboard)	By April 25 at 11:59pm
Reading	• Unit 4.9 Signing Naturally Workbook pg. 203 (Reading only) • Unit 4.15 Signing Naturally Workbook pg. 210-211 (Reading and Viewing only)	N/A

April 26 & 28	Quizzes – Unit 4	Due Date
GoReact & Blackboard	Quizzes – Look Below	N/A
Unit 4 Comprehension Quiz	Blackboard only	Due by April 28 by 11:59pm
Unit 4 Production Quiz	GoReact only	Due by April 28 by 11:59pm

April 26 & 28	Review – Units 1-4	Due Date
Class	Zoom online, 10:30-11:50am (Group A – April 26, Group B – April 28)	N/A
Lesson/Activity	Units 1-4 Reviews for Finals	N/A
Assignment	Video Project #2 (Gallaudet & Clerc Story)	By May 2 at 11:59pm
Reading	N/A	N/A

May 3 or 5	Review – Units 1-4	Due Date
Class	5-10 minutes individual appointment with the instructor on GoReact	N/A
Lesson/Activity	Final Examination	By Appointment
Assignment	N/A	N/A
Reading	N/A	N/A

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 either Tk20 or VIA should be directed to https://cehd.gmu.edu/aero/assessments/

- 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 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	Points earned in parenthesis	No points earned