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

Spring 2022
EDSE 115 001: American Sign Language (ASL) I
CRN: 11474, 4 – Credits

Instructor: Aja Puopolo	Meeting Dates: 1/24/22 – 5/18/22
Phone: 703.993.3601	Meeting Day(s): Monday
E-Mail: apuopolo@gmu.edu	Meeting Time(s): 4:30 pm - 6:20 pm
Office Hours: by appointment	Meeting Location: Fairfax; IN 336
Office Location: Student Union Building 1, Suite 2500	Other Phone: NA

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).

Advising Tip
Are you interested in an ASL minor? Submit your Minor Declaration
(http://registrar.gmu.edu/wp-content/uploads/UMD.pdf), or contact the program for more information: speced@gmu.edu.

Course Delivery Method
This course is conducted in a hybrid format.
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 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

Sign up and register GoReact, $30 fee (students will receive an invitation link via email and the link will also be posted on Bb).

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).

VIA Performance-Based Assessment Submission Requirement

There is no required performance-based assessment for this course.

Assignments and/or Examinations

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy). Students will complete Video Assignments. Assignments are due on the date shown on the class schedule below.

　　　•**Syllabus Notes and GoReact Demo**

Students will submit a set of concise, well-organized notes from the first and second class sessions. This will focus mainly on the syllabus, class format, and procedures. The notes must be in student's own words.

The demo consists of logging on to GoReact and recording a short video. This is to make sure all students can log on with no issue.

Post: Blackboard

　　　•**Receptive Tests** (Conducted on Mondays, in-class)

The course objectives focus on the receptive and expressive use of ASL. Each test will have a receptive and an expressive portion at the end of each unit. ASL I will cover units 1-4. The receptive portion of the test will be administered via Blackboard. The formatting will be similar to assignments, however there is a time limit for tests.

Post: Blackboard

　　　• **Expressive Tests (videos):** Students will post the expressive portion (signing) on GoReact. Rubrics are posted on at the end of this syllabi to be used as a guide. There will be three expressive tests during the semester. Students will be assessed on their ability to express themselves in ASL. Students will prepare a video (outside of class) using the vocabulary and grammatical structures learned during the course (based on the units and lessons in class) to express a narrative based on a prompt provided by instructor. Prompts will be posted on GoReact one week prior to the due date.

Post: Video on GoReact, Final Video Script -attach a Word Doc in Blackboard

　　　•**Homework and Self-Assessments** (Signing Naturally Student Workbook): Students will be assigned vocabulary quizzes that correspond with each unit. Students will watch and answer a series of video clips and answer questions (multiple choice, fill-in blank, short answer) based on the clips.

Requirements for fill-in the blank questions

  a. **Numbers** – type the number only (do not spell it out)
  b. **One word answers** – Most fill-in the blank questions require one word answers. If you see (2 words or 3 words), the answer will be 2 words or 3 words.
  c. **Parenthesis** – Choose an answer given in the parenthesis
     i. (do not/don't)
     ii. (1st, 2nd, 3rd …) which means enter one of these as an answer. Not the written version, i.e., FIRST, SECOND but 1st, 2nd… If you see "…", it means it is does not stop at 3rd, can 4th, 5th and etc.
  d. **Spelling** – Will be deducted if not correct (use Google to double check your spelling)
  e. **Abbreviations** – Are not allowed
  f. **Capitalizations** – Answers can be submitted with/without capitalization
  g. **True/False** – Type the actual full word, do not type not T/F

Post: Blackboard

• **Video Journal Assignments**: Students will be required to submit a weekly video on GoReact. Students will be provided a prompt for each assignment. The weekly prompt will be posted on GoReact by Mondays at 4:30pm. It is due the following Sunday by midnight. Students may be required to work with partners to produce the videos. ASL production will be evaluated, and feedback will be provided. 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. Use the rubric located at the end of this syllabus as a guide.

 Post: GoReact

Assignment Summary

ASSIGNMENT	Submission	DUE DATE	POINTS
Syllabus Notes and GoReact Demo	Blackboard	Sunday, 1/30 by 12AM	10
Receptive Test 1	Blackboard	Monday, 3/7 in-class	62
Receptive Test 2	Blackboard	Monday, 4/11 in-class	73
Receptive Test 3 (Final Exam)	Blackboard	Wednesday, 5/11 in-class	67
Expressive Test 1	GoReact	Sunday, 3/3 by 12 AM	40
Expressive Test 2	GoReact	Sunday, 4/10 by 12 AM	40
Expressive Test 3 (Final Exam)	GoReact	Sunday, 5/5 by 12 AM	80
Unit 1 Homework	Blackboard	Sunday, 2/20 by 12 M	40
Unit 2 Homework	Blackboard	Sunday, 3/13 by 12 AM	56
Unit 3 Homework	Blackboard	Sunday, 4/10 by 12 AM	59
Unit 4 Homework	Blackboard	Sunday, 5/8 by 12 AM	43
Video Journals (1-10)	GoReact	See Full Schedule Below	200
TOTAL POINTS POSSIBLE			770

Course Policies and Expectations

Attendance/Participation

Students are expected to attend each scheduled class on time. Class will meet face to face on Mondays from 4:30pm-6:20pm.

Students will be allowed one (1) absence without penalty. Each absence thereafter will result in a 10% deduction from the total grade as shown: First Absence – no penalty. Second Absence or

more – 10% deduction of the final grade.

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

Late Work
See schedule for due dates. Due dates are posted on the syllabus. All submissions are time-stamped in Bb and GoReact. Late submissions will receive a 10%-point deduction for each late day. **Absolutely no exceptions**.

Other Requirements
Device Policy

Use of devices during class meetings is strictly prohibited (mobile phones, tablets, laptops, iPads, game systems, etc.). This includes earbuds.

No Voice Policy
Our class has a NO VOICE policy. This class is always signing environment for two reasons: (1) It is not considered inclusive to talk in the presence of a Deaf person and not attempt to make the information accessible. It is imperative that students develop the habit of signing when Deaf people are present. (2) This is an immersion class. Using ASL helps students develop their comprehension skills and their expressive skills quickly and effectively. Talking disrupts this process. If a fellow student asks for help, feel free to help by using signs previously learned or by writing back and forth. Some exceptions for voice-on will apply and will be explicitly announced. You are encouraged to bring a dry erase board marker.
***If voicing becomes a persistent problem, students will be asked to leave the class meeting and it will count as an absence for the day. ***

Video Submission Requirements PLEASE READ
Any video assignment that does not meet the below criteria will result in a 10% deduction for *each* item below that is not followed.
1. Students must be in the center of the video where their entire signing space* (i.e., the top of student's head and the bottom of the student's chest area, see image below) can be seen. The camera angle must be aimed straight on.
2. Background must be clean (solid colored wall) and free of "visual noise" (books, DVD's, TV running, kitchen items, dog appearing, etc.).
3. Wear only solid-colored shirts and free of logos. Shirt color should contrast skin tone.
4. Large distracting tattoos should be covered; wear long-sleeved shirts.
5. Remove hats and excessive jewelry. Wedding rings and small earrings are acceptable.
6. If sitting, do not swivel or rock.
7. Beds are not appropriate places to create videos.
8. All videos must be submitted in <u>one</u> continuous file. Videos may not be stopped or paused during the recording.
9. Review videos before submitting. Each video must be good visual quality (free of static and choppiness).

*A signer's sign space: the top of the head to the waist level, see image below.
Handspeak.com

Instructor-Student Communication

Expect email replies within 24 hours. Unless the email is of a personal nature before sending an email, please check the following (available on your Blackboard course menu):

1. Syllabus
2. *Ask the Class* Discussion Board (Blackboard)
3. GoReact Video Discussion Board
4. Tutorials or Tech Support, i.e., On-demand Blackboard videos on how to use Blackboard features, and Technical Requirements, or GoReact tutorials.

Grading

A+	97-100
A	94-97
A-	90-93
B+	87-89
B	84-86
B-	81-83
C+	79-81
C	76-78
C-	74-75
D	70-73
F	Below 70

*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.
Mondays 4:30-6:20pm- classes will meet in-person
Wednesday – classes are asynchronous unless otherwise specified. Videos and/or activities will be posted by 4:30pm.

	Day	Class Topic	Reading/Viewing Assignments
Week 1	M 1/24 W 1/26	Introduction to Deaf Culture and Awareness Unit 1: Lessons 1 and 12	• Intro to Deaf Culture/History of ASL • Pre-knowledge activity • Practice fingerspelling • Syllabus Notes and Demo due by Sunday, 1/30 @ midnight
Week 2	M 1/31 W 2/2	Unit 1: Lessons 2, 3, and 6	• Video Journal 1 due by Sunday, 2/6 @ midnight
Week 3	M 2/7 W 2/9	Unit 1: Lessons 2, 3, and 6, Cont. Unit 1: Lessons 4, 7, 8, 9 and 10	• Video Journal 2 due by Sunday, 2/13 @ midnight
Week 4	M 2/14 W 2/16	Unit 1: Lessons 4, 7, 8, 9 and 10, Cont.	• Unit 1 Homework due by Sunday, 2/20 @ midnight • Video Journal 3 due by Sunday, 2/20 @ midnight
Week 5	M 2/21 W 2/23	Unit 2: Lessons 1, 2, 4, 6, 9, 11, and 12	• Video Journal 4 due by Sunday, 2/27 @ midnight
Week 6	M 2/28 W 3/2	Unit 2: Lessons 1, 2, 4, 6, 9, 11, and 12, Cont.	• Video Journal 5 due by Sunday, 3/6 @ midnight
Week 7	M 3/7 W 3/9	Unit 2: Test 1	• Receptive Test 1, in-class M 3/7 • Expressive Test 1 due by Sunday, 3/13 @ midnight • Unit 2 Homework due by Sunday, 3/13 @ midnight
Week 8	M 3/14 W 3/16 Spring Break	Review	• Review and Practice
Week 9	M 3/21 W 3/23	Unit 3: Lessons 1, 5, 8, and 9,	• Video Journal 6 due by Sunday, 3/27 @ midnight
Week 10	M 3/28 W 3/30	Unit 3: Lessons 3, 6, 12, and 13	• Video Journal 7 due by Sunday, 4/3 @midnight
Week 11	M 4/4 W 4/6	Unit 3: Lessons 2,3,6,10,13, and 14	• Expressive Test 2 due by Sunday, 4/10 @ midnight • Unit 3 Homework due by Sunday, 4/10 @ midnight
Week 12	M 4/11 W 4/13	Unit 3: Review	• Receptive Test 2, in-class • Video Journal 8 due by Sunday, 4/17
Week 13	M 4/18 W 4/20	Unit 4: Lessons 1, 4, 5, 7, 8, and 9	• Video Journal 9 due by Sunday, 4/24
Week 14	M 4/25 W 4/27	Unit 4: Lessons 11, 13, and 14	• Unit 1-4 Review and Catch up
Week 15	M 5/2 W 5/4	Unit 1-4 Review and Catch up	• Video Journal 10 due by Sunday, 5/8 @ midnight • Unit 4 Homework due by Sunday, 5/8 @ midnight
Week 16	W 5/11 Final Exam	Final Exam	• Receptive Test 3, in-class W 5/11 • Written Final • Final Expressive Test 3 and Script due by Sunday, 5/15 @ midnight

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 viahelp@gmu.edu or 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 "Non-confidential 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 titleix@gmu.edu.

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/)](http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

Expressive Rubric	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
Vocabulary: Correct and accurate use of parameters, Vocabulary variety	Accurate, relevant use and wide variety of vocabulary used from all units studied, parameters are correct and accurate (20)	Generally accurate, relevant use of vocabulary from more than half the units studied, most parameters are correct and accurate (10)	Vocabulary inaccurate and used covers less than half the units studied, relevant variety is sparse, parameters are mostly incorrect or inaccurate
Non-manual Markers: Yes/No Questions, "Wh— "Questions, Location, Negation/Affirmation, Contrastive Structures, referents, appropriate and matching facial expressions	Non-manual markers are consistently accurate and appropriate; use precisely expresses intended meaning (20)	A variety of elements are used; errors do not compromise meaning; use demonstrates effort and thought (10)	Grammar elements are awkward and confusing; errors compromise meaning; effort and practice not evident
Sentence Structure: Use of Topic-Comment, Avoiding English word order	A variety of elements are used; solid knowledge of sentence types/structure is evident (20)	Sentence structure is generally accurate and appropriate; errors do not compromise the intended meaning; good effort (10)	Sentence structure is either incorrect or awkward; interferes with intended meaning; effort and practice not evident
Fluency: Smoothness and fluency of signs, Conceptually accurate ideas/messages, to include final expressive script	Rate of speed and expression is consistently appropriate, accurate, and smooth (20)	Rate of speed and expression is generally consistently appropriate, accurate, and smooth; errors do not compromise the intended meaning; good effort (10)	Rate of speed and expression is awkward; sometimes interferes with intended meaning; effort and practice not evident
Final Video TOTAL POINTS POSSIBLE = 80			