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

Summer 2022
EDSE 115 A02: American Sign Language (ASL) I
CRN: 43566, 4 – Credits

Instructor: Bradley Brown	**Meeting Dates:** 5/23/22 – 6/24/22
Phone: (802) 234-8950	**Meeting Day(s):** Tuesdays & Wednesdays
E-Mail: bbrown52@gmu.edu	**Meeting Time(s):** 10am – 12:05 pm
Office Hours: By Appointment	**Meeting Location:** N/A; Online
Office Location: N/A; Online	**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).

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
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 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 May 20th.

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 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

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

Vocabulary: Students will watch and learn the new vocabulary in Blackboard on a weekly basis. Students are expected to practice signing the new vocabulary.

Vocabulary Quizzes: Students will have weekly quizzes which will be administered via Blackboard. There will be a time limit for quizzes.

Lessons and Assignments: Students will complete weekly assignments in Blackboard. Students will check the modules on **Blackboard** for more details about the assignments.
1. **Fill in the blank questions**
   a. **Numbers** – type the number only (do not spell it out)
   b. **1-word answers** – most fill in the blank questions require 1-word answers. If you see (2 words or 3 words), the answer will be 2 words or 3 words.
   c. **Parenthesis** – pick an answer given in the parenthesis
      i. (do/don't)
         Students pick one of the answers given in the parenthesis.
      ii. (1st, 2nd, 3rd …) which means enter one of these as an answer. Not FIRST, SECOND but 1st, 2nd… If you see … 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 full word, not T/F
2. **Reading Assignments** – some assignments require you to read and find the answers in your textbook.
3. **Vocabulary** – for some of the vocabulary, students will need to use their textbook to find the definition.
4. **Answer Key –** for assignments, correct answers will be available after the entire class have submitted the assignment.

Feedback: Will be given during class for students, this is an opportunity for students to fix their sign production errors. Students need to pay attention to feedback given to their classmates in class as a learning tool.

Video Feedback: Students can check for video feedback for Unit Expressive Tests via Blackboard.

Tests: 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. Students will check **Blackboard** for more details about the Unit Tests.
1. **Receptive Tests:** 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.

2. **Expressive Tests (videos):** Students will post the expressive portion (signing) on Blackboard. Rubrics are posted on blackboard to be used as a guide.

    Note: Remember the purpose of this video is to showcase student's signing ability. Students will create a fake situation or scenario on based on the required criteria. Utilize the vocabulary you have learned from the unit.

    Note: Rehearse until you no longer need your notes. Record yourself signing the information and attach it on Blackboard.

    Note: Students will submit **three** videos. Each video counts as **6.67%** of the course grade. (Expressive Tests – 20% of the course grade).

Note: Plagiarism is defined as using another individual's ideas or words without attribution or credit. It also includes using one's own prior work that has been submitted for credit or published in another venue as a new submission without citation. Using the ideas of others without proper attribution or citation is unethical and a violation of the Honor Code. Subcategories of plagiarism include:

Students are responsible for ensuring the work they are submitting is their own work. If a student submits a plagiarized video, copying another student's video or a video online, the university policy will be followed: https://catalog.gmu.edu/policies/honor-code-system/.

Zoom meetings: The class will meet every week from the start of class to the end of class time. A tab for the Zoom meetings is posted on Blackboard. The meetings will review and consist of group activities based on the previous assignments. It is important students keep up with assignments to be able to participate in-group activities.

    Note: Large classes will be split into two groups, Group A and Group B. Students will be assigned to a Group; scheduled times are shown below.

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.

Final Exam: The final exam is a comprehensive exam, which focuses on both the production and receptive use of ASL. The final exam will be one-on-one with the instructor involving an interview-style type format.

Course Policies and Expectations

Attendance/Participation
It is expected that students will attend each scheduled class on zoom on time.

Students will be allowed one (1) 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 or more – 2% deduction of the total grade

Two (2) late arrivals on zoom will be equivalent to one (1) absence, which will apply 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.

Graduation Requirements
Students are responsible for completing course work that demonstrates the level of competence satisfying the foreign language requirements for graduation.

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.
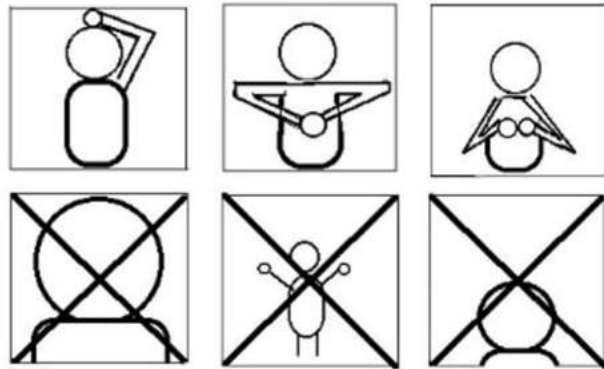
3. If students use their phone, follow the format below:

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. 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. Tank tops and string shirts are not allowed.
6. Remove hats and excessive jewelry. Wedding rings and small earrings are ok.
7. If students are sitting, do not swivel.
8. Rehearse until you no longer need to watch the video and/or your notes, then record yourself with assignments given from the professor.
9. All videos must be submitted on Blackboard as one.
10. Review the quality of the videos before submitting.

Note: Any video assignments that does not meet the <u>any</u> of the above criteria will result in a deduction for the assignment as shown on the rubric.

Grading

Grading Scale

Letter Grade	Percent Grade
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.	Assignments/Deaf Papers	20%
2.	Vocabulary Quizzes	20%
3.	Unit Tests - Expressive	20%
4.	Unit Tests – Receptive	20%
5.	Final Exam	20%

Note: Students' grades will be based on **percentage** for each area as shown above, not **total points.**

Note: A student needs **76%** to pass the course or to move on to the next course.

Final Exam Waiver - If a student gets at 90% or above in class, the Final Exam will be waived.

*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.

Zoom Groups	Days of the week	Time
Zoom Group A	Tuesdays (starts 5/24)	10:00a – 11a (EST)
Zoom Group B	Tuesdays (starts 5/24)	11:05a to 12:05p (EST)

Coursework	Days of the Week	Submitted by
Assignments/Video Assignments	Mondays	11:59 pm (EST)
Vocabulary Quizzes	Tuesdays	11:59 pm (EST)
Unit Tests	Wednesdays	11:59 pm (EST) – starts on Week 2

Class Schedule

Week 1

	Day	Class Topic	Assignments
Tuesday	24-May	Zoom – Full Class Course Overview/ASL Parameters	Syllabus Module Samples Syllabus Quiz
Wednesday	25-May	**Unit 1** Lesson 1.1-1.12	Module 1

Week 2

	Day	Class Topic	Assignments
Tuesday	31-May	**Zoom A/B** Unit 1 Review	Vocabulary Quizzes
Wednesday	1-June	**Unit 2** Lesson 2.1-2.12	Unit 1 Tests

Week 3

	Day	Class Topic	Assignments
Tuesday	7-June	**Zoom A/B** Unit 2 Review	Vocabulary Quizzes
Wednesday	8-June	**Unit 3** Lesson 3.1-3.15	Unit 2 Tests

Week 4

	Day	Class Topic	Assignments
Tuesday	14-June	**Zoom A/B** Unit 3 Review	Vocabulary Quizzes
Wednesday	15-June	**Unit 4** Lesson 4.1-4.12	Unit 3 Tests

Week 5

	Day	Class Topic	Assignments
Tuesday	21-June	**Zoom A/B** Unit 4 Review	Vocabulary Quizzes
Wednesday	22-June	Wrap-up	Unit 4 Tests

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 "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 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-word" 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