



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

Spring 2023

EDSE 115 DL1: American Sign Language (ASL) I

CRN: 19410, 4 – Credits

<b>Instructor:</b> Daniel Frame	<b>Meeting Dates:</b> 1/23/23 – 5/17/23
<b>Phone:</b> 443-348-8173	<b>Meeting Day(s):</b> Tuesday
<b>E-Mail:</b> <a href="mailto:dframe@gmu.edu">dframe@gmu.edu</a>	<b>Meeting Time(s):</b> 12:30 pm – 2:20 pm
<b>Office Hours:</b> By Appointment	<b>Meeting Location:</b> N/A; Online
<b>Office Location:</b> Virtual Learning	<b>Other Phone:</b> (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 [spced@gmu.edu](mailto:spced@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: [spced@gmu.edu](mailto:spced@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

### **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).

This course will be delivered online (76% or more) using asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before [@masonlive.gmu.edu](mailto:@masonlive.gmu.edu)) and email password. The course site will be available on 01/10/2023.

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:
  - [Adobe Acrobat Reader](https://get.adobe.com/reader/) (<https://get.adobe.com/reader/>)
  - [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>)
  - [Apple Quick Time Player](http://www.apple.com/quicktime/download/) ([www.apple.com/quicktime/download/](http://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 Service.

### **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*. 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).

## VIA Performance-Based Assessment Submission Requirement

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

### 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 not/don't)
    - ii. (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> ...) which means enter one of these as an answer. Not FIRST, SECOND but 1<sup>st</sup>, 2<sup>nd</sup>... If you see ... means it is does not stop at 3<sup>rd</sup>, can 4<sup>th</sup>, 5<sup>th</sup> 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.

### 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](http://NAD.org)
- [behearddc.org](http://behearddc.org)
- [NBDA.org](http://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/>

**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/>.

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**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.

### **Student Evaluations of Teaching:**

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

## **Course Policies and Expectations**

### **Attendance/Participation**

It is expected that students will attend each class on time.

Kahoot activity will be considered as your attendance. Students will be able to answer 3-

5 questions in the beginning of the class and after class break as well. If a student misses the class, they will receive a zero on Kahoot on both beginning of the class and after the class break on that day only. Kahoot attendance and participation will be worth 10% of your overall grade. If you attend all classes on time including after the class break, and answer all questions correctly that you learned from the module assignments, you will receive the full 10% of the overall grade.

**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.

**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. Kahoot activity         | 10% |
| 2. Assignments/Deaf papers | 20% |
| 3. Vocabulary Quizzes      | 20% |
| 4. Unit Tests - Expressive | 20% |
| 5. Unit Tests – Receptive  | 20% |
| 6. Final Exam              | 10% |

**\*Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site \(https://oai.gmu.edu/\)](https://oai.gmu.edu/) and [Honor Code and System \(https://catalog.gmu.edu/policies/honor-code-system/\)](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/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>).

### Class Schedule

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

	Day	Class Topic	Weekly Reading/Assignments
Week 1	24 Jan	Syllabus <b>Unit 1</b> Lessons 1.1-1.6	Module 1
Week 2	31 Jan	Lessons 1.7-1.12	Module 2
Week 3	7 Feb	<b>Unit 2</b> Lessons 2.1-2.4	Module 3
Week 4	14 Feb	Lessons 2.5-2.8	Module 4
Week 5	21 Feb	Lessons 2.9-2.12	Module 5
Week 6	28 Feb	<b>Unit 3</b> Lessons 3.1-3.4	Module 6
Week 7	7 Mar	<b>Unit 3</b> Lesson 3.5-3.9	Module 7 Deaf Community Paper Topic only
Week 8	14 Mar	GMU Spring break	
Week 9	21 Mar	Lessons 3.10-3.15	Module 8
Week 10	28 Mar	<b>Unit 4</b> Lessons 4.1-4.4	Module 9
Week 11	4 April	<b>Unit 4</b> Lessons 4.5-4.9	Module 10
Week 12	11 April	Lessons 4.10-4.11	Module 11
Week 13	18 April	Lessons 4.12-4.14	Module 12 Deaf Community Paper
Week 14	25 April	Review Units 1-4	Module 13
Week 15	2 May	Final Exam	One-on-One

### 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/) (<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/) (<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/) (<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/) (<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](mailto: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/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).
- [Learning Services](mailto:learningservices@gmu.edu) ([learningservices@gmu.edu](mailto:learningservices@gmu.edu)) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

### Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto: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)

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
<b>Vocabulary:</b> 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
<b>Formation:</b> 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
<b>Space Referents:</b> 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
<b>Grammar:</b> 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
<b>Fluency/Accuracy</b> 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
<b>Total Points Possible = 10</b>	Points earned in parenthesis	Points earned in parenthesis	No points earned