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

Spring 2023
EDSE 315 001: American Sign Language (ASL) IV
CRN: 14415, 3 – Credits

Instructor: Roxanne Dummett	**Meeting Dates:** 1/23/23 – 5/17/23
Phone: N/A	**Meeting Day(s):** Tuesday
E-Mail: rdummett@gmu.edu	**Meeting Time(s):** 10:30 am – 11:45 am
Office Hours: By appointment	**Meeting Location:** Fairfax; Horizon 1009
Office Location: Krug 103A	**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):
EDSE 219 or equivalent course with a minimum grade of "B"

Co-requisite(s):
None

Course Description
Focuses on strengthening expressive and receptive communication in American Sign Language (ASL) through the development of narrative and storytelling skills. Explores the importance of these skills within the Deaf Community. Explores issues of multiculturalism, linguistic code-switching, and language dominance, particularly in relationship to Deaf education.

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 planning to complete the ASL minor? Keep in mind that the minor requires at least 8 credits applied only to that minor and may not be used to fulfill requirements of your major, concentration, an undergraduate certificate, or another minor.

Course Delivery Method
Hybrid
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 intermediate level proficiency ASL conversational skills and vocabulary to effectively communicate with members of the Deaf community in the United States (DH1S2, DH4S1,DH6K1, C1.1, C1.2, C1.3, C4.1).
2. Narrate "Unforgetable Moments" (C1.2, C1.3).
3. Explain driving and everyday rules (C1.2, C 1.3).
4. Narrate "Accidents" (C1.2, C1.3).
5. Demonstrate language skills for expressing ideas and concepts (C1.3)
6. Demonstrate skills for illustrating reasons and functions (C1.3)
7. Analyze use of grammar and syntax of ASL and English (C4.1).
8. Increase knowledge of cultural competency relative to the deaf community and
9. Demonstrate awareness of language and social issues alive in the Deaf community today (DH1K2, DH1S2, C2.1, C3.1).

Professional Standards
Goals, objectives, and assignments in this class address the Council for Exceptional Children (CEC) skill standards 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. (2003). *Signing naturally: Level 3 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).

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.

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 Blackboard for more details about the assignments.

Video Unit Presentations: Students will give a presentation to the class based on Units. 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. More details and rubrics will be posted in Blackboard.

Video Assignments: Students will complete video assignments using Flip links posted in the modules. Rubrics are posted on blackboard to be used as a guide.

1. Students will post their videos using Flip links posted in the modules.
2. Instructions will be given on the Flip links for each video.
3. The purpose of this video is to showcase student's signing ability. Students will create either a **real or fake** situation on based on the required criteria. Utilize the vocabulary you have learned from the unit.
4. Students will need to rehearse until you no longer need your notes. Record yourself signing the information and upload to Flip. If student's eye gaze is not on the camera, it will result in a zero.
5. Everyone in the class will see each other's videos.
6. Rubrics will be posted with the links.

   Note: For large classes, the instructor will assign students into two groups.

   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 student will be moving.

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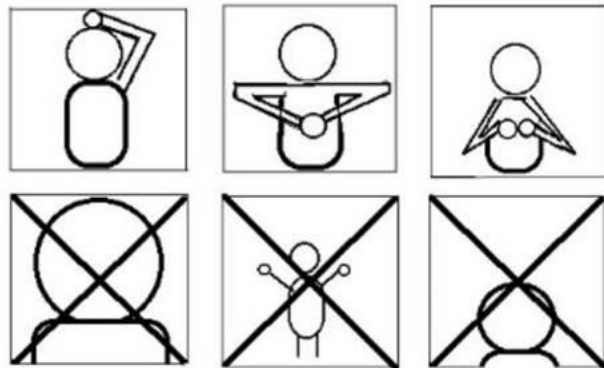
3. If students use their phone, follow the format below:

4. Make sure eyes are facing the camera, not looking to the side, above or below. Brief glances are acceptable.
5. Make sure that the background is clean (one-colored wall) and free of "visual noise" (people, books, television, animals appearing, etc.).
6. 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.
7. Remove hats and excessive jewelry. Wedding rings and small earrings are ok.
8. All videos must be submitted on Blackboard as one.
9. Review the quality of the videos before submitting.

Discussion Board: Students will watch a video "Journey into the Deaf World" presentation about Deaf Culture. Students will write their thoughts about the video and comment on their classmates' post.

1. **Posts:** Students will post their thoughts on the video.
   a. **Guideline**: Students will post using the guideline below:
      i. What was learned from watching the presentation
      ii. Describe your feelings about the presentation
      iii. Describe if you had any changes to your thoughts and/or feelings upon learning new information/material
      iv. Other keen observations, thoughts, or unanswered questions

   b. **Grading**: Students must fulfill some basic requirements to get full credit.
     i. Posts should be a minimum of 5 sentences, not exceeding 10 sentences.
     ii. Posts should be relevant to the topic being discussed, but should also attempt to introduce a new point of view or piece of information or otherwise further the discussion
     iii. Posts should use correct grammar, punctuation, and vocabulary appropriate for a university level course.
  2. **Comments:** Students will post a response on two other classmate's post due the week after the submission of the post.
   a. **Guideline**: Students will post comments or thoughts on a student's post.
   b. **Grading**: Students must fulfill some basic requirements to get full credit.
     i. Each comment should be a minimum of 2 sentences, not exceeding 4 sentences.
     ii. Comments should be relevant to the topic being discussed

Comments should use correct grammar, punctuation, and vocabulary appropriate for a university level course

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
  Attendance/Participation: It is expected that students will attend each class on time. Students will be allowed two (2) absences without penalty. Each absence afterwards will result in a 10% deduction from the total grade as shown below:

  First Absence – no penalty
  Second Absence – no penalty
  Third Absence – 5% deduction of the final grade
  Fourth Absence – 5% deduction of the final grade
  Fifth Absence – 5% deduction of the final grade
  Sixth Absence – Withdraw or fail the course depending on the date

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

If a student arrives more than 30 minutes late, it will count as one (1) absence.

No Voicing Policy: To enhance students' language acquisition of ASL, a "no voicing" setting will be enforced. 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. Students can ask a classmate by using signs or writing back and forth.

Students are expected to cease voicing the moment they walk into the classroom until the moment they exit the classroom. Students are also expected to continue signing until the instructor has left the room after the class session. It is expected that students will practice ASL with classmates during times they are in the classroom and the instructor is not present.

> ***Note:*** If voicing becomes a persistent problem, the instructor will ask the student to leave the class for the day; this will count as an absence for the day.

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

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. Vocabulary Quizzes   20%
2. Assignments/discussion Board   20%
3. Units Video presentation   30%
4. Flip comment video   30%

*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/polices-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.

Modules: Due on **Mondays at 11:59 pm,** the day before meeting in class. Check Blackboard for more information.

	Day	Class Topic	Reading/Viewing Assignments
Week 1	24-Jan	Syllabus	Module 1
Week 2	31-Jan	Unit 14	Module 2
Week 3	7-Feb	Unit 17	Module 3
Week 4	14-Feb	Unit 18	Module 4
Week 5	21-Feb		Module 5
Week 6	28-Feb	Unit 19	Module 6
Week 7	7-March		Module 7
Week 8	14-March	SPRING BREAK	
Week 9	21-March	Unit 20	Module 8
Week 10	28-March		Module 9
Week 11	4-April	Unit 21	Module 10
Week 12	11-April		Module 11
Week 13	18-April		Module 12
Week 14	25- April		Module 13
Week 15	2-May	Final video presentation	Module 14
Week 16	9-May	Final video presentation	Module 14

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/).

- Learning Services (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.

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