



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

Spring 2023

EDSE 219 001: American Sign Language (ASL) III

CRN: 11200, 4 – Credits

Instructor: Kevin Taylor	Meeting Dates: 1/23/23 – 5/17/23
Phone: 571-723-4311	Meeting Day(s): Monday
E-Mail: ktaylo2@gmu.edu	Meeting Time(s): 10:30 am – 12:20 pm
Office Hours: By Appointment	Meeting Location: Fairfax; Horizon 1009
Office Location: Krug 103B	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 116 or equivalent course with a minimum grade of "C" or EDSE 116 "XS"

Co-requisite(s):

None

Course Description

Focuses on intermediate level skills in American Sign Language (ASL) and Deaf culture. Increases competencies in person-to-person conversational signing, including expressive and receptive skills, vocabulary, syntax, semantics, and pragmatics. Offered by School of Education. Limited to three attempts.

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 for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Are you completing the ASL minor? A B or better is required in EDSE 219 to continue to EDSE 315 ASL: IV. Also, keep in mind that not all minor courses are offered every semester. Talk with an advisor (speced@gmu.edu) to plan your coursework.

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 in ASL, and master ASL conversational skills and vocabulary to effectively communicate with members of the Deaf community in the United States (DH1S2, DH4S1, DH6K1, C1.1, C 1.2, C1.3, C 4.1).
2. Narrate about own neighborhood with emphasis on using rhetorical question as a transition and maintaining spatial agreement when discussing neighbors (C1.1, C1.2).
3. Give directions to places, describe a restaurant and its environment using descriptive (DCLs), locative (LCLs) and element (ECLs) classifiers.
4. Form clock numbers correctly (C1.1, C1.2).
5. Translate both yes-no questions and wh-questions, following word order (time, location, topic, end with question) (C4.1).
6. Give opinions by describing tendencies; compare tendencies (C1.1, C1.2).
7. Give price for different items; tell cost (C1.1, C1.2).
8. Tell narrative incorporating these language elements: spatial agreement, word order: name object before using ICLs, NONE used after each search segment, roles shifting, thoughts and conclusion (C1.2, C 1.3).
9. Ask hypothetical questions and give reactions (C1.1, C1.2).
10. Narrate bucket list (C1.2, C 1.3).
11. Demonstrate knowledge of cultural competency relative to the Deaf community and awareness of social issues alive in the Deaf community today (DH1K2, DH1S2, C 2.1, C3.1).

Professional Standards

Goals, objectives, and assignments in this class address CAEP Standard 1b/ Pedagogical Content Knowledge and 1c/ Skills Professional and Pedagogical Knowledge and Skills, the Council for Exceptional Children (CEC) and the Council on Education of the Deaf Knowledge and Skill Standards, 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. (2014). *Signing naturally: Unit 7-12 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

Course Format: Hybrid format

1. **Online portion:** students will study the new vocabulary, complete the weekly lessons and assignments, and complete the weekly vocabulary quizzes before attending class.
2. **Weekly class meetings:** students will review any assignments/materials for further clarification, review the new signs learned online, and practice signing with classmates on interactive activities learned in class.
 - a. **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.

Vocabulary: Students will watch and learn the new vocabulary in Blackboard and refer to their textbook for the definition. Students are expected to practice signing the new vocabulary.

Vocabulary Quizzes: Students will have weekly quizzes which will be administered via Blackboard. There is a time limit for quizzes, it will be automatically submitted when the time expires. All answers will be typed.

Lessons and Assignments: Students will complete weekly assignments in Blackboard. Students will check the weekly modules on **Blackboard** for more details about the assignments.

1. **Reading Assignments** – some assignments require you to read and find the answers in your textbook.
2. **Lesson/Assignment Question Formats**
 - a. **Multiple Choice** – pick an answer

- b. **Multiple Answers** - total points indicates how many answers
Example: Question worth 3 points = 3 answers
- c. **True/False** - type the full word, not T/F
- d. **Hotspot** - click on the spot or picture given
- e. **Jumbled Sentences** - pick an answer from the drop-down list
- f. **Matching** - select the correct answer that matches the information given
- g. **Ordering** - put the answers in the correct order
- h. **Fill in the Blank/Fill in Multiple Blanks questions**
 - i. **Numbers** – type the number only (do not spell it out)
 - ii. **1-word answers** – most questions require 1-word answers
 - iii. **2 or 3-word answers** If you see (2 words) or (3 words) next to the question/blank space, follow accordingly.
 - iv. **Parenthesis** – pick an answer given in the parenthesis
 - 1. (bored/excited)
 - 2. ... means etc

Example: 1st, 2nd, 3rd ... – answer will be any number given in that format
 - v. **Spelling** – will be deducted if not correct (use Google to double check your spelling)
 - vi. **Abbreviations** – are not allowed
 - vii. **Capitalization** – is not required
- 3. **Answer Key** – correct answers will be available after the due dates.
- 4. **My Grades Tab** – Check my grades tab in Blackboard for the assignment due dates.

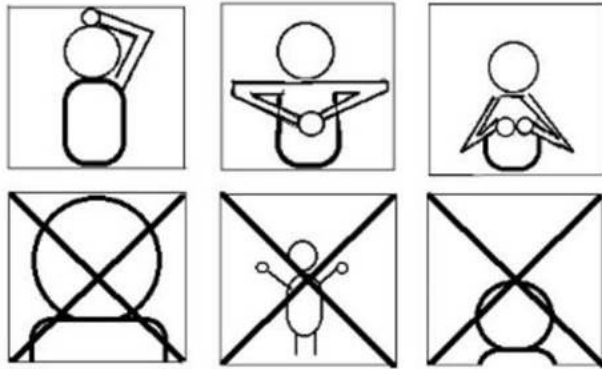
Video Assignments: Students will complete video assignments using Flip links posted in the modules. Rubrics are posted on blackboard to be used as a guide.

- 1. Students will post their videos using Flip links posted in the modules.
- 2. Instructions will be given on the Blackboard and the Flip links for each video.
- 3. The purpose of this video is to **showcase the 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 on Blackboard 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
 - iii. Comments should use correct grammar, punctuation, and vocabulary appropriate for a university level course.

Tests: The course objectives focus on the receptive use of ASL. There will be a test at the end of each unit. This course will cover units 9, 10, and 11.

Receptive Tests: The receptive portion of the test will be administered via Blackboard. The format of the test is similar to the format of the assignments. The difference is the entire page is shown for assignments and questions will be shown in random order for tests. There is a time limit for tests, it will be automatically submitted when the time expires.

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 students involving an interview-style type format.

Note: Students who earn below 84% (B) are required to take the final exam.

Final Exam Waiver: If a student earns above 84% (B) in class after submitting all the required work, the Final Exam will be waived.

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. Students will be allowed two (2) absences without penalty. Each absence afterwards will result in a 5% 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

1. Two (2) late arrivals will be equivalent to one (1) absence which will be applied to the policy stated above.
2. If a student arrives more than 30 minutes late, it will count as one (1) absence.

Note: For excused absences beyond the (2) given, students would need to get a letter from Disability Services for any mental or physical health related issues.

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. 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.

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.

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/Discussion Board 20%
2. Video Assignments – Flip 30%
3. Vocabulary Quizzes 15%
4. Unit Tests 15%
5. Final Exam 20%

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

Note: Grading Scale - Students needs **76% or better to pass** the course.

Course/Graduation Requirements

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

***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.

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

	Day	Class Topic	Weekly Reading/Assignments
Week 1	23-Jan	Syllabus ASL Review	Module 1
Week 2	30-Jan	Unit 9	Module 2
Week 3	6-Feb	Unit 9	Module 3
Week 4	13-Feb	Unit 9	Module 4
Week 5	20-Feb	Unit 9	Module 5
Week 6	27-Feb	Unit 10	Module 6
Week 7	6-March	Unit 10	
Week 8	13-March	Spring Break	Module 7
Week 9	20-March	Unit 10	Module 8
Week 10	27-March	Unit 10	Module 9
Week 11	3-April	Unit 11	Module 10
Week 12	10-April	Unit 11	Module 11
Week 13	17-April	Unit 11	Module 12
Week 14	24-April	Unit 11	Module 13
Week 15	1-May	Final Exam	One-on-One
Week 16	8-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 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 \(learningservices@gmu.edu\)](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.

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
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