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

Spring 2023
EDSE 116 DL2 American Sign Language (ASL) II
CRN: 24083, 4 – Credits

Instructor: Roxanne Dummett	**Meeting Dates:** 1/23/23 – 5/17/23
Phone: N/A	**Meeting Day(s):** Wednesday
E-Mail: rdummett@gmu.edu	**Meeting Time(s):** 1:30 pm – 3:20 pm
Office Hours: By Appointment	**Meeting Location:** N/A; Online
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 115 or equivalent course with a minimum grade of "C" or EDSE 115 "XS"

Co-requisite(s):
None

Course Description
Focuses on expanding basic skills in American Sign Language (ASL) and Deaf culture. 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 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 January 23,
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)

  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 Service.

Learner Outcomes

Upon completion of this course, students will be able to:

1. Develop sufficient ASL conversational skills and vocabulary to effectively communicate with members of the Deaf community in the United States (DH1S2, C1.1, C1.2).
2. Ask what person did/will do on a certain day, modify verb to agree with subject and object, narrate story using agreement verb in role shift (C1.1, C1.2).
3. Discuss each person's household duties, tell what errands must be done in the next few days, list errands on weak hand (C1.1, C1.2).
4. Identify person in room, add another description to confirm (C1.1, C1.2).
5. Produce correct from and movement for clothing-related words, follow sequence to describe item, ask what it is made of (C1.1, C1.2).
6. Translate English sentences with spatial verbs and making sure the verbs show agreement with the locations that have been established for places (C1.1, C1.2).
7. Explain situation, then make request, decline, give reason (C1.1, C1.2).
8. Modify verb to agree with subject and object (C1.1, C1.2).
9. Explain problem using conjunction before telling what happened, ask for advice (C1.1, C1.2).
10. Develop basic cultural competency of culture alive in the Deaf community today (DH1S2, C2.1, 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. (2008). *Signing naturally: Units 1-6 student set.* Dawn Sign Press.

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

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 and due dates 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. (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.

Deaf Literature Reflection Paper

Students will write two reflection papers on Deaf literature which can include books, poetry, articles, stories, essays, videos, plays, and De'VIA that reflect a Deaf culture and experience. Students need to choose two works of Deaf literature to write their reactions to their reading or observation of Deaf literature materials of their choosing.

Deaf literature is a collection of texts such as poetry, stories, essays and plays reflecting a Deaf culture and Deaf experience.

De'VIA is an abbreviation for Deaf View/Image Art which is an art movement formed by Deaf artists to express their Deaf experience. You can find plenty of De'VIA art on the internet. If you choose to write a reflection paper on De'VIA, email me first for approval so that I can make sure it meets the criteria for De'VIA.

A reflection paper is not a "book" report where you summarize what you read. It's about understanding and knowledge that you got from your reading and if it has changed your feelings, thoughts and beliefs on the topic. Your reflection papers should be 300-700 words long, size 12 font, and double-spaced. The website link and citations must be included in the paper. Plagiarism **is not allowed.** Your reflection papers should consist of:

A. Introduction
   1. The name of the author or artist and the date of the work
   2. What is the theme of the work?
   3. What issue did the author and artist bring up?
   4. What's the author or artist's key point?
   5. What is the Deaf experience or culture portrayed in the work?
   6. What's the author or artist's opinion on the topic
   7. What were your expectations based on the title before reading?

B. Body Paragraph (one)
   1. What are your feelings and reactions during your reading?
   2. What grabs your attention?
   3. How does this compare to what you have experienced or seen? Or how does it differ from your experience(s)?
   4. What understanding or knowledge did you gain from your reading?
   5. Provide details and your reactions and feelings.
   6. What is your observation or interpretation of the work?

C. Conclusion-
   1. After the reading, have you changed your way of thinking on the topic? Does it conflict with your previous beliefs and assumptions?
   2. Have your conclusions you had before reading changed?
   3. Will what you have read change your actions in the future?

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.

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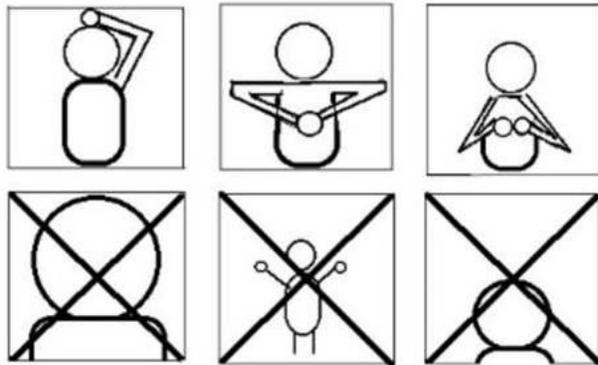
3. If students use their phone, follow the format below:

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. All videos must be submitted on Blackboard as one.
9. 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.

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

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 90% (A-) are required to take the final exam.

> **Final Exam Waiver**: If a student earns above 90% (A-) in class after submitting all the required work, 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.

Modules: Due on **Tuesdays at 11:59 pm,** the day before next class.

	Day	Class Topic	Weekly Reading/Assignments
Week 1	25-Jan	Syllabus ASL 1 Review	Module 1
Week 2	1-Feb	**Unit 5** Lessons 5.1-5.2	Module 2
Week 3	8-Feb	Lessons 5.3-5.4	Module 3
Week 4	15-Feb	Lessons 5.5-5.6	Module 4
Week 5	22-Feb	Lessons 5.7-5.9	Module 5
Week 6	1-March	**Unit 7** Lessons 7.1-7.3	Module 6
Week 7	8-March	Lessons 7.4-7.6	Module 7
Week 8	15-March	Lessons 7.7-7.9 **SPRING BREAK**	Module 8
Week 9	22-March	Lessons 7.10-7.13	Module 9
Week 10	29-March	**Unit 8** Lessons 8.1-8.3	Module 10
Week 11	5-April	Lessons 8.4-8.6	Module 11
Week 12	12-April	Lessons 8.7-8.10	Module 12
Week 13	19-April	Deaf Literature papers	Module 13
Week 14	26-April	Lessons 8.11-8.14	Module 14
Week 15	3-May	Final Exam (One-on-One)	Module 15
z	10-May	Final Exam (One-on-One)	Module 16

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/) (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	Use is consistently accurate and appropriate; use	Use is generally accurate and appropriate; errors do	Use is either not present or awkward; sometimes interferes

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
Conceptually Accurate Ideas/Messages	precisely expresses intended meaning (2)	not compromise the intended meaning; good effort (1)	with intended meaning; effort and practice not evident
Total Points Possible = 10	Points earned in parenthesis	Points earned in parenthesis	No points earned