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

Summer 2023
EDSE 115 A01: American Sign Language (ASL) I
CRN:40373, 4 – Credits

Instructor: Kevin Taylor	**Meeting Dates:** 5/22/2023 – 6/24/2023
Phone: 571-723-4311	**Meeting Day(s):** N/A
E-Mail: ktaylo2@gmu.edu	**Meeting Time(s):** N/A
Office Hours: By appointment	**Meeting Location:** N/A; Online
Office Location: Virtual Zoom	**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 using an 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) and
email password. The course site will be available on Monday, May 22, 2023, at 12:00am.

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/Ultra/Getting_Started/Browser_Support)
  (https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- 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:
  o [Adobe Acrobat Reader](https://get.adobe.com/reader/): https://get.adobe.com/reader/
  o [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
  o [Apple Quick Time Player](www.apple.com/quicktime/download/): www.apple.com/quicktime/download/

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Mondays at 12:00am, and finish on Sundays at 11:59 pm.
- 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 3 times per week.
- 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 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

Required Resources

Sign up and register for Flip
https://info.flip.com/en-us.html

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

  Format: Learning a language on an online setting requires dedication, discipline, organization, and as much work (or more!) as learning in a face-to-face class. This course is a 4-credit course that is spread out to 15 weeks during the Fall/Spring semesters. For summer courses, it is more intensive as the same information will be condensed to 5 weeks. You should expect to have to work on this class for at least 4-8 hours a week to complete all assignments in a timely basis.

  Vocabulary: Students will watch and learn the new vocabulary in Blackboard and refer to their textbook for any additional definitions. Students are expected to practice signing the new vocabulary as they watch the videos.

  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. Students can check the My Grades tab in Blackboard for points for each quiz which will tell how many signs on the quiz.
    Ex: Vocabulary Quiz #1 is worth 20 points = 20 vocabulary signs

  Lessons and Assignments: Students will complete the weekly modules on **Blackboard**.
1. **Reading** – some assignments require you to read and find the answers in your textbook.
2. **Lesson/Assignment Question Formats**
   a. **Multiple Choice** – select an answer.
   b. **Multiple Answers** – select more than one answer total points indicates how many answers.

    i. Multiple Answer: Which of the following pronouns would... ⊘   Points: 2
       (Multiple answer question – 2 points = 2 answers)
   c. **True/False -** type the full word, not T/F.
   d. **Hotspot -** click on the answer on the picture shown.
   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 Questions**
     i. **Numbers** – enter the number (2, 9, 12, etc.)
     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, enter the answer a space between the words.
     iv. **Parenthesis** – pick an answer given in parenthesis.
       1. (bored/excited) – type one of the two answers
       2. Example: (1st, 2nd, 3rd …) – enter the answer in the given format. The … means to infinity (4th, 5th, etc.)
     v. **Spelling** – will be deducted if not spelled correctly (use Google to double check your spelling)
     vi. **Abbreviations** – are not allowed except for ASL (American Sign Language)

    vii. **Capitalization** – is not required.
3. **Answer Key –** correct answers will be shown/available after the due dates.
4. **My Grades Tab** – Check <u>my grades tab</u> 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.

  Note: For large classes, the instructor will assign students into two groups. An email will be sent with your assigned group and link.

1. GMU email address is required.
2. Use the link provided on Blackboard to sign up.
3. Instructions will be given on Blackboard and Flip.
4. Rubrics are posted on Blackboard with the Flip links.
5. Everyone will see each other's videos except for the Final Exam
6. Rephrasing – for some video assignments, students will be expected to rephrase what their classmate signed. Students will rephrase, **<u>not copy</u>** what is being signed.
  Note: The purpose of this video is to **<u>showcase the student's signing ability</u>** and students will create either a **<u>real or fake</u>** situation on based on the required criteria. Utilize the vocabulary you have learned from the unit. Students will need to **<u>rehearse</u>** until they no longer need notes. Students are expected to look directly at the camera, can look away briefly at notes.

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). The video should remain stable – no movements.
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.
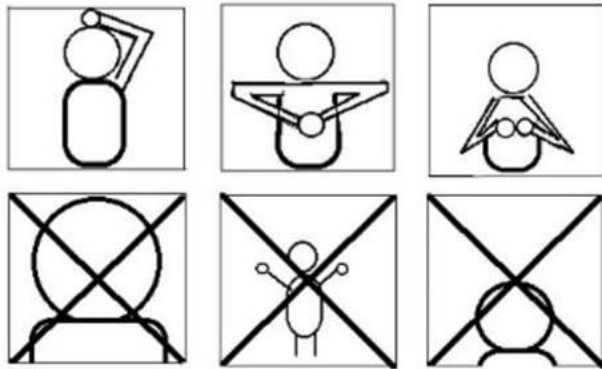
3. If students use their phone, follow the format below:

4. Make sure eyes are facing the camera, not looking to the side, above or below. Brief glances are acceptable for notes.
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 Flip as one. Multiple edited/short clips is not allowed.
9. Review the quality of the videos before submitting.

Discussion Board: Students will watch a video "What it's like to be Deaf" about Deaf Culture. Students will write their thoughts about the video.
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.

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 1-4. It will be administered via Blackboard.

Note: The format of the test is similar to the format of the assignments in the weekly modules. The difference is the entire page of questions are shown for

assignments, while the questions will be shown one at a time 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. Students will create a video post in Blackboard by the instructor with a time limit. They will need to respond to the instructor's questions using Flip. A rubric will be provided.

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

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

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](https://oiep.gmu.edu/set/) website at https://oiep.gmu.edu/set/

Course Policies and Expectations
Attendance/Participation
All coursework will be online in an asynchronous format. There will be no face-to-face meetings.

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.

>> **–** **What does 'accommodations are not retroactive' mean?**
>>
>> Once a student meets and establishes accommodations with a specialist, accommodations will be applicable moving forward from the time Faculty Contact Sheets are provided to professors. Accommodations are not applicable prior to the initial meeting.

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

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:

Assignments	25%
Video Assignments (Flip)	25%
Vocabulary Quizzes	10%
Unit Tests	20%
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%(C) or better** to meet the prerequisites for ASL II (EDSE 116).

*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/policies-procedures/).

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

Class Schedule

Coursework	Days of the Week	Submitted by
Modules Due	Thursdays/Sundays	11:59 pm (EST)

Week 1

Coursework	Days of the Week	Submitted by
Module 1	Thursday – May 25	11:59 pm (EST)
Module 2	Sunday – May 28	11:59 pm (EST)

Week 2

Coursework	Days of the Week	Submitted by
Module 3	Thursday – June 1	11:59 pm (EST)
Module 4	Sunday – June 4	11:59 pm (EST)

Week 3

Coursework	Days of the Week	Submitted by
Module 5	Thursday – June 8	11:59 pm (EST)
Module 6	Sunday – June 11	11:59 pm (EST)

Week 4

Coursework	Days of the Week	Submitted by
Module 7	Thursday – June 15	11:59 pm (EST)
Module 8	Sunday – June 18	11:59 pm (EST)

Week 5

Coursework	Days of the Week	Submitted by
Module 9	Thursday – June 22	11:59 pm (EST)

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