



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

Fall 2024

EDSE 316 001: American Sign Language (ASL) V

CRN: 81729, 3 – Credits

Instructor: Roxanne Dummett	Meeting Dates: 8/26/24 – 12/18/24
E-Mail: rdummett@gmu.edu	Instructional Method: Mix of face-to-face meetings and online instruction. See the face-to-face meeting dates below. All other meeting dates will be synchronous online video meetings supplemented by asynchronous online coursework, or purely asynchronous.
Office Location: Krug 103A	Meeting Day & Time: Tuesday; 1:30 pm – 3:20 pm
Office Hours: By Appointment	Meeting Location: Fairfax; ACGC 1320B

Note:

- 1. 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 their LMS.**
- 2. If you are unable to attend face-to-face sessions, please speak with your advisor about moving your face-to-face coursework to a future semester and determining if you can take one an online course offering.**

Prerequisite(s):

EDSE 315 or equivalent course with a minimum grade of B.

Co-requisite(s):

None

Course Description

Focuses on advanced skills in American Sign Language (ASL) and Deaf culture. Increases fluency and competencies in person-to-person conversational signing, including expressive and receptive skills, vocabulary, syntax, semantics, and pragmatics.

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. 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 your LMS

This course will be delivered hybrid 51%-75% online using both synchronous and asynchronous format via Mason's Learning Management System (LMS). There will also be face-to-face class meetings. You will log in to the course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on August 25th.

· To access your course in Canvas: <https://canvas.gmu.edu/login/canvas>.

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 updated browsers.
 - [Blackboard Learn](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support) supported browsers: https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
 - [Canvas](https://guides.instructure.com/a/720329) supported browsers: <https://guides.instructure.com/a/720329>
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.
- Note that 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.

Expectations

- Course Week:
Our course week will begin on the day that our synchronous/face-to-face meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings, if any.
- 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.

Learner Outcomes

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

1. Develop advanced 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 stories using the expansions of ASL (C1.2, C1.3, C4.1).
3. Demonstrate on how to give instructions on cooking recipes using semantic (SCLs) and instrumental (ICLs) classifiers (C1.3, C 3.1).
4. Demonstrate skills for explaining game rules incorporating Deaf culture rules (C1.1, C1.3, C2.1, C2.2).
5. Develop basic skills for visual gestural communication (C1.1, C1.3, C2.1, C2.2).
6. Analyze use of grammar and syntax of ASL and English (C1.2, C1.3, C4.1).
7. Increase knowledge of cultural competency relative to the Deaf community (C2.1, C2.2).
8. 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

None.

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., LMS, VIA, hard copy).

VIA Performance-Based Assessment Submission Requirement

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

Assignments and/or Examinations

Class Participation

This participation is key to developing your skills and knowledge. Your participation grade during class time and activity outside of class which is Deaf event project will be determined by your engagement with synchronous class discussions and activities, host event project, discussion forums, responses to assignments, and completion of knowledge-check quizzes.

5-minute conversation activities

A topic will be given at the beginning of class every week, students are expected to participate. This give students an opportunity to learn how to express themselves in ASL and to be able to understand others.

Deaf Events

Students are expected to attend **two (2)** Deaf events. Students can find events using the websites below detailing location, type, and time of events.

Here are some websites students can check to find upcoming events:

Deaf Coffee Chat (Severna Park - 1st Saturday each month):

<http://happy.deafcoffee.com/category/maryland/>

ASL Dinner (MD/DC):

<http://asldinner.webs.com/>

or join (VA/DC):

<https://www.facebook.com/groups/138165812880504/>

ASL Bridge:

<https://www.meetup.com/ASLBridge/>

City Life ASL:

<https://www.meetup.com/CityLifeASL/>

Silent Suppers (Severn):

<https://www.meetup.com/Silent-Suppers/>

Gallaudet University:

<https://my.gallaudet.edu/calendar>

ASL Trivia (must be 21+ to participate):

<https://www.facebook.com/ASLTriviaDC/>

Another option is to Google the following – Silent Dinner in (city, VA), Silent Supper in (city, VA), or Deaf Event in (city, VA).

The following do not count as a Deaf event:

- Church settings
- Deaf plays
- Interpreted events.
- Captioned movies
- Deaf Starbucks
- GMU ASL Club

Class Project: Deaf Event Hosting

This assignment requires all students in class participate and attend. Each student will receive the same grade.

As a class, students will be hosting a Deaf event.

As a class, students will need to do the following:

1. Select a date and a timeframe.
2. Select a place. (It would be prudent to ask the establishment permission to host such an event and to inform them of when the event will be held.) Students will need to find a Deaf-friendly place with open space so everyone can see each other.
3. Create an event invitation in social media such as Facebook.
4. Invite members of the Deaf communities and ASL students.

On the day of the event, be sure to:

1. Socialize with Deaf people. (Don't sit only with classmates.)
2. Go around the room and acknowledge people.
3. Help those who are struggling with understanding ASL or who are shy.

Note: Students who do not participate in the activity will receive a zero for the assignment.

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 LMS 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

Participation grade will be based on the class participation shown above under Assignments/Examinations.

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.

Graduation Requirements: Students are responsible for completing coursework that demonstrates the level of competence satisfying the foreign language requirements for graduation.

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

Course element	Percentage of total grade
1. Class Participation	45%
2. Class Project	30%
3. Deaf Events	25%

***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

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See [Student Guide](https://cehd.gmu.edu/current-students/cehd-student-guide) (<https://cehd.gmu.edu/current-students/cehd-student-guide>).

Use of Generative AI

Generative AI tools should follow the principles of Mason’s Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Class Schedule

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

Class Meetings: Meet on Tuesdays from 1:30 am-3:20 pm. The dates are shown below:

Class Meetings
August 27
September 3
September 10
September 17
September 24
October 1
October 8
October 15
October 22
October 29
November 5
November 12
November 19

Class Schedule

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

Modules: Due on day before class at **11:59 pm**. Check Canvas for more information and details.

Coursework	Topic	Submitted by
Module 1	Syllabus/Review	11:59 pm (EST)
Module 2	ASL Expansion (3D space)	11:59 pm (EST)
Module 3	ASL Expansion (Describe, then Do)	11:59 pm (EST)

Module 4	Giving Instructions	11:59 pm (EST)
Module 5	Giving Instructions	11:59 pm (EST)
Module 6	Visual Gestural Communication	11:59 pm (EST)
Module 7	Visual Gestural Communication	11:59 pm (EST)
Module 8	ASL Grammar Part I	11:59 pm (EST)
Module 9	ASL Grammar Part II	11:59 pm (EST)
Module 10	Card/Board Games	11:59 pm (EST)
Module 11	Card/Board Games	11:59 pm (EST)
Module 12	ASL Grammar Part II	11:59 pm (EST)
Module 13	ASL Games	11:59 pm (EST)
Module 14	ASL Games	11:59 pm (EST)

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: [Culture \(https://cehd.gmu.edu/about/culture/\)](https://cehd.gmu.edu/about/culture/)

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason’s Academic Standards. See [Academic Standards \(https://catalog.gmu.edu/policies/academic-standards/\)](https://catalog.gmu.edu/policies/academic-standards/).
- 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 your LMS should be directed to:
 - o **Blackboard Learn:** <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - o **Canvas:** <https://its.gmu.edu/service/canvas/>
- For information about [student support resources](#) on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - o **TimelyCare:** <https://caps.gmu.edu/timelycare-services/>
 - o **Writing Center:** <https://writingcenter.gmu.edu/>

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/).

Student and Faculty Names and Pronouns

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use [faculty insert your specific pronouns here] for myself and you may address me as “Roxie” or Prof. Roxie” or “Mx. Roxie” in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

Diversity and Inclusion Statement

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity,

national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

Land Acknowledgement Statement

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

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:	Use is consistently accurate and appropriate; use	Use is generally accurate and appropriate; errors do	Use is either not present or awkward; interferes with

Motion/Location of Verbs (includes eye gaze, body shifting and choice of signs)	precisely expresses intended meaning (2)	not compromise the intended meaning; good effort (1)	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