



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

Spring 2016

EDSE 115 001: American Sign Language (ASL) I

CRN: 20973, 3 - Credits

Instructor: Mrs. Kelly Little	Meeting Dates: 01/19/16 - 05/11/16
Phone: phone appointments may be scheduled via email	Meeting Day(s): Tuesday & Thursday
E-Mail: klittle7@gmu.edu	Meeting Time(s): 10:30 am-11:45 am
Office Hours: by appointment	Meeting Location: Fairfax; Thompson Hall L019

Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Course Description

Introduces 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. Explores issues of multiculturalism, linguistic code-switching, and language dominance, particularly in relationship to Deaf education.

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

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:

- Develop initial proficiency in the language used to teach individuals who are deaf or hard of hearing and master sufficient ASL conversational skills and vocabulary to effectively communicate with members of the Deaf community in the United States (DH1S2, VHI8).
- Develop and enrich cultural competency relative to the deaf community and demonstrate awareness of dynamic language, culture, and multicultural issues alive in the Deaf community today (DH1S2).
- Participate in an academic exploration of multicultural issues, linguistic code switching, and language dominance as it relates to spoken languages in general (DH1S2).

Required Textbooks

GoReact, On-line Video Assessment Software. BYU Academic Publishing.

ISBN 978-1-61165-011-2

(GoReact accounts may be purchased at the GMU bookstore)

Smith, C., Lentz, E., & Mikos, K. (2008). *Signing Naturally: Level 1 Student Set*.

San Diego, CA: DawnSignPress. ISBN 978-1-58121-210-5

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an

option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

Valli, C. (Ed.). (2006). *The Gallaudet Dictionary of American Sign Language*. Washington, D.C.: Gallaudet University Press.

Required Resources

- A computer with a DVD/Disc player or an external drive is needed to view videos that accompany the required text.
- A web cam on your device is needed to record and upload your signed videos to your GoReact account.

Course Relationships to Program Goals and Professional Organizations

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. Code for CEC/CED Standards: CC = Common Core and DH = Deaf and Hard of Hearing; Code for VADOE Standards: VHI = Virginia's Hearing Impairments PreK-12 and VPS = Virginia's Professional Studies.

GMU Policies and Resources for Students:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].

b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

c. Students are responsible for the content of university communications sent to their George Mason University 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.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. <http://ods.gmu.edu/>].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

Class attendance is required. In order to learn and develop expressive and receptive skills in ASL, students must be present during instruction and participate in the discussions and small group work that occurs during the class period. Additionally, each class builds upon the foundational knowledge of the previous class. If you do have an emergency and will be absent, please inform the instructor in advance via email in order to be excused from class. Each student is allowed 1 excused absence. Beyond that, 1 point will be deducted per absence.

Late Work.

No late work will be excepted unless arrangements have been made with the instructor prior to the due date.

Electronic Device Policy.

Electronic Devices are not permissible during class. Points from your Participation grade will be deducted each time your phone is pulled out during our class time.

No Voice Policy.

Our class has a NO VOICE policy. This class is a signing environment at all times. Why?

- (1) It is not considered inclusive to talk in front of a Deaf person and not make the information accessible. It is imperative that you develop the habit of signing when Deaf people are present.
- (2) This is an immersion class. Using ASL helps you develop your comprehension skills and your expressive skills quickly and effectively.
- (3) Talking disrupts this process. If a fellow student asks you for your help, feel free to help by using signs you have learned or by writing back and forth. The first class will be presented in voice but subsequent classes will be voice-off with no whispering (some exceptions will apply).

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Sign Presentation Video* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

		Graded Assessments	Points	Weight
A+	97-100			
A	94-97			
A-	90-93	Attendance & Participation (GoReact Videos)	30	15
B+	87-89	Deaf Community Hours (4)	20	10
B	84-86	Reflection Papers (6)	30 (5 each)	15
B-	81-83	Receptive Quizzes (4)	20 (5 each)	10
C+	79-81	Expressive Narratives (2)	40 (15 & 25)	20
C	76-78	Written Exams (2)	40 (15 & 25)	20
C-	74-75	Mock SLPI (10-min silent chat)	20	10
D	70-73			
F	Below 70			
		TOTAL	200 Points	100%

Assignments

Performance-based Assessment (TK20 submission required).

- A week prior to your final written exam, you will share an approximately 10-minute signed narrative about a memorable childhood incident. This narrative will incorporate all the grammatical aspects of ASL as well as use the vocabulary from Units 1-6. This video will be recorded on GoReact and submitted on Blackboard and will count as 1/3 of your final exam.

Performance-based Common Assignments (No TK20 submission required).

- There will be 4 receptive quizzes following Units 1-4 to check for comprehension. These quizzes will be signed to you in class and no make-ups will be given.
- 6 Reflection Papers will be approximately 1 page typed; specific requirements will be given.
- A Mock SLPI (Sign Language Proficiency Interview) will be held the week before final exams – this silent chat is an opportunity for you to show off your receptive and expressive skills in an ASL conversation.
- An Expressive Narrative “my Autobiography” will be ½ of your midterm exam
- There will also be 2 written exams (midterm and final) that will cover elements of ASL, the Anatomy of the Ear, Hearing Loss, and Deaf Culture.

Other Assignments.

- At least once a week, you will be asked to submit a short, signed video on GoReact. This participation allows me to provide one-on-one feedback and assist you in improving your expressive skills. Each video counts towards your participation grade.
- You are required to attend several hours’ worth of Deaf/Silent Events in order to experience authentic interactions in ASL with other Deaf members of the community (4 hours for undergrad, 8 hours for graduate students) Opportunities will be given to you throughout the semester. Your final Reflection Paper will be about your experiences at these events.

Schedule

Week	Date	In Class	Out of Class
1	1/19	Intro to ASL 1 Syllabus What’s Up & Deaf Culture ABCs 1.1, 1.3, 2.5, 3.4, 3.11, 4.6, 5.3 #1-19 1.2, 1.6, 2.2	Set-up your GoReact Account GoReact –Introduce yourself
	1/21	1.4, 1.7 same/different 1.5 introductions	GoReact - #1-20, fingerspell “the quick, brown fox jumped over the lazy dog”
2	1/26	1.8, 1.9 identifying others/shapes	GoReact – describe 3 people (p 25)
	1/28	1.10, 1.11 give commands, follow instructions 1.12 attention-getting	GoReact – sign the vocab list for Unit 1 (fingerspell word, then sign it)
3	2/2	RECEPTIVE QUIZ 1 – Unit 1 Anatomy of Ear & Hearing Loss	“6 Hours of Silence” (paper due Feb 11)
	2/4	2.1 Y/N Questions 2.3 locations 2.2, 2.7, 3.8, 4.3 #20-99	GoReact – 10 phrases with # 20-99
4	2/9	2.4 narrative with language 2.6 leisure activities	GoReact – describe favorite activity, (3-5 phrases)
	2/11	2.8 shapes 2.9 people	#1 Paper Due: “6 Hours of Silence”

5	2/16	2.10 double letters 2.11 walk-through conversations 2.12 forgot signs	
	2/18	ASL Lit: "Timber" Unit 2 Review	GoReact – sign Unit 2 vocab (fingerspell word, then sign it)
6	2/23	RECEPTIVE QUIZ 2 – Unit 2 3.1 where do you live 3.7 maps 3.5 describe residence 3.9 roommates & pets	Create an autobiography (wkbk p 89-90) *this will be the expressive portion of your midterm exam and we will work on it in class – bring draft to class
	2/25	3.10 needs *practice autobiography	#2 Paper Due: "ASL Lit Compare" http://youtu.be/3SuR6JyvIH8 The Three Little Pigs (tied, 2nd place, Classic Children's Story) http://aslized.org/pigs/ ASLized version
7	3/1	Review for Midterm: Unit 1 – 3.10, Anatomy of Ear & Hearing Loss,	*Perfect your autobiography
	3/3	MIDTERM EXAM (receptive & expressive)	**Bring device to class so you can record yourself on GoReact
8	3/7-3/14	SPRING BREAK http://www.youtube.com/watch?v=HhERMLRExbM YouTube: "Douglas the Space Boy – Peter Cook ASL Story" http://www.youtube.com/watch?v=RwQYOGzeJzM "Princess Bellybutton –an original Wink ASL story"	Watch both ASL Lit videos and write #3 reflection paper – compare styles, new vocab, use of classifiers *you should have 2 hours of Deaf Community Hours completed.
9	3/15	3.11 crosswords 3.12 how long it takes 3.13 travel to school/work 3.15 what's that sign again?	Paper #3 Due: "ASL Lit compare"
	3/17	Deaf Culture Review	GoReact – sign remaining Unit 3 vocab (fingerspell word, then sign it)
10	3/22	RECEPTIVE QUIZ 3 – Unit 3 4.1 family 4.5 siblings 4.4 have/want/need/like	GoReact – tell me about your 3 people in your family (name, age, physical description, and what they like to do)
	3/24	4.8 extended family 4.9 how family is related	#4 Paper Due: "Reflections on The Missing Link"

		4.11 family variations	http://aslized.org/ei/ “Early Intervention: The missing link”
11	3/29 *it’s my birthday	Silent Lunch *bring something to share 4.12 Number review 4.7 How old are you?	GoReact – Pretend money is no option: 1. What is my birthday gift from you? 2. What gift do you want for your next birthday?
	3/31	4.2, 4.10 negation 4.13 meaning 4.14 family gossip & celebrations	GoReact – Sign Unit 4 Vocab list
12	4/5	RECEPTIVE QUIZ 4 – Unit 4 5.1 activities 5.4 chores 5.6 errands	GoReact – tell us about your craziest day, list and describe your to-do-list
	4/7	5.2 agreement verbs 5.7 how often? 5.5 are you done?	#5 Paper Due: “Navigating Deafness in a Hearing World” http://www.youtube.com/watch?v=uKKpjvPd6Xo “Navigating deafness in a hearing world: Rachel Kolb at TEDxStanford”
13	4/12	5.8 activities with others 5.9 what do you do for a living	GoReact – 2-minute “All About Me Chat”
	4/14	“All About Me” follow-up Unit 5 Review	Wkbk p 360 “telling your own story” draft
14	4/19	Unit 6 Story telling	*finalize your story and bring to class GoReact – 1. What are your 3 favorite things about our ASL 1 class? 2. What were your 2 biggest challenges? 3. How would you improve the class for next semester?
	4/21	Story telling –practice & reviews	FINAL PAPER DUE: “4 hours at Deaf Community Events”
15	4/26 4/28	Mock SLPI *scheduled evaluation FINAL EXPRESSIVE NARRATIVE ~10 min video Units 1-5 Due May 1	**Final Narrative Due
16	TBD	FINAL WRITTEN EXAM	

Appendix

Rubric for Mock Sign Language Proficiency Interview & Signed Narratives

	Does Not Meet Expectations 1	Nears Expectations 2	Meets Expectations 3	Exceeds Expectations 4
Sign Production *Handshape *Palm Orientation *Movement *Location	°Needs Improvement °Less than 70% of signs are produced adequately °Missed all of the parameters	°Satisfactory °70-79% of signs are produced accurately °Missed most of parameter	°Good °80-95% of signs are produced adequately °Errors usually are not corrected °Missed some parameters	°Excellent! °95-100% of signs are produced correctly °Errors are corrected °Exhibits almost all parameters
ASL Grammar *Topic + Comment *Time & Numbers *Classifiers *Use of Space	°Lacks proper use of word order in any situation °Lacks use of classifiers °Does not set up people/places	°Satisfactory Grammar was attempted °Difficulty using ASL structure °Limited use of classifiers	°Good use of proper word order °Uses numbers and classifiers °Tries to establish people/places	°Excellent Grammar °Content is rich °Great use of space and classifiers
Non-Manual Signals *Questions *Negatives *Body Movement *Mouth Morphemes	°Needs Improvement °NMS are awkward or non-existent °NMS not consistent with neg/questions	°Satisfactory NMS – are inaccurate or ill-timed within the structure	°Good NMS are demonstrated adequately for Wh-Q, Y/N-Q, and Rh-Q	°Excellent NMS variety °NMS are demonstrated accurately
Fluency *Smoothness *Clarity	°Needs Improvement °Content is produced with multiple pauses and disconnectedness °Mostly slow & jerky signing	°Satisfactory °Content is produced with frequent pauses to think °Often slow and jerky signing	°Good °Content is produced with adequate fluidity	°Excellent °Content is fluid °Signs produced with a natural comfort and ease °Few to no pauses
Comprehension *Recognition *Understanding *Responding	°Needs Improvement °Lacks recognition of signs or spelling °Does not ask nor answers questions	°Satisfactory °Limited recognition of signs & spelling °Rarely asks or answers questions	°Good recognition of signs & spelling °Sometimes asks and answers questions	°Excellent Understanding °Recognizes signs & fingerspelling °Responds to and poses questions