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

Spring 2016
EDSE 515 002: American Sign Language (ASL) I
CRN: 21719, 3 - Credits

Instructor: Roxanne King	**Meeting Dates:** 01/19/16 - 05/11/16
Phone: Phone appointments may be scheduled via email.	**Meeting Day(s):** Monday
E-Mail: rking19@gmu.edu	**Meeting Time(s):** 4:30pm-7:10pm
Office Hours: By appointment	**Meeting Location:** Fairfax; Finley RM#119

> **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

Smith, C., Lentz, E., & Mikos, K. (2008). *Signing naturally: Level 1 student set(UNIT 1-6)*. San Diego, CA: DawnSignPress.

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

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
Tennant, R. A., & Brown, M. G. (1998). *The American sign language handshape dictionary*. Gallaudet University Press.

Required Materials
Personal-sized white board
Dry erase marker
White board eraser or tissued to erase
Spiral notebook
Alphabet tabs (for use with spiral notebook)

Required Resources
A computer with a DVD/Disc player or an external drive is needed to view videos that accompany the required text.

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.
Attendance and Participation (10 points): 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.
     No Voice Policy.
Our class has a NO VOICE policy. This class is a signing environment at all times for two reasons: (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. 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).

No Electronic Device Policy.

Our class has a policy that prohibits the use of electronic devices. All devices, including cell phones, pagers, tablet PCs, mobile presenters, wireless tablets, digital recorders, beepers, palms, iPods, MP3 players, texting calculators, camera phones, digital cameras, laptops, and/or electronic translators are not to be used during class unless the professor authorizes their usage for a class-related purpose.

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.

Assignments	Points
Class Attendance and Participation	20
Receptive Tests 1 & 2	30 (15 each)
Expressive Tests 1 & 2	30 (15 each)
Attendance at Deaf Community Events	
2 hrs + Reflection Paper	30
Research Paper – Undergrad requirements	40
Video Sign Presentation (½ Final Exam)	20
Receptive Test 3 (¼ Final Exam)	15
Written Exam (¼ Final Exam)	15
TOTAL POINTS POSSIBLE	200

Grading Scale

A	93-100
A-	90-92
B	83-89
B-	80-82
C	70-79
F	Below 70

Assignments

Performance-based Assessment (TK20 submission required).
(SEE ATTACHED RUBRIC) ½ Final Exam: Video Sign Presentation
The student will prepare a video (outside of class) using the vocabulary and grammatical

structures learned throughout the semester (Units 1 – 6) to express one of the following narratives. The video should be approximately 10 minutes. It will be due 1 week prior to the final written exam. Specific guidelines will be given.

• The student will tell about a memorable life (childhood, adolescence, adult) incident.

• The student will describe activities done in one of their typical days (i.e., *A Day in the Life of……*).

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

Receptive tests: There will be 3 receptive tests during the semester.

You will be assessed on your ability to understand what is being signed to you.

> R1. Units 1 & 2
> R2. Units 3 & 4
> R3. Units 1 – 6 (¼ Final Exam)

Expressive Tests: There will be 2 expressive tests during the semester.

You will be tested on your ability to express yourself in sign in front of the class.

E1. You will sign a simple story using the vocabulary and grammar structures learned in Units 1 & 2

E2. Students will sign an autobiographical story using the vocabulary and grammar structures learned in Units 3 & 4

Other Assignments.

¼ Final Exam: Written Exam

The student will be successful on a written exam focusing on issues related to Deaf culture and American Sign Language.

Attendance at Deaf Community Events – 2 hours (undergrad), 8 hours (grad)

The student will be required to attend 1 event equaling 2 hours (undergrad), 2-3 events equaling at least 8 hours (grad), in the GMU Community/Metro D.C. area. The instructor must approve the event. A one-page reflection paper will be written based on each of the experiences. The student should be prepared to share the experience in class.

Research Paper

Students will select a topic from the choices listed and write/submit a research paper. A detailed rubric on content and format expectations for the paper will be provided.

> Students must:
> • Use research from appropriate journals and textbooks
> Students may:
> • Interview Deaf/hard of hearing individuals
> • Visit/tour local schools
> • Explore local community resources

Written assignments will be done outside of class and will be evaluated for content, format, and presentation as graduate-level writing. The American Psychological Association (APA) style will be followed. All written work should be edited carefully, as points will be deducted for spelling and formatting errors.

Criteria for written assignments:
- Submit double-spaced, 12-point font, electronic document by due date
- Present ideas in a clear, concise, and organized manner
- Develop points coherently, definitively, and thoroughly
- Reference appropriate authorities, studies, and examples and avoid generalizations, assumptions, and unsupported opinions
- Use correct capitalization, punctuation, spelling, and grammar
- When in doubt, check the APA Manual, 6th edition
  - Online tip resources:
    - http://www.apastyle.org/learn/faqs/index.aspx
    - http://search.apastyle.org/style

Research Paper – Choice 1
Topic: Modes of communication in the education of students who are Deaf and hard of hearing
Undergraduate students will:
- Write a paper 4-5 pages in length
- Describe and discuss the different modalities of sign communication

Research Paper – Choice 2
Topic: Relate the importance of Deaf culture in the development of American Sign Language
Undergraduate students will:
- Write a paper 4-5 pages in length
- Discuss at least two prominent people in Deaf history and explain significance
- Discuss at least one event that positively influenced the lives of Deaf individuals today and explain significance

Schedule

WEEK`	DATE	ACTIVITIES
1	2/1/16	Intro to ASL I Syllabus Unit 1 Lessons: 1.1-1.5 HW: Sign practice assignment Write a short paragraph requesting approval for: 1. Topic of paper 2. Events related to sign/deafness that will be attended for reflection paper
2	2/8/16	Unit 1 Lessons: 1.6-1.12 Group practice: Introduce yourself in sign

		Expressive & receptive activities Due: paragraph requesting approval for class projects HW: Review Unit 1 for receptive pretest
3	2/15/16	Unit 2 Lessons: 2.1-2.8 Group practice: Units 1 & 2 Expressive and receptive activities with video, instructor, student workbook Receptive pretest: Unit 1
4	2/22/16	Unit 2/Unit 6 (Storytelling) Lessons: 2.9-2.12, 6.1 Receptive Test 1: Units 1 & 2 (2.1-2.8) HW: Sign practice assignment
5	2/29/16	Unit 3/Unit 6 Lessons: 3.1-3.8, 6.5 Group practice: Expressive and receptive activities
6	3/14/16	Expressive Test 1: Presentations to class HW: Sign practice assignment
7	3/21/16	Unit 3/Unit 6 Lessons: 3.9-3.16, 6.6-6.7 Group Practice: Expressive and receptive activities HW: Sign practice assignment
8	3/28/16	Unit 4/Unit 6 Lessons: 4.1-4.7, 6.9 Group Practice: Unit 3 Review

		HW: Sign practice assignment Prepare written narrative for video sign presentation
9	4/4/16	Unit 4/Unit 6 Lessons: 4.8-4.13, 6.10-6.11 Due: written narrative for video sign presentation HW: Sign practice activity
10	4/11/16	Unit 4/Unit 6 Lessons: 4.14-4.15, 6.12 Receptive pretest- Units 3 & 4 HW: Prepare for Receptive Test 2 *Research paper due next class
11	4/18/16	Unit 5/Unit 6 Lessons: 5.1-5.5, 6.13-6.14 Receptive Test 2 on Units 3 & 4 Due: research paper HW: Deaf Reflection paper due next class
12	4/25/16	Unit 5/Unit 6 Lessons: 5.6-5.9, 6.15-6.17 Due: Deaf Events Reflection Paper HW: Prepare for Expressive Test 2
13	5/2/16	Expressive Test 2 – presentations to class HW: Complete production of video sign presentation (Due next class)
14	5/4/16	Expressive Test 2 – presentations to class

		Receptive Pretest 3
		Due: video sign presentation (1/2 final exam grade)
15	5/9/16	Final Exam: Receptive Test 3 (comprehensive) – in class (1/4 of final exam grade)
		Written Exam (comprehensive) – in class (1/4 of final exam grade)

		EXCEEDS EXPECTATION	MEETS EXPECTATION	DOES NOT MEET EXPECTATION
NARRATIVE/CONTENT	Narrative length	8-10 minutes (1)	5-7 minutes (.5)	Less than 5 minutes
	Written script	Complete, well-organized accurate, explanatory notations provided (1)	Complete, well-organized, accurate (.5)	Incomplete, poor organization, inaccurate, difficult to follow
	Storyline	Presentation is clear and well organized; Storyline is exceptionally interesting; pacing excellent (1)	Presentation is generally clear and well organized; Storyline well developed; pacing good (.5)	Overall presentation confusing, not well organized; necessary preparation not evident
	Use of **personal** and **factual** vocabulary	Accurate, relevant use of wide variety of vocabulary that enhances storyline; vocab used from all units studied (2)	Generally accurate, relevant use of vocab; fits into storyline; vocab used from more than half the units studied (1)	Vocabulary inaccurate and not always relevant to story; vocab used covers less than half the units studied
	Use of descriptive vocabulary for **emotions/feelings**	Accurate, relevant use of wide variety of vocabulary that enhances storyline; vocab used from all units studied (2)	Generally accurate, relevant use of vocab; fits into storyline; vocab used from more than half the units studied (1)	Vocabulary inaccurate and not always relevant to story; vocab used covers less than half the units studied
PHONOLOGY	Use of fingerspelling and word signs	Accurate, appropriate use of fingerspelling and word signs; pacing and transitions well done (2)	Generally accurate, appropriate use of fingerspelling and word signs; pacing and transitions acceptable (1)	Less than 50% accuracy – difficulty using fingerspelling and word signs
	Use of basic parameters (hand shapes, palm orientation, location and movement in space)	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; effort and practice not evident
	Use of inflections – manners,	Use is consistently accurate, well-chosen	Use is generally accurate within story;	Use is either not present or awkward;

MORPHOLOGY				
	modulations, degrees, temporal aspects	and serves to enhance the story; use precisely expresses intended meaning (1)	errors are few and do not compromise the intended meaning; good effort (.5)	sometimes interferes with understanding of storyline; effort and practice not evident
	Use of Non-Manual Markers	Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning (1)	Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort (.5)	Use is either not present or awkward; sometimes interferes with understanding of storyline; effort and practice not evident
	Use of movement to indicate timeline and time	Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning (1)	Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort (.5)	Use is either not present or awkward; sometimes interferes with understanding of storyline; effort and practice not evident

		EXCEEDS EXPECTATION	MEETS EXPECTATION	DOES NOT MEET EXPECTATION
MORPHOLOGY	Incorporation of Numbers – Use of numeral hand shape with location, movement, orientation	Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning (1)	Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort (.5)	Use is either not present or awkward; sometimes interferes with understanding of storyline; effort and practice not evident
	Use of one-to-one verb inflection – Distributional Aspects	Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning (1)	Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort (.5)	Use is either not present or awkward; sometimes interferes with understanding of storyline; effort and practice not evident
SYNTAX/GRAMMATICAL FEATURES	Use of variety of Sentence Types (ST) – Topic, Statement, Command, Conditionals, Relative Clause	A variety of sentence types are used to enhance the understanding and enjoyment of story; solid knowledge of ST is evident (1)	A variety of sentence types are used; errors do not compromise meaning; use demonstrates effort and thought (.5)	Use is awkward and confusing; effort and practice not evident
	Use of sign to show Orientation and Spatial Relationship, Absence, and Presence of objects/subjects	Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning (1)	Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort (.5)	Use is either not present or awkward; sometimes interferes with understanding of storyline; effort and practice not evident
	Use of Classifiers – Description, location, relationship,	Use is consistently accurate, appropriate and serves to enhance the story; use	Use is generally accurate and appropriate within story; errors do not	Use is either not present or awkward; sometimes interferes with understanding of

functions, tracing, shape, size, etc.	precisely expresses intended meaning (1)	compromise the intended meaning; good effort (.5)	storyline; effort and practice not evident
Use of Noun–Verb Types – Distinguish between the two through use of repetition and movement	A variety of Noun-Verb Types are used to enhance the understanding and enjoyment of story; solid knowledge of Noun-Verb Types is evident (1)	A variety of Noun-Verb Types are used; errors do not compromise meaning; use demonstrates effort and thought; skill is developing (.5)	Use is awkward and confusing; effort and practice not evident
TOTAL POINTS POSSIBLE = 20	**Points earned in parenthesis**		**No points earned**