



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

Fall 2016

EDSE 115 001: American Sign Language (ASL) I

CRN: 75794, 3 - Credits

<b>Instructor:</b> Mrs. Kelly Little	<b>Meeting Dates:</b> 08/29/16 - 12/20/16
<b>Phone:</b> phone appointments may be scheduled via email	<b>Meeting Day(s):</b> Tuesday & Thursday
<b>E-Mail:</b> klittle7@gmu.edu	<b>Meeting Time(s):</b> 10:30 am - 11:45 am
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Fairfax

***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.

**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 & GoReact

### **Learner Outcomes**

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

1. 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).
2. 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).
3. 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

### **Recommended Textbook**

Valli, C. (Ed.). (2006). *The Gallaudet Dictionary of American Sign Language*.

Washington, D.C.: Gallaudet University Press.

### **Required Materials**

Pencil and colored pens

Disposable foam ear plugs (enough for 2-3 uses)

### **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. [See <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 (and so that I don't worry about you!). Each student is allowed 1 excused 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 unless required by the activity we are . 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. 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 (NO ASSESSMNET REQUIRED FOR THIS COURSE) 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

		<b>Graded Assessments</b>	<b>Points</b>	<b>Weight</b>
A+	97-100			
A	94-97			
A-	90-93	Attendance & Participation (GoReact Videos)	60	15
B+	87-89	Deaf Community Hours (4)	40	10
B	84-86	Discussion Posts (4)	20	5
B-	81-83	Reflection Papers (4)	40	10
C+	79-81	Receptive Quizzes (8)	80	20
C	76-78	Expressive Narratives (4)	40	10
C-	74-75	Mock SLPI (10-min silent chat)	40	10
D	70-73	Written Exams (2)	80	20
F	Below 70			
		<b>TOTAL</b>	<b>400 Points</b>	<b>100%</b>

### Assignments

#### **Performance-based Assessment (Tk20 submission required).**

Expressive: Personal Narrative

#### **Performance-based Common Assignments (No Tk20 submission required).**

Expressive ‘projects’ – an introduction, autobiography, and prepared phrases.

GoReact videos for instructor feedback

Mock Sign Language Proficiency Interview

#### **Other Assignments.**

Discussion Board Posts

Reflection Papers

Deaf Community Hours

### Schedule

Week	Date	During Class	Out of Class
1	8/30	Intro to ASL 1 Syllabus WHAT-UP & Deaf Culture ABCs 1.1, 1.3, 2.5, 3.4, 3.11, 4.6, 5.3	Set-up your GoReact Account <u>A. GoReact</u> – Introduce yourself *GLOSS out at the start of your video
	9/1	1.4, 1.7 same/different 1.5 introductions #1-19 1.2, 1.6, 2.2	<u>B. GoReact</u> - #1-20, fingerspell 20 vocab words
	9/6	1.8, 1.9 identifying others/shapes	<u>C. GoReact</u> – describe 3 people (p 25)

2		<b>Receptive Quiz #1 – ABC/#1-20</b>	GLOSS out at the start of your video
	9/8	1.10, 1.11 give commands, follow instructions 1.12 attention-getting	<u>D. GoReact</u> – sign the vocab list for Unit 1
3	9/13	Unit 1 Review Anatomy of Ear & Hearing Loss	“6 Hours of Silence” (paper due Sept 20)
	9/15	<b>Receptive Quiz #2 – Unit 1</b> 2.1 Y/N Questions 2.3 locations 2.2, 2.7, 3.8, 4.3 #20-99	<u>E. GoReact</u> – 10 phrases with # 20-99
4	9/20	2.4 narrative with language 2.6 leisure activities	<b>Paper #1 Due: “6 Hours of Silence”</b> <u>F. GoReact</u> – describe favorite activity, (3-5 phrases)
	9/22	<b>Expressive #1</b> (live!) “Awkward Cup of Coffee”	*BRING YOUR LAPTOP*
5	9/27	2.8 shapes 2.9 people <b>Receptive Quiz #3 – quick check</b>	Create an autobiography (wkbk p 89-90) *bring draft to class - we will work on it during class
	9/29	2.10 double letters 2.11 walk-through conversations 2.12 forgot signs *practice autobiography	<u>G. GoReact</u> – sign Unit 2 vocab
6	10/4	Unit 2 Review *practice autobiography	<b>Discussion Post #1 Due:</b> “ASL Lit Compare” <a href="http://youtu.be/3SuR6JyvIH8">http://youtu.be/3SuR6JyvIH8</a> The Three Little Pigs (tied, 2nd place, Classic Children's Story) <a href="http://aslized.org/pigs/">http://aslized.org/pigs/</a> ASLized version
	10/6	<b>Receptive Quiz #4 – Unit 2</b> *practice autobiography	<u>H. GoReact</u> – what are 3 things you would like help with/we could do in class to prepare you for your midterm exam? GLOSS out at the start of your video
7	10/11	Review for Midterm *practice autobiography	<b>Discussion Post #2:</b> 1-2 hours of Deaf Community Hours completed, experiences posted
	10/13	<b>MIDTERM EXAM</b> (Written & Expressive) <b>Expressive #2</b> “Autobiography” (recorded in class)	*BRING YOUR LAPTOP*

8	10/18	3.1 where do you live 3.5 describe residence 3.9 roommates & pets	Draw Map of your local area Include: -your house, town name, compass, people/pets, and 2-3 landmarks -bring it to our next class!
	10/20	3.7 maps 3.15 what's that sign again? *work on Phrases <b>Receptive Quiz #5 – quick check</b>	Watch both ASL Lit videos for Paper #2  <a href="http://www.youtube.com/watch?v=HhERMLRExbM">http://www.youtube.com/watch?v=HhERMLRExbM</a> YouTube: “Douglas the Space Boy – Peter Cook ASL Story”  <a href="http://www.youtube.com/watch?v=RwQYOGzeJzM">http://www.youtube.com/watch?v=RwQYOGzeJzM</a> “Princess Bellybutton –an original WinkASL story”
9	10/25	3.12 time/ how long it takes 3.13 travel to school/work <b>Expressive #3 “Phrases”</b> *BRING YOUR LAPTOP*	<u>I. GoReact</u> Tell me about where you live and describe your travels (how/when) to work/school/mall, etc 3-5 phrases—GLOSS out at the start of your video
	10/27	3.2 Putting things away 3.3 Communicating with Face 3.6 Directions in Classroom 3.10 Needs vs wants Spooky Movie	<b>Paper #2 Due:</b> “ASL Lit compare”
10	11/1	Deaf Culture 3.11 crosswords Unit 3 Review	<u>J. GoReact</u> – sign Unit 3 vocab
	11/3	<b>Receptive Quiz #6 – Unit 3</b> Deaf Culture Wrap Up	<b>Discussion Post #3:</b> Reactions to Deaf Culture/Article (tbd)
11	11/8	Silent Lunch *bring something to share Food Signs	<u>K. GoReact</u> - Describe your perfect day –in FOOD! What is the menu going to be for Breakfast, Lunch, & Dinner? Index, Body Shift, etc 3-5 phrases—GLOSS out at the start of your video
	11/10	4.1 family 4.5 siblings 4.4 have/want/need/like	<b>Paper #3 Due:</b> “Reflections on The Missing Link” <a href="http://aslized.org/ei/">http://aslized.org/ei/</a> “Early Intervention: The missing link”
12	11/15	4.12 Number review 4.7 How old are you? <b>Receptive Quiz #7 – quick check</b>	Personal Narratives – write a childhood memory, recent experience, family vacation story that you want to sign about for your final exam and bring it to our next few classes

	11/17	4.8 extended family 4.9 how family is related 4.11 family variations *Work on Personal Narrative	<u>L. GoReact</u> – tell me about your 3 people in your family (name, age, physical descriptions, and what you like to do together/what they do for a living)
13	11/22	4.2, 4.10 negation 4.13 meaning 4.14 family gossip & celebrations *Work on Personal Narrative	<b>Paper #4 Due:</b> “Navigating Deafness in a Hearing World” <a href="http://www.youtube.com/watch?v=uKKpjvPd6Xo">http://www.youtube.com/watch?v=uKKpjvPd6Xo</a> “Navigating deafness in a hearing world: Rachel Kolb at TEDxStanford”
	11/24	NO CLASS - Thanksgiving Break	
14	11/29	Unit 4 review *Work on Personal Narrative	<b>Discussion Post #4:</b> ALL 4 DEAF COMMUNITY HOURS DUE <u>M. GoReact</u> – Sign Unit 4 Vocab list
	12/1	<b>Receptive Quiz #8 - Units 1-4</b>  <b>Expressive #4</b> <b>“Personal Narrative”</b>	*BRING YOUR LAPTOP*
15	12/6 & 12/8	<b>Mock SLPI</b> *scheduled interviews* (no class)	*BRING YOUR LAPTOP*
16	12/13 10:30-1:15	<b>FINAL WRITTEN EXAM</b>	*BRING YOUR LAPTOP*