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

Fall 2016
EDSE 515 003: American Sign Language (ASL) I
CRN: 82822, 3 - Credits

Instructor: Ms. Aja Puopolo	**Meeting Dates:** 08/29/16 - 12/20/16
Phone: 703-993-3601	**Meeting Day(s):** Wednesdays
E-Mail: apuopolo@gmu.edu	**Meeting Time(s):** 4:30pm – 7:10pm
Office Hours: by appointment	**Meeting Location:** Fairfax – KH 210

> *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
Face to face
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:
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
  Smith, C., Lentz, E., & Mikos, K. (2008). *Signing naturally: Level 1 student set*.
       San Diego, CA: DawnSignPress.

Required Resources
Internet and Blackboard Access

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.
Attendance, Tardiness, and Participation (30 points): Class attendance and participation is required. In order to learn and develop expressive and receptive skills in ASL, students must be present and on time 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 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, 5 points will be deducted per absence and 2 per each tardy.

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 and points will be deducted from participation grade. 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. Part of the first class will be presented in voice but subsequent classes will be voice-off with **no whispering.** Some exceptions for voice-on will apply and will be explicitly announced.

Late Work.

No late work will be excepted unless arrangements have been made with the instructor *prior* to the due date. Upon acceptance, deductions may be made accordingly.

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 Assessment 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

Assignments	Points
Class Attendance and Participation	30
Receptive Tests 1 & 2	30 (15 each)
Expressive Tests 1 & 2	30 (15 each)
Deaf Community Reflection Paper	40
Major Assignment	40
Video Sign Presentation (½ Final Exam)	40
Receptive Test 3 (¼ Final Exam)	20
Written Exam (¼ Final Exam)	20
TOTAL POINTS POSSIBLE	250

A+	97-100
A	94-97
A-	90-93
B+	87-89
B	84-86
B-	81-83
C+	79-81
C	76-78
C-	70-75
F	Below 70

Assignments

Performance-based Assessment (Tk20 submission required).
(SEE ATTACHED RUBRIC) ½ Final Exam: Video Sign Presentation (40 pts):
The student will prepare a video (outside of class) using the vocabulary and grammatical structures learned throughout the semester (based on the units and lessons in class) to express a narratives. Narrative options will be discussed later in the semester. The video should be approximately 5-10 minutes. It will be due 1 week prior to the final receptive test. Specific guidelines will be given. Please turn in your hardcopy rubric on or before 12/7.

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

In-class Receptive Tests (15pts each, final worth 20 pts): There will be 3 receptive tests during the semester. Students will be assessed on their ability to understand what is being signed to them.
In-class Expressive Tests (15 pts each): There will be 2 expressive tests during the semester. Students will be assessed on their ability to express themselves in sign in front of the class. Students will sign a simple story using the vocabulary and grammar structures learned in class.
Written Final Exam (20 pts): Comprehensive short answer, multiple choice, T/F questions based on information presented in class and in the required text.

Other Assignments.
Deaf Community Events (40 pts):
Students are required to attend Deaf Community Events (UG: 2 events; G: 4 events). Deaf events may include attending a social event such as ASL Lunch/ASL Dinner, interpreted events, interpreted performance, and so on. Please seek permission from instructor for other events that do not fall into this category. After attending an event, students are required to submit a one page MAX typed reflection for each experience.
　　　　Include:
　　　　1. Name of the Deaf Community Event?
　　　　2. When the event occurred?
　　　　3. The purpose of the event?
　　　　4. Describe the people who attended.
　　　　5. What observations were made?
　　　　6. Describe the feelings evoked?
　　　　7. Thoughts and feeling toward this event (before and after)?
　　　　8. What was learned from this experience?
　　　　9. Describe any differences between a hearing event and a Deaf event.

Major Assignment (40 pts) Choose Research paper 1 or 2, or Newspaper Choice 3:
　　　　Research Paper Choice 1 or 2:
Students will select a topic from the two 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 completed 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.

Requirements 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
Graduate students will:
- Write a paper 5-6 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
Graduate students will:
- Write a paper 5-6 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

Deaf Resource Newspaper- Choice 3
Throughout the semester, students will compile Deaf resources. Students will research and collect resources in the categories described below to address Deaf culture. The electronic resource newspaper will include the following tabs. Each tab will also include a brief summary of the highlighted, approx. 60-75 words max.
- A spotlight on a famous or prominent Deaf individual
- Current Event
- Historical Event
- Assistive Technology Device for Deaf or hard of hearing

- Sports Section
- Lifestyle/Entertainment
- Global News
- Empirical Research article on Deaf Culture (including the APA citation for the article and one short, brief summary of your thoughts, approx. 60-75 words)
- Empirical Research article on ASL (including the APA citation for the article and one short, brief summary of your thoughts, approx. 60-75 words)
- Wild card- your choice (education, economy, politics, comics, religion, etc., anything you find interesting)

Note: Overall, the newspaper should include at least 10 Deaf-related topics.

- Go to www.livebinders.com website
- Create an account
- Click Start a Blank Binder option on the left side bar
- Enter name: your name + Deaf Resource Newspaper (e.g., Aja's Deaf Resource Newspaper)
- Create the tabs (examples are provide above)
- Start populating the pages with the information described above. In order to add content to the tab, click Add Content button on the top of the screen >> Choose Set Text Layout option >> Choose your layout and start adding text.
- You will be asked to share your binder with everyone in this class by clicking "sharing the binder". Choose Private option and enter ASL1 (no spaces) as an Access Key. Click "Assign" and add your classmates' email addresses. Be sure to choose "Can View".
- **PLEASE let me know if you are experiencing difficulties. The intention of this assignment is for you to learn about Deaf culture, NOT to struggle with the livebinder website. You can also find plenty of tutorial videos on the site and on YouTube.**

Schedule

Week 1	8/31	Introduction Deaf Culture Awareness
Week 2	9/7	Unit 1
Week 3	9/14	Unit 1
Week 4	9/21	Unit 2
Week 5	9/28	Unit 2
Week 6	10/5	**Review for Test 1** **Expressive and Receptive Test 1**
Week 7	10/12	Unit 3
Week 8	10/19	Unit 3
Week 9	10/26	Unit 3
Week 10	11/2	**Review for Test 2** **Expressive and Receptive Test 2**
Week 11	11/9	Unit 4
Week 12	11/16	Unit 4
Week 13	11/23	**Thanksgiving Recess- No class**
Week 14	11/30	Unit 4 **Community Event Reflections Due by midnight** **Major Assignment Due by midnight**
Week 15	12/7	**Comprehensive Review Unit 1-4** **Final Expressive Video and Script Submission Due by midnight**
Week 16	12/14	**Written Exam** **Final Receptive Test 3**

	Name:_____	Pts	EXCEEDS EXPECTATION	MEETS EXPECTATION	DOES NOT MEET EXPECTATION
NARRATIVE/CONTENT	Narrative length 0-2 pts		8-10 minutes	5-7 minutes	Less than 5 minutes
	Written script 0-1pts		Complete, well-organized, points highlighted	Complete, organized, mostly accurate	Incomplete, poor organization, inaccurate, difficult to follow
	Storyline 0-1pts		Presentation is clear, Storyline is interesting; pacing excellent	Presentation is generally clear; Storyline well developed; pacing good	Overall presentation confusing, necessary preparation not evident
	Use of referent vocabulary 0-2pts		Accurate, relevant use of wide variety of vocabulary that enhances storyline; vocab used from all units studied	Generally accurate, relevant use of vocab; fits into storyline; vocab used from more than half the units studied	Vocabulary inaccurate and not always relevant to story; vocab used covers less than half the units studied
	Use of descriptive vocabulary for emotions/feelings 0-2pts		Accurate, relevant use of wide variety of vocabulary that enhances storyline; vocab used from all units studied	Generally accurate, relevant use of vocab; fits into storyline; vocab used from more than half the units studied	Vocabulary inaccurate and not always relevant to story; vocab used covers less than half the units studied
	Use of fingerspelling and word signs 0-6pts		Accurate, clear, and appropriate use of fingerspelling; pacing and transitions well done	Generally accurate, appropriate use of fingerspelling; pacing and transitions acceptable	Less than 50% accuracy – difficulty using fingerspelling
PHONOL	Use of basic parameters 0-6pts		Skilled, accurate, appropriate use of hand shape, orientation, location and movement; transitions smooth	Generally accurate, appropriate use; errors made do not compromise meaning	Less than 50% accurate, appropriate use; effort and practice not evident
MORPHOLOGY	Use of inflections – manners, modulations, degrees, temporal aspects 0-2pts		Use is consistently accurate, well-chosen and serves to enhance the story; use precisely expresses intended meaning	Use is generally accurate within story; errors are few and do not compromise the intended meaning; good effort	Use is either not present or awkward; sometimes interferes with understanding of storyline; effort and practice not evident
	Use of Non-Manual Markers 0-6pts		Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning	Use is generally accurate and appropriate within story; errors do not compromise the intended meaning	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 0-2pt		Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning	Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort	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 0-2pt		Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning	Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort	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, 0-2pts		A variety of sentence types are used to enhance the understanding and enjoyment of story; solid knowledge of ST is evident	A variety of sentence types are used; errors do not compromise meaning; use demonstrates effort and thought	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 0-2pts		Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning	Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort	Use is either not present or awkward; sometimes interferes with understanding of storyline; effort and practice not evident
	Use of Classifiers – Description, location, relationship, functions, tracing, shape, size, etc. 0-2pt		Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning	Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort	Use is either not present or awkward; sometimes interferes with understanding of storyline; effort and practice not evident
	Use of Noun–Verb Pairs, Distinguish between the two through use of repetition and movement 0-2pt		A variety of Noun-Verb are used to appropriately; solid knowledge of Noun-Verb is evident	A variety of Noun-Verb are used; errors do not compromise overall meaning; use demonstrates effort and thought; skill is developing	Use is awkward and confusing; effort and practice not evident
	TOTAL POINTS POSSIBLE = 40		**Total Points Earned:_____**		