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

Spring 2017
EDSE 115 002: American Sign Language (ASL) I
CRN: 15959, 3 – Credits

Instructor: Ms. Aja Puopolo	**Meeting Dates**: 01/23/17 – 05/17/17
Phone: 703-993-2474	**Meeting Day(s)**: Monday
E-Mail: apuopolo@gmu.edu	**Meeting Time(s)**:4:30 pm - 7:10 pm
Office Hours: By appointment	**Meeting Location**: Fairfax, T-1017
Office Location: SUB1, Suite 2500	**Other Phone**: N/A

Note: 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 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.
Schedule Type: LEC
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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Course Delivery Method
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, teacher candidates/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).

Course Relationship 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.

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

Recommended Textbooks
American Psychological Association*. (2010). Publication manual of the American
        Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources
Sign up and register "GoReact" for Expressive Tests and Video Signed Presentation.

https://goreact.com/#/.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 115, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments

Performance-based Assessment (Tk20 submission required)

½ Final Exam: Video Sign Presentation (40 pts, See Assessment Rubric below):

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 narrative. The video should be approximately 5-10 minutes. The narrative will entail a childhood story to include description of characters, setting and plot. It will be due 1 week prior to the final receptive test and submitted via GoReact. A written script must be provided and submitted on Blackboard.

College Wide Common Assessment (Tk20 submission required)

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 approval 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 (UG 2 pages total, G 4 pages total) submitted on Blackboard.

Include a comprehensive answer to each question below. Your answers should be written in a profession manner and good quality in nature.

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.
10. Other keen observations, thoughts or unanswered questions?

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.
GoReact Video Submission 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, and T/F questions based on information presented in class and in the required text.

Other Assignments
Deaf Resource Newspaper (40 pts)
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 (in your words) of the topics and its corresponding article/resource, 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)
- Empirical Research article on ASL (including the APA citation for the article)
- Wild card- your choice (education, economy, politics, comics, religion, etc., anything you find interesting)

Note: Overall, the newspaper should include at least 8 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 provided 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". Email address can be found on Blackboard. If you want to set as "Public", you can send the link to the class as well.
- **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.**
- **Please see this example of what your newspaper should look like: <u>http://www.livebinders.com/edit?id=2120496#</u>**

Course Policies and Expectations
   Attendance/Participation
Attendance, Tardiness, and Participation and Voice (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. Attitude is also taken into account and will reflect your participation score. 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/early departure.

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
Late work will <u>not</u> be accepted.

Grading Scale

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-	74-75
D	70-73
F	Below 70

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
Simple Assignments (5 pts each)	10
TOTAL POINTS POSSIBLE	260

Note: The George Mason University Honor Code will be strictly enforced. 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 or with proper citations (see http://oai.gmu.edu/the-mason-honor-code/).

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

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see 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 http://ods.gmu.edu/).

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

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- 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/).

- 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/).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources.

Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

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

Week 1	1/23	Introduction Deaf Culture Awareness
Week 2	1/30	Unit 1
Week 3	2/6	Unit 1 • **Simple Assignment 1 (Fingerspelling) Due**
Week 4	2/13	Unit 2
Week 5	2/20	Unit 2
Week 6	2/27	Unit 2
Week 7	3/6	Review for Test 1 • **Expressive Test 1 Due Friday, 3/10 by midnight** • **Receptive Test 1**
Week 8	3/13	SPRING BREAK☺
Week 9	3/20	Unit 3 • **Simple Assignment 2 (Numbers) Due**
Week 10	3/27	Unit 3
Week 11	4/3	Unit 3
Week 12	4/10	Review for Test 2 • **Expressive Test 2 Due Friday, 4/14 by midnight** • **Receptive Test 2**
Week 13	4/17	Unit 4
Week 14	4/24	Unit 4
Week 15	5/1	Unit 4 • **Community Event Reflections due by midnight** • **Major Assignment due by midnight** • **Submit Final Expressive Draft for feedback**
Week 16	5/8	Comprehensive Review Unit 1-4 • **Final Expressive Video and Script Submission due by midnight**
Week 17	5/15	• **Written Exam** • **Final Receptive Test 3**

Assessment Rubric(s)

Criteria	Novice	Novice Plus	Survival	Survival Plus
Sign Production *Handshape *Palm Orientation *Movement *Location	5 Points -Needs Improvement -Less than 70% of signs are produced adequately -Missed all of the parameters	6 Points -Satisfactory -70-79% of signs are produced accurately -Missed most of the parameters	7 Points -Good -80-95% of signs are produced adequately -Missed some parameters	8 Points -Excellent! -95-100% of signs are produced correctly -Exhibits almost all correct parameters
ASL Grammar *Topic + Comment *Time & Numbers *Use of Space	5 Points -Lacks proper use of word order in any situation -Does not set up people/places -Incorrect use of numbers	6 Points -Satisfactory - Grammar was attempted -Difficulty using ASL structure -Limited use of numbers/time	7 Points -Good use of proper sentence structure -Uses numbers -Tries to establish people/places	-Excellent -Almost all sentences follow ASL structure -Grammar content is rich -Great use of space -Numbers incorporated correctly
Non-Manual Markers *Questions *Negatives/ Affirmation *Body Movement *Mouth Morphemes	5 Points -Needs Improvement -NMM are awkward or non-existent -NMM not consistent with neg/aff questions	6 Points -Satisfactory -Many NMM are inaccurate or ill-timed within the structure	7 Points -Good -Most NMM are demonstrated adequately for Wh-Q,Y/N-Q	8 Points -Excellent -NMM included variety -NMM are demonstrated accurately
Fluency *Smoothness *Clarity	5 Points -Needs Improvement -Content is produced with multiple pauses and disconnectedness -Mostly slow & jerky signing -Hard to follow	6 Points -Satisfactory -Content is produced with frequent pauses -Often slow and jerky signing -Following was sometimes difficult	7 Points -Good -Content is produced with adequate fluidity -Reader comprehension mostly easy	8 Points -Excellent -Content is fluid -Signs produced with a natural comfort and ease -Few to no pauses -Easy to understand
All narrative requirements included in submission. Thorough description of required, ex: setting, the plot and the people involved.	5 Points -Basic/Limited information shared -Failed to mention all parts of narrative	6 Points -Included all sections of narrative with some elaboration	7 Points - Included all sections of narrative with wider-ranging elaboration	8 Points -Storytelling included strong details and elaboration