



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

Spring 2017

EDSE 116 001: American Sign Language (ASL) II

CRN: 15584, 3 – Credits

Instructor: Ms. Elianne Nguyen	Meeting Dates: 01/23/17 – 05/17/17
Phone: (509) 203-4589	Meeting Day(s): Wednesday
E-Mail: enguye@gnu.edu	Meeting Time(s): 4:30 pm – 7:10 pm
Office Hours: By appointment	Meeting Location: Fairfax, Thompson Hall # 1017
Office Location: Library	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

Focuses on intermediate level skills in American Sign Language (ASL) and Deaf culture. Increases competencies in person-to-person conversational signing, including expressive and receptive skills, vocabulary, syntax, semantics, and pragmatics. Provides opportunities for in-depth exploration of issues of multiculturalism, Deaf history, Deaf culture, and the different modalities of communication used in Deaf education problems.

Prerequisite(s): Completion of ASL I or equivalent course with a minimum grade of C.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

Prerequisite(s): EDSE 115 or equivalent course with a minimum grade of "C".

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

Delivery method is 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 intermediate level proficiency in the language used to teach individuals who are deaf or hard of hearing, further knowledge of linguistic and non-linguistic components of ASL, and master ASL conversational skills and vocabulary to effectively communicate in a wide array of situations with members of the Deaf community in the United States (DH1S2, VHI8, DH4S1, and DH6K1).
2. Increase knowledge of cultural competency relative to the deaf community and demonstrate awareness of dynamic language, multicultural, and social issues alive in the Deaf community today (DH1K2, DH1S2).
3. Understand the different etiologies related to hearing loss, age of onset and identification, and how these things affect learning challenges, the provision of hearing services, and the modalities of communication used in educational programs for Deaf teacher candidates/students (DH1K3, DH2K2).
4. Participate in academic exploration of how people and events of the past have significantly influenced Deaf individuals, the Deaf community, and the development of the education of the Deaf in the U.S. (DH1K2, DH1S1).

Course Relationship to Program Goals and Professional Organizations

Goals, objectives, and assignments in this class address CAEP Standard 1b/ Pedagogical Content Knowledge and 1c/ Skills Professional and Pedagogical Knowledge and Skills, the Council for Exceptional Children (CEC) and the Council on Education of the Deaf Knowledge and Skill Standards, 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.

Smith, C., Lentz, E., & Mikos, K. (2014). *NEW Signing Naturally Units 7-12 Student Set*. San Diego, CA: DawnSignPress.

Harlan, L., Hoffmeister, R., & Bahan, B. (1996). *A Journey into the DEAF-WORLD*. San Deigo, CA: DawnSignPress.

Recommended Textbooks

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

For Deaf events, *ASL Clubs and Gatherings* Instagram feed.
More info here: www.instagram.com/aslclubsandgatherings/

Required Resources

Mason Blackboard

GoReact

instagram: aslclubsandgatherings

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 116, 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)

(SEE ATTACHED RUBRIC) ½ Final Exam: Video Sign Presentation (25pts)

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 10 minutes. 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)

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

There will be 3 receptive tests during the semester. Students will be assessed on their ability to understand what is being signed to them.

There will be 3 expressive tests during the semester. Students will be assessed on their ability to express themselves in sign by using the GoReact program online. Students will sign a simple story using the vocabulary and grammar structures learned in class.

Other Assignments

Deaf Community Events (30pts):

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.

Device Presentation (10pts):

Each student will be assigned a device. Students will produce a brief presentation on a specific devices that identify unique features and functionalities within a single category of Deaf and hard of hearing technology. The presentation should include (minimum of three slides to include at least one picture):

- Description and purpose of the device (hardware or software),
- Details on each specific device (i.e., device name, cost, contact, description, picture and features),
- Description of individual features and functionalities,

- Highlights describing how it can best serve those who are D/deaf.

Book Journal (25pts):

Students will be required to read and participate in online postings via Blackboard based on the required text *Journey Into the DEAF WORLD* (Harlan, L., Hoffmeister, R., & Bahan, B., 1996). There will be five required postings throughout the semester (see schedule). Specific guidelines will be posted online on Blackboard per each post.

Course Policies and Expectations

Attendance/Participation

Attendance, Tardiness, and Participation and Voice (30 points):

Attendance and Participation (30 pts): Class attendance and participation 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. Attitude is also taken into account and will reflect your participation score. Additionally, each class builds upon the foundational knowledge of the previous class.

Absences

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, 1 point will be deducted per absence.

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 points. 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).

Late Work

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

Communication between the student/teacher candidate and instructor

If you have any concerns or questions about the assignments outside the classroom, please ask me in advance through email and I will respond within 24 hours.

Grading Scale

A+	97-100
A	94-96
A-	90-93
B+	87-89
B	84-86
B-	81-83
C+	79-80
C	76-78
C-	70-75
D+	66-69
D	64-66
D-	60-64
F	Below 60

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 tk2ohelp@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.

Assignments	Due Date	Points
Class Attendance and Participation	Continuous	30
Receptive Test 1 and Expressive Test 1	2/22 and 2/24	30 (15 each)
Receptive Test 2 and Expressive Test 2	3/29 and 3/31	30 (15 each)
Device Presentation	4/12	10
Deaf Community Events Reflections	4/26	30
Five Book Journals (5pts each)	2/8, 3/1, 3/29, 4/19 and 5/10	25
Video Sign Presentation (1/2 Final Exam)	5/3	25
Receptive Test 3 (1/2 Final Exam)	5/10	25
TOTAL POINTS POSSIBLE		205

Proposed Class Schedule Spring 2017

Week 1	1/25	Comprehensive Review Unit 1
Week 2	2/1	Comprehensive Review on Unit 2-4
Week 3	2/8	Unit 5 Journal #1 Due (Chapter 1, 2 & 3)
Week 4	2/15	Unit 5 cont.
Week 5	2/22	Unit 5 review and Unit 6 In-class Receptive Test #1 Expressive Test #1 Due by Friday, 2/24 by midnight.
Week 6	3/1	Unit 6 cont. Journal #2 Due (Chapter 4, 5 & 6)
Week 7	3/8	Unit 6 cont.
Week 8	3/13	<i>SPRING BREAK- NO CLASS</i>
Week 9	3/22	Unit 6 review and Unit 7
Week 10	3/29	Unit 7 cont. Journal #3 Due (Chapter 7, 8 & 9) In-class Receptive Test #2 Expressive Test #2 Due by Friday, 3/31 by midnight.
Week 11	4/5	Unit 7 cont. and Unit 8
Week 12	4/12	Unit 8 cont. Device Presentation
Week 13	4/19	Unit 8 cont. Journal #4 Due (Chapter 10, 11 & 12) Submit final expressive video and script submission for feedback on 4/24 by midnight.
Week 14	4/26	Comprehensive Review Unit 5-8 Community Event Reflections Due by midnight.
Week 15	5/3	Final Expressive Video and Script Submission due by Friday, 5/5 by midnight. Film: Children of the Lesser God
Week 16	5/10	Journal #5 Due (Chapter 13, 14, 15 & 16) In-class Receptive Test #3
Week 17	5/17	

Assessment Rubric(s)

		Name: _____	Pts	EXCEEDS EXPECTATION	MEETS EXPECTATION	DOES NOT MEET EXPECTATION
NARRATIVE/CONTENT	Narrative length 0-1 pts			8-10 minutes	5-7 minutes	Less than 5 minutes
	Written script 0-1pts			Complete, well-organized accurate, explanatory notations provided	Complete, well-organized, accurate	Incomplete, poor organization, inaccurate, difficult to follow
	Storyline 0-2pts			Presentation is clear and well organized; Storyline is exceptionally interesting; pacing excellent	Presentation is generally clear and well organized; Storyline well developed; pacing good	Overall presentation confusing, not well organized; necessary preparation not evident
	Use of personal 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 0-3pts			Accurate, 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
PHONO	Use of basic parameters 0-3pts			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 0-1pts			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
	Use of movement to indicate timeline and time 0-1pts			Use is consistently accurate, appropriate and serves to enhance the story; use precisely	Use is generally accurate and appropriate within story; errors do not	Use is either not present or awkward; sometimes interferes with understanding of storyline;

		expresses intended meaning	compromise the intended meaning; good effort	effort and practice not evident
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		EXCEEDS EXPECTATION	MEETS EXPECTATION	DOES NOT MEET EXPECTATION
MORPHOLOGY	Incorporation of Numbers – Use of numeral hand shape with location, movement, orientation 0-1pt	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 0-1pt	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, Command, Conditionals, Relative Clause 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 0-1pts	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. 0-1pt	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 0-1pt	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 = 25	Total Points Earned: _____		