



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

Fall 2017

EDSE 115 003: American Sign Language (ASL) I

CRN: 79292, 3 – Credits

Instructor: Ms. Aja Puopolo	Meeting Dates: 08/28/17 – 12/20/17
Phone: 703-339-3601	Meeting Day(s): Wednesday
E-Mail: apuopolo@gmu.edu	Meeting Time(s): 4:30 pm - 7:10 pm
Office Hours: by appointment	Meeting Location: Fairfax, T1018
Office Location: SUB 1, Suite 2500	Other Phone: NA

*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.

Prerequisite(s) None

Co-requisite(s) None

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. Offered by Graduate School of Education. May not be repeated for credit.

Schedule Type: Lecture

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, 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.

Required Resources

<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 and/or Examinations

Performance-based Assessment (Tk20 submission required)

None.

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

None.

Other Assignments/Exams/ Tests

- **Simple Assignments (5pts each)**

Post: Video on GoReact

There will be two simple video assignments that will be submitted via GoReact.

1. Fingerspelling, 2. Numbers

- **In-class Receptive Tests (15pts each, final worth 20 pts):**

Post: In-class

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

- **Expressive Tests GoReact Video Submission (15 pts each):**

Post: Video on GoReact

There will be 2 expressive tests during the semester. Students will be assessed on their ability to express themselves in ASL. Students will sign a simple story using the vocabulary and grammar structures learned in class

Test 1: *Your Autobiography*, page 90. You will create a video creating your autobiography.

Test 2: *Your Narrative*, page 149. You will create a video describing your narrative.

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

Post: Video on GoReact, Script Attach a Word Doc in Bb

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 based on the vocabulary learned throughout the semester. It will be due 1 week prior to the final receptive test. A written script in word document must be provided and submitted on Blackboard.

- **Written Final Exam (20 pts):**

Post: In-class

Comprehensive short answer, multiple choice, and T/F questions based on information presented in class and in the required text.

Tips for your video: Any video assignments that do not meet the below criteria will result in a zero for the assignment.

1. Make sure that you are in the center of the video where the instructor can see the top of student's head and the bottom of the student's chest area.
2. Make sure that the background is clean (one-colored wall) and free of "visual noise" (books, DVD's, TV running, kitchen items, dog appearing, etc.)
3. Wear only solid-colored shirts and free of logos. The color of your shirt should contrast your skin tone. Avoid red, yellow, and orange shades. If you have tattoos on your arms, wear long-sleeved shirts.
4. Remove hats and excessive jewelry. Wedding rings and small earrings are ok.
5. If sitting, do not swivel.
6. Beds are not appropriate places to create videos.

- **Deaf Community Events (40 pts):**

Post: Attach a Word Doc in Bb

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. Information about approved and upcoming events will be posted in Bb or during class. Please seek approval from instructor for other events *prior* to attending the event. After attending an event, students are required to submit a one page MAX typed reflection for *each* experience (UG 2 pages max, G 4 pages max). Include a comprehensive answer to each question below. Include the question below in your answer. 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?

- **Deaf Resource Newspaper (40 pts)**

Post: Link in Bb and share via email with classmates

Throughout the semester, students will compile Deaf resources. Students will research and collect resources in the categories listed 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 topic and its corresponding article/resource, approx. 60-75 words max. (**UG 8 tabs minimum, G 10 tabs minimum**).

- 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)

Instructions:

- 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”. Class 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:**
<http://www.livebinders.com/edit?id=2120496#>
- **Homework and Self-Assessments (not required):**
During each unit, it is expected that you watch the DVD and complete the activities and reading. Since the class moves quickly, it is recommended that you watch the DVD immediately prior to *and* again during a unit. It is your responsibility to ask questions since you will be tested from the material in your book / DVD as well as class lecture.

Course Policies and Expectations

- **Attendance, Tardiness, and Participation:**
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. Students will be allowed 1 absence without penalty. Each absence afterwards will have a 10% deduction from the total grade as shown below:
First Absence – no penalty
Second Absence – 10% deduction of the final grade
Third Absence – 10% deduction of the final grade
Fourth Absence – 10% deduction of the final grade
Fifth Absence – 10% deduction of the final grade

Two (2) late arrivals/early departures will be equivalent to 1 absence which will be applied to the policy stated above.

- **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. 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.

***If voicing becomes a persistent problem, you will be asked to leave the class for the day and will count as an absence for the day. ***

- **Late Work**

Absolutely no papers, videos, tests or assignments will be accepted past due dates. You must be present and on time for in-class tests/exams. If you miss the deadline, you will earn a zero, no discussion.

- **Other Requirements**

Use of electronics in class is strictly prohibited (mobile phones, tablets, laptops, iPads, game systems, etc.).

Grading Scale

A+	97-100
A	94-97
A-	90-93
B+	87-89
B	84-86
B-	81-83
C+	79-80
C	76-78
C-	74-75
D	70-73
F	Below 70

*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.

Class Schedule

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

Assignments	Points
Receptive Tests 1 & 2	30 (15 each)
Expressive Tests 1 & 2	30 (15 each)
Deaf Community Reflection Paper	40
Deaf Resource Newspaper	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	230

Fall 2017 Schedule

Week 1	8/30	Introduction Deaf Culture Awareness
Week 2	9/9	Unit 1
Week 3	9/13	Unit 1 <ul style="list-style-type: none"> • Simple Assignment 1 (Fingerspelling) Due by midnight
Week 4	9/20	Unit 1 continued, Unit 2 <ul style="list-style-type: none"> • Unit 1 Self-Assessment Due During class for feedback
Week 5	9/27	Unit 2
Week 6	10/4	Unit 2
Week 7	10/11	Review for Test 1 <ul style="list-style-type: none"> • Unit 2 Self-Assessment Due During class for feedback • Expressive Test 1 Due Friday, 10/13 by midnight • Receptive Test 1, in-class
Week 8	10/18	Unit 3 <ul style="list-style-type: none"> • Simple Assignment 2 (Numbers) Due by midnight
Week 9	10/25	Unit 3
Week 10	11/1	Unit 3
Week 11	11/8	Review for Test 2 <ul style="list-style-type: none"> • Unit 3 Self-Assessment Due During class for feedback • Expressive Test 2 Due Friday, 11/10 by midnight • Receptive Test 2, in-class
Week 12	11/15	<ul style="list-style-type: none"> • Unit 4
Week 13	11/22	No class
Week 14	11/29	Unit 4 <ul style="list-style-type: none"> • Deaf Resource Newspaper due by midnight • Optional: Submit Expressive Draft script or video for feedback
Week 15	12/6	<ul style="list-style-type: none"> • Unit 4 Self-Assessment Due During class for feedback • Community Event Reflections due by midnight • Comprehensive Review Unit 1-4 • Final Expressive Video and Script Submission due by midnight
Week 16	12/13	<ul style="list-style-type: none"> • Written Exam • Final Receptive Test 3, in-class

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 turned off 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The 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 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/>.) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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

Final Expressive Assessment Rubric(s) 40 points total

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 and included in submission (including script).	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

Thorough description of required, ex: setting, the plot and the people involved.				
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