



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

Fall 2017

EDSE 219: American Sign Language (ASL) III

3 – Credits

Section 001; CRN: 81311

Section 002; CRN: 83442

Instructor: Mr. Kevin Taylor	Meeting Dates: 08/28/17 – 12/20/17
Phone: 571-723-4311	Meeting Day(s): Thursday
E-Mail: ktaylo2@gmu.edu	Meeting Time(s): 4:30 pm - 7:10 pm
Office Hours: By Appointment	Meeting Location: Fairfax, T1017
Office Location: Krug 103B	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.

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

Co-requisite(s) None

Course Description

ASL III focuses on strengthening expressive and receptive communication through the development of narrative and storytelling skills. The course explores the importance of these skills within the Deaf Community. Students also study how ASL, Deaf history, culture, education, and accessibility have influenced laws and policies in different areas of the community, the region, the nation, and the world. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:

Required Prerequisite: EDSE 116C.

C Requires minimum grade of C.

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 advanced level proficiency in ASL, including linguistic and non-linguistic components, and master conversational skills and vocabulary to fluently communicate in a wide array of situations with members of the Deaf community in the United States (DH1S2, VHI8, DH4S1, DH6K1).
2. Understand and be able to describe the importance of culture and home language on the cultural identity and language development of a Deaf individual. (DH1S2, DH3K2).
3. Increase narrative abilities in ASL. Identify ways in which storytelling has influenced Deaf culture and the Deaf community (DH1S2, DH3K2).
4. Understand and be able to describe how Deaf individuals can have greater access to all things accessible to hearing individuals, particularly in the areas of education, recreation, and the work environment, to include the identification of support resources (DH1K2, DH3K1).

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. (2014). *Signing naturally: Unit 7-12 student set*. San Diego, CA: Dawn Sign Press

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 video assignments.

<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 219, 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

Tests:

EDSE 219 (ASL 3) objectives focuses on both the production and receptive use of ASL. There will be 3 receptive test during the semester. The written portions of tests should be clear, accurate and thoughtful with in-depth answers to questions based on workbook materials and additional articles. Dates of the tests are shown on the class schedule.

Final Exam:

The final exam is a comprehensive exam which focuses on both the production and receptive use of ASL. The final exam will be one-on-one with students involving an interview style type format.

Assignments/Homework:

Your assignments are listed on the schedule. The assignments are due on the date shown on the class schedule below. You need to use Microsoft Word when posting your assignments. You can type up your answers or you can take pictures of your work in your book and post them on MS word document. Student will post using only PDF or Microsoft word document, you cannot use jpg any other file format.

Post: On Blackboard

Deaf Event:

Students are expected to attend two Deaf events. Students can find events using www.asl.meetup.com/236, a website detailing events as to their location, type and time; Events would be in DC, MD or VA. Thanks to Becca Minor, formerly a faculty member here for creating the website, nicely done and with a lot of details.

Another option is to google the following – Silent Dinner in (city, VA), Silent Supper in (city, VA), or Deaf Event in (city, VA).

The following do not count as a Deaf event

- Church settings
- Deaf plays
- Interpreted events

The purpose of this event is for students to practice their signing skills.

For the events, students will write a paper detailing their experience for each event (2 papers). The paper should be one page, double spaced. Include a comprehensive answer to each question below.

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?

It is student's responsibility to find a Deaf event to attend. If you do not meet the following requirements above, the assignment will result in a zero. The due date is shown on the schedule below.

Post: On Blackboard

Group Project: Deaf Event Hosting:

This assignment requires everyone in the class to participate and attend. Everyone will receive the same grade.

As a class, you will be hosting a Deaf event. In previous ASL courses, you attended Deaf events. You are still encouraged to continue attending such events and socializing with Deaf people.

As a class, you will need to do the following:

1. Select a date and a time frame.
2. Select a place. (It would be prudent to ask the establishment permission to host such an event and to inform them of when the event will be held.) Need to find a deaf-friendly place, open space so everyone can see each other.
3. Create an event invitation in social media such as Facebook.
4. Invite members of the Deaf communities and ASL students.

On the day of the event, be sure to:

1. Socialize with Deaf people. (Don't sit only with your classmates.)
2. Go around the room and acknowledge people.
3. Help those who are struggling with understanding ASL or are shy.

Students who do not participate in the activity will get a zero for the assignment.

Video Journals:

Students will have video journals for this class. There will be a total of 4 video journals. The student's ASL production will be evaluated. Signs should be clear and signs should also be formed correctly, signed in a fluent manner and accompanied by appropriate facial grammar and spatial references, eye gazes, topicalization, appropriate pauses for both individual signs and ASL sentences. Rubrics are provided on Blackboard. Video journal due dates are shown on the class schedule.

Videos that do not meet the following requirements listed below (Editing ASL works) will result in a zero for the assignment.

Post: On GoReact

Course Policies and Expectations
Attendance/Participation
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

Grade Distribution:

- | | |
|--|------|
| 1. 3 Tests | 30% |
| 2. Final Exam (Expressive and Receptive) | 30 % |
| 3. Assignment/Homework/Deaf Event/Research | 10% |
| 4. Video Journals | 30% |

If a student gets at 94% or above in class, the Final Exam will be waived.

Students' grades will be based on percentage for each area as shown above, not total points.

Attendance Policy:

Because language learning is performance based, attendance is paramount. It is expected that students will show up for each class on time.

Students will be allowed 2 absences without penalty. Each absence afterwards will have a 10% deduction from the total grade as shown below:

- First Absence – no penalty
- Second Absence – no penalty
- Third Absence – 10% deduction of the final grade
- Fourth Absence – 10% deduction of the final grade

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

If a student arrives more than 30 minutes late, it will count as an absence.

No Voicing Policy:

To enhance students' language acquisition of ASL, a "no voicing" setting will be enforced. Respect the instructor and classmates by refraining from voicing to or interpreting for others. If students do not understand (or missed a portion of information) the instructor or classmates, please raise your hand and ask for clarification. Students can ask a classmate by using signs or writing back and forth.

Students are expected to cease voicing the moment they walk into the classroom until the moment they exit the classroom. Students are also expected to keep signing until the instructor has left the room after class. If students are in the classroom and your instructor is not there or class has not started, practice ASL with your classmates.

If voicing becomes a persistent problem, the instructor will ask the student to leave the class for the day and it will count as an absence for the day.

Late Work

Any papers, videos, or assignments will not be accepted past due dates.

Other Requirements

Editing ASL videos:

You are encouraged to edit your ASL videos. Feel free to meet with your instructor to get the feedback as often as needed to produce the very best work possible.

Tips for your video:

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 the student's 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 students are sitting, please make sure you do not swivel.
6. Beds are not appropriate places to create your video.

Any video assignments that does not meet the above criteria will result in a zero for the assignment.

*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.

Course Schedule

NOTE: Assignments are to be turned in at the beginning of class that day.

Post: on Blackboard.

Video journals are due at the beginning of class that day.

Post on GoReact.

	Date	In Class	Assignments
Week 1	August 31	Introduction, Syllabus Review Unit 9: Describing Places	
Week 2	September 7	Unit 9	Homework: 9.1
Week 3	September 14	Unit 9	Homework: 9.3, 9.5
Week 4	September 21	Unit 9	Homework: 9.7, 9.8
Week 5	September 28	Unit 9	Homework: 9.9, 9.10

Week 6	October 5	Unit 9 Quiz Unit 10: Giving Opinion About Others	Homework: 9.11, 9.14 Video Journal #1 - Worksheet and rubric are posted on Blackboard.
Week 7	October 12	Unit 10	Homework 10.1, 10.2, 10.4
Week 8	October 19	Unit 10	Homework: 10.5 Video Journal #2 - Worksheet and rubric are posted on Blackboard.
Week 9	October 26	Unit 10	Homework: 10.6, 10.7
Week 10	November 2	Unit 10 Quiz Unit 11: Discussing Plans and Goals	Homework: 10.9, 10.11 Video Journal #3 pg. 309 (10.12) – Misplaced Item. Create a video with a story of something you lost or misplaced.
Week 11	November 9	Unit 11	Unit 11.1, 11. 2
Week 12	November 16	Unit 11	Homework: 11.3, 11.5
Week 13	November 23	No Class Thanksgiving	Homework: 11.6, 11.8, 11.9
Week 14	November 30	Unit 11	Homework 11. 10, 11.11 Deaf Events Papers Video Journal #4 - Worksheet and rubric are posted on Blackboard.
Week 15	December 7	Unit 11 Test	
Week 16	December 14	Final Exam – 4:30-7:15	One-on-One

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/>.

Appendix

Assessment Rubric(s) EDSE 219 Final Exam Rubric

Name: _____

Grade: ____/88

4 = Excellent	3 = Good	2 = Adequate	1 = Deficient	0 = Missing
Encompasses all the required criteria at a highly proficient level	Meets all the basic requirements, but ...	Meets the basic criteria for the assignment	Meets a few basics of the criteria	Fails to meet the required criteria

Narrative Sequence

1. Content	1. Question #1	4	3	2	1	0	x 2=	
	2. Question #2	4	3	2	1	0	x 1=	
	3. Question #3	4	3	2	1	0	x 1=	
	4. Question #4	4	3	2	1	0	x 2=	
	5. Question #5	4	3	2	1	0	x 2=	
	6. Question #6	4	3	2	1	0	x 1=	
	7. Question #7	4	3	2	1	0	x 1=	
	8. Question #8	4	3	2	1	0	x 2=	
	9. Question #9	4	3	2	1	0	x 4=	

Overall Performance

Fluency	signer comfortable with signing and using facial expressions	4	3	2	1	0	x2=	
Vocabulary	choice of signs, range of vocabulary, sign production	4	3	2	1	0	x2=	
Grammar	questions were rephrased/ ASL grammar was complete	4	3	2	1	0	x2=	