



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

Fall 2017

EDSE 116 002: American Sign Language (ASL) II

CRN: 81310, 3 – Credits

| | |
|---|---|
| Instructor: Mr. Eric Cardenas | Meeting Dates: 08/28/17 – 12/20/17 |
| Phone: 202-559-5289 | Meeting Day(s): Monday/Wednesday |
| E-Mail: ECarden@gmu.edu | Meeting Time(s): 10:30 am – 11:45 am |
| Office Hours: By Appointment | Meeting Location: Fairfax, T 1018 |
| Office Location: N/A | 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) EDSE 115 or equivalent course with a minimum grade of "C".

Co-requisite(s) None

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.

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 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 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: Unit 1-6 student set*. San Diego, CA: Dawn Sign Press

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

For this course, the class will use GoReact. GoReact is a web-based tool for recording your video assignments and for instructor to provide video feedback and instructions. You will find it easy to use and very helpful for this semester. The cost is \$19.99 per course.

Sign up and register GoReact.

<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 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 and/or Examinations

Performance-based Assessment (Tk20 submission required)

None

Performance-based Common Assessment (No Tk20 submission required)

None

Other Assignments

Tests:

EDSE 116 (ASL 2) 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 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. It is suggested that students in this class attend the event after Unit 7 after learning some basic signing skills for communicating with others.

For the event, students will write a paper detailing their experience. 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

Research Paper:

For this project, students will need to find a website from **ONE** of these categories. Students will write a paper summarizing the website. The summary should be **2 to 3** pages long, size 12 font and double spaced. The website link must be included in the paper. The categories include:

1. An organization dedicated to Deaf people.
2. An educational program school or university that serves Deaf students.
3. A website related to ASL learning the language, or research.

Plagiarism is not allowed. Will result in a zero on the assignment.

Post: On Blackboard

Video Journals:

Students will have video journals for this class. There will be a total of 3 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.

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) | 20 % |
| 3. Assignment/Homework/Deaf Event/Research | 20% |
| 4. 3 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 3 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 – no penalty

Fourth Absence – 10% deduction of the final grade

Fifth 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.

| | Day | Class Topic | Reading/Viewing Assignments |
|---------|---------|------------------------------|--|
| Week 1 | 28-Aug | Course Introduction/Overview | Syllabus |
| | 30-Aug | Unit 5 | Homework: Lessons 5.1, 5.2 |
| Week 2 | 4-Sept | No Class | |
| | 6-Sept | Unit 5 | Homework: Lessons: 5.3, 5.4 |
| Week 3 | 11-Sept | Unit 5 | |
| | 13-Sept | Unit 5 | Homework: Lessons: 5.5, 5.6 |
| Week 4 | 18-Sept | Unit 5 | |
| | 20-Sept | Unit 5 | Homework: Lessons 5.7, 5.8 |
| Week 5 | 25-Sept | Unit 5 | |
| | 27-Sept | Unit 5 Test | Homework: Lessons 5.9 Video Journal #1: <i>Your Autobiography</i> , page 278. You will create a video creating your autobiography. |
| Week 6 | 2-Oct | Unit 7 | |
| | 4-Oct | Unit 7 | Homework: Lessons 7.1, 7.2 |
| Week 7 | 10-Oct | Unit 7 | |
| | 11-Oct | Unit 7 | Homework: Lessons 7.3, 7.4 |
| Week 8 | 16-Oct | Unit 7 | |
| | 18-Oct | Unit 7 | Homework: Lessons 7.5, 7.6 |
| Week 9 | 23-Oct | Unit 7 | |
| | 25-Oct | Unit 7 | Homework: Lessons 7.7, 7.8, 7.9 Research Paper |
| Week 10 | 30-Oct | Unit 7 | |
| | 1-Nov | Unit 7 Test | Homework: Lesson 7.10, 7.13 Video Journal #2: <i>Your Family Portrait</i> , page 64. You will create a video creating your family portrait. |
| Week 11 | 6-Nov | Unit 8 | |
| | 8-Nov | Unit 8 | Homework: Lessons 8.1, 8.2, 8.3, 8.4 |

| | | | |
|------------|--------|--------------------------------------|---|
| Week 12 | 13-Nov | Unit 8 | |
| | 15-Nov | Unit 8 | Homework: Lessons 8.6, 8.7, 8.8 |
| Week 13 | 20-Nov | Unit 8 | |
| | 22-Nov | No Class | Homework: Lessons 8.9, 8.10, 8.12, 8.14 |
| Week 14 | 27-Nov | Unit 8 | |
| | 29-Nov | Unit 8 | Video Journal #3: <i>Your Name</i> , page 147. You will create a video creating your name. Homework: Deaf Events Paper |
| Week 15 | 4-Dec | Unit 8 Test | |
| | 6-Dec | Final Exam | One-on-One |
| Week 16 | 11-Dec | Unit 5, 7, 8 | Cumulative Review |
| | 13-Dec | Final Exam 10:30 -11:45pm | 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 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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 116 Final Exam Rubric

Name: _____

Grade: ____/100

| 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 |

| | | | | | | | | |
|-------------------|------------------|---|---|---|---|---|------|--|
| A. Content | 1. Question #1 | 4 | 3 | 2 | 1 | 0 | x 1= | |
| | 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 1= | |
| | 5. Question #5 | 4 | 3 | 2 | 1 | 0 | x 1= | |
| | 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 1= | |
| | 10. Question #10 | 4 | 3 | 2 | 1 | 0 | x 1= | |
| | 11. Question #11 | 4 | 3 | 2 | 1 | 0 | x 1= | |
| | 12. Question #12 | 4 | 3 | 2 | 1 | 0 | x 1= | |
| | 13. Question #13 | 4 | 3 | 2 | 1 | 0 | x 2= | |
| | 14. Question #14 | 4 | 3 | 2 | 1 | 0 | x 4= | |

| | | | | | | | | |
|-------------------------------|--|---|---|---|---|---|-----|--|
| B. 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= | |