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

Spring 2018
EDSE 515 001: American Sign Language (ASL) I
CRN: 13516, 3 – Credits

Instructor: Ms. Aja Puopolo	**Meeting Dates**: 01/22/18 – 05/16/18
Phone: 703.993.3601	**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, T 1017
Office Location: SUB 1, 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.

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.
Registration Restrictions:
Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.
Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.
Students in a Non-Degree Undergraduate degree may not enroll.
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.

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

Required Resources
- https://goreact.com ($20 fee)
- dry erase marker (must bring to each class)
- Blackboard access

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 515, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE).

Assignments and/or Examinations
Performance-based Assessment (Tk20 submission required)
      NONE
College Wide Common Assessment (TK20 submission required)
      NONE
Performance-based Common Assignments (No Tk20 submission required.)
      NONE
Other Assignments
• Syllabus Test (5pts): Post: Blackboard (Bb). Students will review the syllabus and answer questions regarding the content.

• In-class Receptive Tests (15pts each, final worth 20 pts): Post: In-class assignment. 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 (15 pts each): Post: Video on GoReact. There will be two expressive video 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. Students will create a video describing their autobiography.
    Test 2: Your Narrative, page 149. Students will create a video describing their narrative.

• Written Final Exam (20 pts): Post: In-class assignment. Comprehensive short answer, multiple choice, and T/F questions based on information presented in class and in the required text.

• Final Exam Video Sign Presentation (40 pts, See Assessment Rubric below): Post: Video on GoReact, Script Attach a Word Doc in Bb. Students 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 minutes. 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. The presentation must be cohesive and make sense (it does not have to be true). There are two options:

1. Childhood Story: This will entail a childhood story to include description of characters, setting and plot based on the vocabulary learned throughout the semester.

2. Narrative: This will entail all elements from Expressive 1 and 2 tests (pg. 90 and 149). Students will add new elements from pg. 213-214 (this will serve as a model to help personalize the student's version).

Requirements for videos: 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 acceptable.
5. If sitting, do not swivel.
6. Beds are not appropriate places to create videos.
7. Review videos before submitting. Each video must be good visual quality (no static).

• 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 and links 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- points will be deducted for submissions that exceed the max). Include a comprehensive answer to each question below in a list format. Include the question 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?

• <u>Deaf Resource Newspaper</u> (20 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. Points will be deducted for submissions that exceed 75 words.)

- 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 o 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:

1. Go to www.livebinders.com website
2. Create an account
3. Click Start a Blank Binder option on the left side bar
4. Enter name: your name + Deaf Resource Newspaper (e.g., Aja's Deaf Resource Newspaper)
5. Create the tabs (examples are provided above)
6. 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.
7. 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 under *Course Tools*. 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#

• <u>Homework and Self-Assessments</u> (65 pts): Post: Bb, either upload picture of the completed page from workbook, or submit questions/answers in a Word doc. During each unit, it is expected that students watch the DVD and complete the activities and reading. Since the class moves quickly, it is recommended that students watch the DVD immediately prior to and again during a unit.

Unit 1:
1:2 pg. 7 "Write the Number"
1:3 pg. 13 "Circle the Letter 2"
1:8 pg. 27 "Minidialogue 1"
Unit 2:
2:2 pg. 59 "Write the Number"
2:4 pg. 63 "Language Background"
2:6 pg. 69 "Who Enjoys What?"
2:9 pg. 80 "Names and Tidbits"

Unit 3:
3:5 pg. 120 "Minidialogue 1-3"
3:8 pg. 129 "How Many of What?"
3:10 pg. 134 "Expressing Needs"
Unit 4:
4:5 pg. 191 "Minidialogues"
4:7 pg. 198 "How Old?"
4:13 pg. 207 "David's Keys"

Course Policies and Expectations
Attendance/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 one absence without penalty. Each absence thereafter 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 – 20% deduction of the final grade. Fourth Absence – 30% deduction of the final grade Fifth Absence – 40% deduction of the final grade. Two (2) late arrivals/early departures will be equivalent to one 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 and will count as an absence for the day. ***

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

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

Grading Scale

Assignments	Points
Syllabus Test	5
Receptive Tests 1 & 2	30 (15 each)
Expressive Tests 1 & 2	30 (15 each)
Deaf Community Reflection Paper	40
Deaf Resource Newspaper	20
Video Sign Presentation (½ Final Exam)	40
Receptive Test 3 (¼ Final Exam)	20
Written Exam (¼ Final Exam)	20
Homework	65
TOTAL POINTS POSSIBLE	270

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-	70-75
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 https://catalog.gmu.edu/policies/honor-code-system/).

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

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

Week 1	1/24	Introduction Deaf Culture Awareness Unit 1: Lessons 1 and 12
Week 2	1/31	Unit 1: Lessons 2, 3, and 6 • **Syllabus Test due by Friday, Feb. 2 @ 12 noon**
Week 3	2/7	Unit 1: Lessons 4, 7, 8, 9 and 10
Week 4	2/14	Unit 1: Review, Unit 2: Lessons 1, 2, 3, 4 • **Unit 1 Homework due by Sunday, Feb. 18 @ 12 noon**
Week 5	2/21	Unit 2: Lessons 1, 2, 4, 6, 9, 11, and 12
Week 6	2/28	Unit 2: Lessons 6, 9, 11, and 12
Week 7	3/7	Unit 2: Review Review for Test 1 • **Unit 2 Homework due by Sunday, March 11 @12 noon** • **Expressive Test 1 due Friday, March 9 by midnight** • **Receptive Test 1, in-class**
Week 8	3/14	SPRING BREAK- NO CLASS
Week 9	3/21	Unit 3: Lessons 1, 5, 8 (numbers) and 9 • **Deaf Resource Newspaper due by Friday, March 23 @ 12 noon**
Week 10	3/28	Unit 3: Lessons 3, 6, 12, and 13
Week 11	4/4	Unit 3: Lessons 2, 3, 6, 10, 13, and 14
Week 12	4/11	Review for Test 2 • **Unit 3 Homework due by Sunday, April 15 @ 12 noon** • **Expressive Test 2 due Friday, April 13 by midnight** • **Receptive Test 2, in-class**
Week 13	4/18	Unit 4: Lessons 1, 4, 5, 7, 8, and 9
Week 14	4/25	Unit 4: Lessons 11, 13, 14
Week 15	5/2	Unit 4: Review and catch up
Week 16	5/9	• **Unit 4 Home due by Friday, May 11 @ 12 noon** • **Final Expressive Video and Script Submission due by Friday, May 11 @ midnight** • **Community Event Reflections due by Friday, May 11 @ midnight** • **Written Exam, in-class** • **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 https://catalog.gmu.edu/policies/honor-code-system/).

- 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/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

Appendix
Assessment Rubric(s)
Final Expressive Assessment Rubric(s) 40 points total

Criteria	Novice Needs Improvement	Novice Plus Satisfactory	Survival Good	Survival Plus Excellent
Sign Production *Handshape *Palm Orientation *Movement *Location	5 Points Less than 70% of signs are produced adequately -Missed all of the parameters	6 Points Some signs are produced accurately -Missed most of the parameters	7 Points: -Most signs are produced adequately -Missed some parameters	8 Points -Almost all 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 -Attempts to use numbers correctly -Tries to establish people/places	8 Points -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 -NMM are awkward or non-existent -NMM not consistent with neg/aff questions	6 Points -Many NMM are inaccurate or ill-timed within the structure	7 Points -Most NMM are demonstrated adequately for Wh-Q,Y/N-Q	8 Points -NMM included variety -NMM are demonstrated accurately
Fluency *Smoothness *Clarity	5 Points -Content is produced with multiple pauses and disconnectedness -Mostly slow & jerky signing -Hard to follow	6 Points -Content is produced with frequent pauses -Often slow and jerky signing -Following was sometimes difficult	7 Points -Content is produced with adequate fluidity -Reader comprehension mostly easy	8 Points -Content is fluid -Signs produced with a natural comfort and ease -Few to no pauses -Easy to understand
All narrative requirements included in submission (including script). Thorough description and detailed account of required, ex: setting, the plot and the people involved.	5 Points -Basic/Limited information shared -Failed to include 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