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

Summer 2018
EDSE 115 A01: American Sign Language (ASL) I
CRN 42653, 3 – Credits

Instructor: Dr. Eric Cardenas	**Meeting Dates**: 5/21/2018 – 6/23/2018
Phone: 202-559-5289	**Meeting Day(s)**: Monday; Tuesday; Wednesday; Thursday
E-Mail: ecarden@gmu.edu	**Meeting Time(s)**: 10:30 am – 12:35 pm
Office Hours: By Appointment	**Meeting Location**: Fairfax, T2021
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): 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: Unit 1-6 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.

The class will receive the invitation to sign up and register GoReact through e-mail message.

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

College Wide Common Assessment (TK20 submission required)
None

Performance-based Common Assignments (No Tk20 submission required)
None

Other Assignments
Tests:

EDSE 115 (ASL 1) objectives focuses on both the production and receptive use of ASL. There will be 3 receptive tests 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:

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:

Due to the short summer, students are expected to attend **one** Deaf event. Students can find events using the websites below detailing events as to their location, type and time.
Here are some websites you can check to find upcoming events:

> Deaf Coffee Chat (Severna Park - 1st Saturday each month):
> http://happy.deafcoffee.com/category/maryland/
> ASL Dinner (MD/DC):
> http://asldinner.webs.com/
> or join (VA/DC):
> https://www.facebook.com/groups/138165812880504/
> ASL Bridge:
> https://www.meetup.com/ASLBridge/
> City Life ASL:
> https://www.meetup.com/CityLifeASL/
> Silent Suppers (Severn):
> https://www.meetup.com/Silent-Suppers/
> Gallaudet University:
> https://my.gallaudet.edu/calendar
> ASL Trivia (must be 21+ to participate)
> https://www.facebook.com/ASLTriviaDC/

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 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 **1** page 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.
4. A videophone and Deaf

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

Post: On Blackboard

Course Policies and Expectations
Attendance/Participation
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 – Additional 10% deduction of the final grade (20% off the final grade)
Sixth Absence – Withdraw or Fail the course depending on the date

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.

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

Other Requirements
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.

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.

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

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-	74-75
D	70-73
F	Below 70

Grade Distribution:
1. 3 Tests   30%
2. Final Exam (Expressive and Receptive)   30 %
3. Assignments/Deaf Event/Research   10%
4. 3 Video Journals   30%

If a student gets **cumulative** grade 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.

*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 <u>must</u> 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.

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 Monday	21-May	Course Introduction/Overview Unit 1: Getting to Know You	Syllabus
Tuesday	22-May	Unit 1	• Homework: Lessons: 1.1, 1.2, 1.3, 1.5, 1.6
Wednesday	23-May	Unit 1	• Homework: Lessons 1.7, 1.8, 1.9, 1.11
Thursday	24-May	Unit 2: Exchanging Personal Information	• Homework: Lessons 2.1, 2.2, 2.4, 2.5 • Research Paper
Week 2 Monday	28-May	No Class	Memorial Holiday
Tuesday	29-May	Unit 2	• Homework: Lessons 2.6, 2.7, 2.8, 2.9
Wednesday	30-May	**Unit 1 and 2 Test**	• Homework: Lesson 2.10 • Video Journal #1: Worksheet and rubric are posted on Blackboard.
Thursday	31-May	Unit 3: Discussing Living Situations	

Week 3 Monday	4-June	Unit 3	• Homework: Lessons 3.1, 3.4, 3.5, 3.7
Tuesday	5-June	Unit 3	• Homework: Lessons 3.8, 3.9, 3.10
Wednesday	6-June	Unit 3	• Homework: Lessons 3.11, 3.12
Thursday	7-June	**Unit 3 Test**	• Homework: Lesson 3.13, 3.15 • Video Journal #2: Worksheet and rubric are posted on Blackboard.
Week 4 Monday	11-June	Unit 4: Talking about Family	
Tuesday	12-June	Unit 4	• Homework: Lessons 4.1, 4.2, 4.3
Wednesday	13-June	Unit 4	• Homework: Lessons 4.5, 4.7, 4.8
Thursday	14-June	Unit 4	• Homework: Lessons 4.9, 4.11, 4.12
Week 5 Monday	18-June	Unit 4	• Homework: Lessons 4.13, 4.14 • Video Journal #3: Worksheet and rubric are posted on Blackboard. • Deaf Event Paper
Tuesday	19-June	**Unit 4 Test**	
Wednesday	20-June	**Final Exam**	One-on-One
Thursday	21-June	**Final Exam**	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 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 silence all sound emitting devices 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)

EDSE Final Exam Rubric

Name: _____
Grade: _____/76

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. correct answer	4	3	2	1	0	x 1=	
	2. correct answer	4	3	2	1	0	x 1=	

3. correct answer	4	3	2	1	0	x 1=	
4. correct answer	4	3	2	1	0	x 1=	
5. correct answer	4	3	2	1	0	x 1=	
6. correct answer	4	3	2	1	0	x 1=	
7. correct answer	4	3	2	1	0	x 1=	
8. correct answer	4	3	2	1	0	x 2=	
9. correct answer	4	3	2	1	0	x 1=	
10. correct answer	4	3	2	1	0	x 1=	
11. correct answer	4	3	2	1	0	x 1=	
12. correct answer	4	3	2	1	0	x 1=	
13. Narrative	4	3	2	1	0	x 2=	
14. Narrative	4	3	2	1	0	x 4=	

Performance Guidelines

Fluency	Vocabulary	Grammar
signer comfortable with signing and using facial expressions	choice of signs, range of vocabulary, sign production	questions were rephrased/ ASL grammar was complete