



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

Fall 2019

EDSE 315 001: American Sign Language (ASL) IV

CRN: 81364 3 – Credits

<b>Instructor:</b> Kevin Taylor	<b>Meeting Dates:</b> 08/26/2019 – 12/18/2019
<b>Phone:</b> 571-723-4311	<b>Meeting Day(s):</b> Tuesday/Thursday
<b>E-Mail:</b> ktaylo2@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm – 5:45 pm
<b>Office Hours:</b> By Appointment	<b>Meeting Location:</b> Fairfax, Finley 119
<b>Office Location:</b> Krug 103B	<b>Other Phone:</b> 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 219 or equivalent course with a minimum grade of “C”.

**Co-requisite(s):** None

### **Course Description**

Focuses on strengthening expressive and receptive communication in American Sign Language (ASL) through the development of narrative and storytelling skills. Explores the importance of these skills within the Deaf Community. Explores issues of multiculturalism, linguistic code-switching, and language dominance, particularly in relationship to Deaf education.

### **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 ASL conversational skills and vocabulary to effectively communicate with members of the Deaf community in the United States (DH1S2, DH4S1, DH6K1, C1.1, C1.2, C1.3, C4.1).
2. Narrate “Unforgettable Moments” (C1.2, C1.3).
3. Explain driving and everyday rules (C1.2, C 1.3).
4. Narrate “Accidents” (C1.2, C1.3).
5. Demonstrate language skills for expressing ideas and concepts (C1.3)
6. Demonstrate skills for illustrating reasons and functions (C1.3)
7. Analyze use of grammar and syntax of ASL and English (C4.1).
8. Increase knowledge of cultural competency relative to the deaf community and
9. Demonstrate awareness of language and social issues alive in the Deaf community today (DH1K2, DH1S2, C2.1, C3.1).

### **Professional Standards**

Goals, objectives, and assignments in this class address the Council for Exceptional Children (CEC) skill standards and the American Sign Language Teachers Association (ASLTA) competencies. Code for CEC Standards: DH = Deaf and Hard of Hearing; Code for ASLTA Standards: C1 = Communication, C2 = Culture, C3 = Connections, C4 = Comparisons, C5 = Communities.

### **Required Textbooks**

Mikos, K., Smith, C., & Lentz, E. M., (2003). *Signing naturally: Level 3 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.

<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**

There is no required performance-based assessment 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**

### **Tests:**

EDSE 315 (ASL IV) objectives focus on the receptive use of ASL. 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 consists of a class presentation about an accident based on Unit 21 materials. A rubric will be provided.

### **Assignments/Homework:**

Assignments are listed on the schedule. The assignments are due on the date shown on the class schedule below. Students need to use Microsoft Word when posting their assignments. Students can type the answers or take pictures of their work in the textbook and paste them in a Microsoft Word document. Students will post their work using only PDF or Microsoft Word documents; any other file format will not be accepted.

**Post:** On Blackboard

### **Deaf Events:**

Students are expected to attend **three (3)** Deaf events. Students can find events using the websites below detailing location, type and time of events.

Here are some websites students 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
- Captioned movies

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

For the events, students will post a video on GoReact for each Deaf event detailing their experience for each event (3 videos). Each video will have a 2-minute limit. Include a comprehensive answer to each of the questions 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 the student's responsibility to find a Deaf event to attend. If you do not meet the requirements above, the assignment will result in a zero. The due date is shown on the schedule below.

**Post:** On GoReact

### **Class Project: Deaf Event Hosting:**

This assignment requires all students in class participate and attend. Each student will receive the same grade.

As a class, students will be hosting a Deaf event.

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

1. Select a date and a timeframe.
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.) Students will need to find a Deaf-friendly place with 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 classmates.)
2. Go around the room and acknowledge people.
3. Help those who are struggling with understanding ASL or who are shy.

**Note:** Students who do not participate in the activity will receive a zero for the assignment.

### **Video Journals:**

Students will maintain video journals for this class. The student's ASL production will be evaluated. Signs should be clear and be formed correctly, signed in a fluent manner, and accompanied by appropriate facial grammar and spatial references, eye gazes, topicalization, and 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 requirements listed below (Editing ASL works) will result in a zero for the assignment.

**Post:** On GoReact

### **Final Presentation**

Students will complete a 5 to 7 minute presentation on a story of an accident of your choice. The student workbook instructs you on how to prepare your presentation in Unit 21. A rubric will be provided.

## **Course Policies and Expectations**

### **Attendance/Participation**

It is expected that students will attend each class on time.

Students will be allowed three (3) absences without penalty. Each absence afterwards will result in 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 one (1) absence which will be applied to the policy stated above.

If a student arrives more than 30 minutes late, it will count as one (1) absence.

### **Late Work**

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

### **Other Requirements**

#### **Editing ASL videos:**

Students are encouraged to edit their ASL videos.

Tips for video journals:

1. Make sure the video is centered and visible where the instructor can see the top of the 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 free of logos. The color of the student's shirt should contrast their skin tone. Avoid red, yellow, and orange shades. If students have tattoos on their arms, they should wear long-sleeved shirts.
4. Remove hats and excessive jewelry. Wedding rings and small earrings are ok.
5. If students are sitting, do not swivel.
6. Beds are not appropriate places to create videos.

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

#### **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 or interpreting for others. If students do not understand the instructor or classmates (or missed a portion of information), please ask the instructor 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 continue signing until the instructor has left the room after the class session. It is expected that students will practice ASL with classmates during times they are in the classroom and the instructor is not present.

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

### 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. Tests                           | 25%  |
| 2. Assignment/Homework/Deaf Events | 20%  |
| 3. Video Journals                  | 25%  |
| 4. Final (Presentation)            | 30 % |

\*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.

## 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	27-Aug	Course Introduction/Overview	Syllabus
	29-Aug	Unit 18 – Unforgettable Moments	Read Review Notes: Basic Role Shift Outcome A-E,” pp. 3-5. <b>Video Journal:</b> Create a video doing situations “Hit or Miss” #6-9 on p. 2.
Week 2	3-Sept	No Class	
	5-Sept	Unit 18	<b>Video Journal:</b> Create a video doing situations “Oops” #8-12 on p. 6.
Week 3	10-Sept	Unit 18	
	12-Sept	Unit 18	<b>Video Journal:</b> Create a video doing situations “How did it Happen?” #3-7 on p. 7.
Week 4	17-Sept	Unit 18	
	19-Sept	Unit 18	Read “Review Notes: Role—Initiator’s and Receiver’s View,” pp. 8-9 and “Review Notes: Role Shift Variations A-D,” pp. 10-13. <b>Video Journal:</b> Create a video doing situations “Unforgettable Moments” #1-3 on pp. 14-15.
Week 5	24-Sept	Unit 18	Read the rest of “Guidelines: Preparing Your Narrative: Telling about an Unforgettable Moment,” pp. 16-21 and “Language Notes,” pp. 22-30.
	26-Sept	<b>Unit 18 Video - In Class</b>	
Week 6	1-Oct	Unit 20 – Explaining Rules	
	3-Oct	Unit 20	
Week 7	8-Oct	Unit 20	<b>Deaf Event #1 Due</b>
	10-Oct	Unit 20	<b>Assignment:</b> Lady, Tiger, or Camera/p. 67
Week 8	15-Oct	No Class	
	17-Oct	Unit 20	
Week 9	22-Oct	Unit 20	
	24-Oct	Unit 20	<b>Assignment: Signing Story #1</b> – “A Teacher I’ll Never Forget” by Mary Telford, pp. 232-233. Post on Blackboard.



Week 10	29-Oct	Unit 20 Video – In Class	Deaf Event #2 Due
	31-Oct	Unit 20 Test	
Week 11	5-Nov	Unit 21: Telling about Accidents	
	7-Nov	Unit 21	<b>Assignment: Signing Story #2</b> – “Never above the Waist” by Cinnie MacDougall, pp. 234-235. Post on Blackboard.
Week 12	12-Nov	Unit 21	
	14-Nov	Unit 21	<b>Assignment:</b> Terrylene’s Moving Violation/ pp. 95-101
Week 13	19-Nov	Unit 21	
	21-Nov	Unit 21	<b>Assignment: Signing Story #4</b> – “Some Thoughts on Fingerspelling” by Laurene Gallimore, p. 237. Post on Blackboard.
Week 14	26-Nov	Unit 21	<b>Assignment:</b> Missy’s Car Accident/ pp. 102-104
	28-Nov	No Class	Deaf Event #3 Due
Week 15	3-Dec	Unit 21 Test	<b>Assignment:</b> Signing Story #5 – “The Whistle Stops the Game” by Marlon Kuntze, p. 238
	5-Dec	Final Exam	Final Presentation
Week 16	10-Dec	Unit 18, 20, 21	Cumulative Review
	12-Dec	Final Exam	Final Presentation

### 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](mailto: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/>.
- 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 PRESENTATION ASSESSMENT RUBRIC

Name: \_\_\_\_\_

		EXCEEDS EXPECTATION	MEETS EXPECTATION	DOES NOT MEET EXPECTATION
	Narrative length	5-7 minutes (1)	2-4 minutes (.5)	Less than 2 minutes
NARRATIVE/CONTENT	Storyline	Presentation is clear and well organized; Storyline is exceptionally interesting; pacing excellent (1)	Presentation is generally clear and well organized; Storyline well developed; pacing good (.5)	Overall presentation confusing, not well organized; necessary preparation not evident
	Usage of vocabulary	Accurate, relevant use of wide variety of vocabulary that enhances storyline; vocab used from all units studied (1)	Generally accurate, relevant use of vocab; fits into storyline; vocab used from more than half the units studied (.5)	Vocabulary inaccurate and not always relevant to story; vocab used covers less than half the units studied
PHONOLOGY	Use of basic parameters (hand shapes, palm orientation, location and movement in space)	Skilled, accurate, appropriate use of hand shape, orientation, location and movement; transitions smooth (1)	Generally accurate, appropriate use; errors made do not compromise meaning (.5)	Less than 50% accurate, appropriate use; errors compromise meaning; effort and practice not evident
MORPHOL	Use of inflections – manners, modulations, degrees, temporal aspects	Use is consistently accurate, well-chosen and serves to enhance the	Use is generally accurate within story; errors are few and do not	Use is either not present or awkward; errors compromise

		<b>EXCEEDS EXPECTATION</b>	<b>MEETS EXPECTATION</b>	<b>DOES NOT MEET EXPECTATION</b>
		story; use precisely expresses intended meaning (1)	compromise the intended meaning; good effort (.5)	meaning; effort and practice not evident
	Use of Non-Manual Markers	Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning (1)	Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort (.5)	Use is either not present or awkward; errors compromise meaning; effort and practice not evident
	Use of movement to indicate timeline and time	Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning (1)	Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort (.5)	Use is either not present or awkward; errors compromise meaning; practice not evident

<b>SYNTAX/GRAMMATICAL FEATURES</b>	Use of variety of Sentence Types (ST) – Topic, Statement, Command, Conditionals, Relative Clause	A variety of sentence types are used to enhance the understanding and enjoyment of story; solid knowledge of ST is evident (1)	A variety of sentence types are used; errors do not compromise meaning; use demonstrates effort and thought (.5)	Use is awkward and confusing; errors compromise meaning; effort and practice not evident
	Use of sign to show Orientation and Spatial Relationship, Absence, and Presence of objects/subjects	Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning (1)	Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort (.5)	Use is either not present or awkward; errors compromise meaning; effort and practice not evident
	Use of Classifiers – Description, location, relationship, functions, tracing, shape, size, etc.	Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning (1)	Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort (.5)	Use is either not present or awkward; errors compromise meaning; effort and practice not evident