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

Fall 2019
EDSE 115 001: American Sign Language (ASL) I
CRN: 77959, 4 – Credits

Instructor: Maher Eshgi	**Meeting Dates**: 8/26/2019 – 12/18/2019
Phone: 571-384-5165	**Meeting Day(s)**: Tuesday/Thursday
E-Mail: meshgi@gmu.edu	**Meeting Time(s)**: 10:30 am – 12:20 pm
Office Hours: By appointment	**Meeting Location**: Fairfax, T 2022
Office Location: Thompson Hall 2022	**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
Focuses on introduction of 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.

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 minimal ASL conversational skills and vocabulary to effectively communicate with members of the Deaf community in the United States (DH1S2, C1.1).
2. Introduce self and produce correct handshape form for letters and numbers, fingerspell names, ask yes/no questions (C1.1).
3. Narrate language and home background (C1.1).
4. Identify person and give information about that person (C1.1).
5. Describe residence, use contrastive structures, tell about living arrangements (C1.1).
6. Talk about family and family relationships, tell similarities and differences between self and sibling, discuss information about relationship, marital status, age, etc (C1.1).
7. Develop a basic awareness of language and culture alive in the Deaf community today (DH1S2, C2.1).

Professional Standards

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. Goals, objectives, and assignments in this class address the Council for Exceptional Children (CEC) Knowledge 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

Smith, C., Lentz, E., & Mikos, K. (2008). *Signing naturally: Units 1-6 student set.* San Diego, CA: Dawn Sign Press.

Required Resources

Newell, W., Sanders, C., Holcomb, B., Holcomb, S., Caccamise, F., Peterson, R. (2010). *ASL at Work: Student Text.* San Diego, CA: Dawn Sign Press

For this course, the class will use the ASL lab to work on assignments from the *ASL at Work* books. Students will not need to purchase the books; they are located in the lab. Students will be required to go to the lab to during open hours to complete the assignments.

Sign up and register GoReact.
https://goreact.com/

Recommended Textbooks

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

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
Quizzes:
You will have 4 unit quizzes. These quizzes will consist of the following sections: receptive comprehension, production, grammar, vocabulary and topics. If you miss a quiz, you will get a zero. The quizzes will be take place in either ASL lab (Krug Hall 102) or classroom using GoReact. There will be no make-up quizzes. Timely attendance is required for all quizzes. Tardy students receive zeros for the parts missed. The dates of tests are listed on the class schedule.

Final Exam:
There are two parts to the final exam: Receptive and Expressive through GoReact. The final exam is scheduled in the course schedule section of your syllabus. The final will be a comprehensive review of what you have learned in Units 1 through 4. Instructor will either sign live, through GoReact or show the PowerPoint slide. The receptive part will consist of the following sections: receptive comprehension, grammar, and vocabulary. For expressive part, students are required to sign extemporaneously. The exams are mandatory and cannot be rescheduled.

Deaf Event:
Students are expected to attend **one (1)** Deaf event. 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:

> Fairfax ASL Social:
> https://www.facebook.com/groups/aslclub2015/
>
> ASL Dinner (MD/DC):
> http://asldinner.webs.com/
>
> ASL Bridge:
> https://www.meetup.com/ASLBridge/

Silent Dinner-Alexandria/Woodbridge/Stafford:
https://www.meetup.com/Silent-Dinner-Alexandria-Lorton-Woodbridge/

Northern Virginia Resource Center for Deaf & Hard of Hearing Persons (click on community events calendar):
https://nvrc.org/news/

Gallaudet University:
https://my.gallaudet.edu/calendar

ASL Trivia (must be 21+ to participate):
https://www.facebook.com/ASLTriviaDC/

Deaf Coffee -Winchester
https://happy.deafcoffee.com/listing-category/virginia/

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 event, students will write a paper detailing their experience. The paper should be one page, double spaced and follows APA style. 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

Proof of Attendance: Students will need to provide verified proof of their attendance to the Deaf events. This proof can be in the form of a picture taken with your face and the interior background of the event while at the event. If there is no picture taken at the event, it will be 50% off. If the picture is taken without face and interior background, it will be 25% off.

The following do not count as a proof of attendance:

- papers
- Receipts
- Tickets
- Words of mouth

It is the <u>student's responsibility</u> 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 Blackboard (proof of attendance and Microsoft Word)

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 to 2 pages long, size 12 font and double spaced and follows APA style. 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. It will result in a zero on the assignment.
Post: On Blackboard

Video Journals:
Students will have to complete three video journals for this class. 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

ASL Lab Assignments:
Students will be required to go to the ASL Lab on a weekly basis. The lab assignments are listed on the schedule below. Students can type the answers on Microsoft Word and post their assignments through Blackboard. If students are to create the video then they should post it on GoReact.
Post: On Blackboard and/or GoReact

Textbook Assignments:
Your assignments are listed on the schedule. The assignments are due on the date shown on the class schedule below. You need to type your answers on Microsoft Word and post through Blackboard. Any other file format is not acceptable.
Post: On Blackboard

Course Policies and Expectations
Attendance/Participation
Language learning is performance based, attendance is paramount. Unexcused absences and repeated tardiness will have a negative impact on your grade. If you miss more than 5 classes, you will receive either a W or F for the course, depending on the date. **If you must be absent from class, you are responsible to contact your classmates to make up the assignment or follow up. Please do not email the instructor for homework or missed assignments.**

Students will be allowed 3 <u>excused</u> absences without penalty. Each absence afterwards will have a 10% deduction from the total grade as shown below:

For Absences – the policy is 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 (15 min) 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
***Absolutely NO papers, videos, or assignments will be accepted past due dates.

If you miss the deadline, you will earn a zero, no discussion. Allowance will be made in the event of inclement weather or an unforeseen situation on the instructor's end.

Other Requirements
Classroom Etiquette
All will arrive on time for class, stay the entire period, and will avoid behavior that interferes with the concentration and learning of other students. Attention should be given to the instructor, guest speakers, and fellow students.

→ Use of electronics in class is strictly forbidden. ←
(mobile phone, laptops, iPods, game systems, etc.)

If using electronics 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.

No Voicing Policy
To enhance your language acquisition of ASL, a "no voicing" setting will be enforced. Please respect your instructor and your classmates by refraining from voicing to or interpreting for others. If you do not understand (or missed a portion of information) me or your classmates, please raise your hand and ask for clarification.

You are expected to cease voicing the moment you walk into the classroom until the moment you exit the classroom. You are also expected to keep signing until the instructor has left the room. If you're in the classroom and your instructor is not there or class has not started, please practice ASL with your classmates.

***If voicing becomes a persistent problem, I will ask you to leave the class for the day and this will result as an absence for the day.

Editing ASL works:

You are encouraged to edit your ASL works. 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 I can see the top of your head and the bottom of your 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 ok.
5. If you are sitting, please make sure you do not swivel.
6. Do not use your bed as a background drop.

****Videos that do not meet the following above, will result in a grade reduction or redo. If this occurs more than once, 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. Quizzes 25%
2. Final Exam (Expressive and Receptive) 25 %
3. Deaf Event 5%
4. Research 5%
5. Video Journals 20%
6. Lab Assignments 10%
7. Textbook Assignments 10%
    Total 100%

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.

*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.

	Day	Class Topic	Reading/Viewing Assignments
Week 1	27-Aug	Course Introduction/Overview	Syllabus & GoReact Lab: Check out the ASL lab, sign in, quickly review the book and assignments.
	29-Aug	Unit 1	
Week 2	3-Sep	Unit 1	Lab: Read pgs. 6-8, Answer Questions #1-3 on pg. 18
	5-Sep	Unit 1	Lab: Read pgs. 10-12, Answer Questions #4-8 on pg. 18 Signing Naturally Homework Unit 1 due
Week 3	10-Sep	Unit 1	
	12-Sep	**Unit 1 Quiz**	Unit 1 Quiz during ASL Lab
Week 4	17-Sep	Deaf Culture Awareness	Lab: Review Vocabulary, pgs. 19-21

	19-Sep	Unit 2	Comprehension Practice 1.1 & 1.2, pgs. 15-16 Answer the questions
Week 5	24-Sep	Unit 2	Lab: Expressive Practice Prompts pg. 17, #1-5 Post on GoReact
	26-Sep	Unit 2	Lab: Expressive Practice Prompts pg. 17, #6-10 Post on GoReact
Week 6	1- Oct	Unit 2	Signing Naturally Homework Unit 2 due
	3- Oct	Unit 2	Unit 2 ASL Video Journal #1 *Your Autobiography*, page 90. You will create a video "creating your autobiography" through GoReact.
Week 7	8- Oct	**Unit 2 Quiz**	Research Paper- "topic" Unit 2 Quiz during ASL Lab
	10- Oct	Unit 3	Lab: Read pgs. 34-45, Answer Questions #1-8 on pg. 52
Week 8	15- Oct	No class	Lab: Read pg. 25 Practice Fingerspelling Drills on pgs. 26-27 (No need to post anything)
	17- Oct	Unit 3	Lab: Review Vocabulary, pgs. 53-56 Comprehension Practice 2.1 & 2.2, pgs. 49-50 Answer the questions
Week 9	22- Oct	Unit 3	Research Paper due
	24- Oct	Unit 3	Uni Lab: Expressive Practice Prompts pg. 51, #1-8 Post on GoReact
Week 10	29- Oct	Unit 3	Signing Naturally Homework Unit 3 due
	31- Oct	Unit 3	Unit 3 ASL Video journal #2: *Your Narrative*, page 149. You will create a video "creating your narrative" through GoReact.
Week 11	5- Nov	**Unit 3 Quiz**	Unit 3 Quiz during ASL Lab
	7- Nov	Unit 4	
Week 12	12-Nov	Unit 4	Lab: Expressive Practice Prompts pg. 51, #9-16 Post on GoReact
	14-Nov	Unit 4	Lab: Read pgs. 62-75, Answer Questions #1-11 on pg. 84
Week 13	19-Nov	Unit 4	Comprehension Practice 3.1, 3.2, & 3.3, pgs 79-81 & Answer the questions
	21-Nov	Unit 4	Signing Naturally Homework Unit 4 due
Week 14	26-Nov	Unit 4	
	28-Nov	No class	Video Journal #3: *Pronouns and Possessives*, Worksheet on Blackboard. You will create a video "signing the sentences #1-10".
Week 15	3-Dec	**Unit 4 Quiz**	Unit 4 Quiz during ASL Lab
	5-Dec	Units 1-4 Review Day	Deaf Event Paper Due
		Final Exam 10:30-1:15pm	

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)

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
Vocabulary: Usage of vocabulary	Accurate, relevant use of wide variety of vocabulary used from all units studied (2)	Generally accurate, relevant use of vocabulary from more than half the units studied (1)	Vocabulary inaccurate and used covers less than half the units studied
Formation: Handshape, Palm Orientation, Movement, Location	Skilled, accurate, appropriate use of hand shape, orientation, location and movement; transitions smooth (2)	Generally accurate, appropriate use; errors made do not compromise meaning (1)	Less than 50% accurate, appropriate use; errors compromise meaning; effort and practice not evident
Space Referents: Motion/Location of Verbs (includes eye gaze, body shifting and choice of signs)	Use is consistently accurate and appropriate; use precisely expresses intended meaning (2)	Use is generally accurate and appropriate; errors do not compromise the intended meaning; good effort (1)	Use is either not present or awkward; interferes with intended meaning; effort and practice not evident
Grammar: Yes/No Questions "Wh—"Questions Location Negation Contrastive Structures (referents, time, intensity, etc.)	A variety of sentence types are used; solid knowledge of grammar is evident (2)	A variety of sentence types are used; errors do not compromise meaning; use demonstrates effort and thought (1)	Use is awkward and confusing; errors compromise meaning; effort and practice not evident
Fluency/Accuracy Smoothness and Fluency of Signs Conceptually Accurate Ideas/Messages	Use is consistently accurate and appropriate; use precisely expresses intended meaning (2)	Use is generally accurate and appropriate; errors do not compromise the intended meaning; good effort (1)	Use is either not present or awkward; sometimes interferes with intended meaning; effort and practice not evident
TOTAL POINTS POSSIBLE = 10	**Points earned in parenthesis**		**No points earned**