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

Spring 2020  
EDSE 115 003: American Sign Language (ASL) I  
CRN: 15564, 4 – Credits

<table>
<thead>
<tr>
<th>Instructor: Daniel Frame</th>
<th>Meeting Dates: 01/21/2020 – 05/13/2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone: 443-348-8173</td>
<td>Meeting Day(s): Tuesday/Thursday</td>
</tr>
<tr>
<td>E-Mail: <a href="mailto:dframe@gmu.edu">dframe@gmu.edu</a></td>
<td>Meeting Time(s): 1:30 pm – 3:20 pm</td>
</tr>
<tr>
<td>Office Hours: 1:00-1:30pm</td>
<td>Meeting Location: Fairfax, Peterson Hall 2411</td>
</tr>
<tr>
<td>Office Location: Fairfax, Peterson Hall 2411</td>
<td>Other Phone: N/A</td>
</tr>
</tbody>
</table>

➢ 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 in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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
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

Required Resources

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.

Recommended Textbooks
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:**
EDSE 115 (ASL I) You will have 4 unit quizzes. These quizzes will consist of the following sections: production, comprehension, grammar, vocabulary, and & topics. If you miss a quiz, you will get zero. Your quizzes will be done into GoReact during the ASL lab. There will be no make-up quizzes. Timely attendance is required for all quizzes. Tardy students receive zeros for the parts missed. Dates of the tests are shown on the class schedule.

**Final Exam:**
The final exam is a comprehension & Production 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 with the dialogue format on GoReact.

**Signing Naturally workbook**
Students are required to do the workbook. There will be four Units for the workbook. You have to view Deaf Signers on DVD and answer the questions and submit the homework on Blackboard. Please follow the date and time on Blackboard. 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

**Assignments:**
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 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:
- 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 taken without face & 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 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 Blackboard (both pictures & PDF or Microsoft Word documents)

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. Will result in a zero on the assignment.

Post: On Blackboard

ASL Video Assignments:
Students will have 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 GoReact. ASL Video assignments due dates are shown on the class schedule & GoReact. Videos that do not meet the following requirements listed below (Editing ASL works) will result in a zero for the assignment.

**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 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. If students are creating a video, post it on GoReact.

**Post:** On Blackboard and/or GoReact

**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 Requirement**

**Editing ASL videos:**
Students are encouraged to edit their ASL videos.

1. Tips for ASL Video assignments & ASL Lab assignments:
2. 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.
3. 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.).
4. 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.
5. Remove hats and excessive jewelry. Wedding rings and small earrings are ok.
6. If students are sitting, do not swivel.
7. 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.

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. ←
(Pagers, cellphones, 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.

Grading Scale

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
</tbody>
</table>
Grade Distribution:

1. Quizzes 25%
2. Final Exam (Expressive and Receptive) 25%
3. Deaf Event 5%
4. Research 5%
5. Video Assignments 20%
6. Lab Assignments 10%
7. Signing Naturally workbook 10%

Total 100%

If a student gets at 93.45% 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 (see https://oai.gmu.edu/ and https://catalog.gmu.edu/policies/honor-code-system/). 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 new, original work for this course or with proper citations.

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.

<table>
<thead>
<tr>
<th>Day</th>
<th>Class Topic</th>
<th>Reading/Viewing Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>21 Jan</td>
<td>Course Introduction/Overview Syllabus &amp; GoReact Lab: Check out the ASL lab, sign in, quickly review the book and assignments.</td>
</tr>
<tr>
<td></td>
<td>23 Jan</td>
<td>Unit 1</td>
</tr>
<tr>
<td>28 Jan</td>
<td>Unit 1</td>
<td>Lab: Read pgs. 6-8, Answer Questions #1-3 on pg. 18</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Unit</td>
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<tr>
<td>2</td>
<td>30 Jan</td>
<td>Unit 1</td>
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<td>3</td>
<td>4 Feb</td>
<td>Unit 1</td>
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<tr>
<td></td>
<td>6 Feb</td>
<td>Unit 1</td>
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<tr>
<td>4</td>
<td>11 Feb</td>
<td>Deaf Culture Awareness</td>
</tr>
<tr>
<td></td>
<td>13 Feb</td>
<td>Unit 2</td>
</tr>
<tr>
<td>5</td>
<td>18 Feb</td>
<td>Unit 2</td>
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<tr>
<td></td>
<td>20 Feb</td>
<td>Unit 2</td>
</tr>
<tr>
<td>6</td>
<td>25 Feb</td>
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<tr>
<td></td>
<td>27 Feb</td>
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<tr>
<td>7</td>
<td>3 March</td>
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<tr>
<td></td>
<td>5 March</td>
<td>Unit 3</td>
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<tr>
<td>8</td>
<td>10 March</td>
<td>No class – Spring Break</td>
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<td></td>
<td>12 March</td>
<td>No class – Spring Break</td>
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<tr>
<td>9</td>
<td>17 March</td>
<td>Unit 3</td>
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<td>19 March</td>
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<td>10</td>
<td>24 March</td>
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<tr>
<td></td>
<td>26 March</td>
<td>Unit 3</td>
</tr>
<tr>
<td>11</td>
<td>31 March</td>
<td>Unit 3</td>
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<tr>
<td></td>
<td>2 April</td>
<td>Unit 3</td>
</tr>
<tr>
<td>12</td>
<td>7 April</td>
<td>Unit 3</td>
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<td>14</td>
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<td>Unit 4</td>
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<tr>
<td></td>
<td>23 April</td>
<td>Unit 4</td>
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</table>
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 https://ds.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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy
Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

- For information on student support resources on campus, see [https://ctfe.gmu.edu/teaching/student-support-resources-on-campus](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 [http://cehd.gmu.edu/](http://cehd.gmu.edu/).

**Appendix**

**Assessment Rubric(s)**

<table>
<thead>
<tr>
<th>EXCEEDS EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>DOES NOT MEET EXPECTATIONS</th>
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</table>
| **Vocabulary:**  
Usage of vocabulary                                                                 | Accurate, relevant use of wide variety of vocabulary used from all units studied (2)| 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) | 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 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) | 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 either not present or awkward; sometimes interferes with intended meaning; effort and practice not evident |

**Points earned in parenthesis**

**TOTAL POINTS POSSIBLE = 10**

No points earned