



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

Spring 2020
EDSE 116 001: American Sign Language (ASL) II
CRN: 12226, 4 – Credits

| | |
|---------------------------------------------|----------------------------------------------|
| Instructor: Shan Pillai | Meeting Dates: 1/21/2020 – 5/13/2020 |
| Phone: (571) 350-8117 | Meeting Day(s): Monday/Wednesday |
| E-Mail: spillai@gmu.edu | Meeting Time(s): 4:30 pm – 6:20 pm |
| Office Hours: by appointment | Meeting Location: Fairfax, Finley 119 |
| Office Location: Fairfax, Finley 119 | 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): EDSE 115 or equivalent course with a minimum grade of "C".

Co-requisite(s): None

Course Description

Focuses on expanding basic skills in American Sign Language (ASL) and Deaf culture. 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 sped@gm.u.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
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 sufficient ASL conversational skills and vocabulary to effectively communicate with members of the Deaf community in the United States (DH1S2, C1.1, C1.2).
2. Ask what person did/will do on a certain day, modify verb to agree with subject and object, narrate story using agreement verb in role shift (C1.1, C1.2).
3. Discuss each person's household duties, tell what errands must be done in the next few days, list errands on weak hand (C1.1, C1.2).
4. Identify person in room, add another description to confirm (C1.1, C1.2).
5. Produce correct form and movement for clothing-related words, follow sequence to describe item, ask what it is made of (C1.1, C1.2).
6. Translate English sentences with spatial verbs and making sure the verbs show agreement with the locations that have been established for places (C1.1, C1.2).
7. Explain situation, then make request, decline, give reason (C1.1, C1.2).
8. Modify verb to agree with subject and object (C1.1, C1.2).
9. Explain problem using conjunction before telling what happened, ask for advice (C1.1, C1.2).
10. Develop basic cultural competency of culture alive in the Deaf community today (DH1S2, C2.1, C3.1).

Professional Standards

Goals, objectives, and assignments in this class address CAEP Standard 1b/ Pedagogical Content Knowledge and 1c/ Skills Professional and Pedagogical Knowledge and Skills, the Council for Exceptional Children (CEC) and the Council on Education of the Deaf Knowledge and Skill Standards, 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

Smith, C., Lentz, E., Mikos, K. (2014). *Signing naturally: Unit 7-12 student set*.
San Diego, CA: Dawn Sign Press

Recommended Textbooks

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

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/>

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 116 (ASL II) objectives focuses 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 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:

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 **two (2)** 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:

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. 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

Note: Students must include proof of attendance at the event. The following evidence that students were there:

- Photo of students during the event, interacting with other participants or a group photo.
- Ticket from the event
- Photo of students on campus if students visit Gallaudet University.

If students cannot provide one of these options, it is students' responsibility to discuss with the instructor of what will be accepted as an alternative.

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

Video Journals:

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 Blackboard. Video journal due dates are shown on the class schedule.

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:

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.

The three sections in the Lab book as shown below:

1. Grammar and Language, Culture, and Community Review Questions – Answer the questions from the reading
2. Comprehension Practice (DVD) – Watch the DVD in the Lab book and answer the questions
3. Expressive Practice Prompts – Watch the DVD first, pay attention to details such as handshape, movement, location and facial expressions. Post a video of yourself signing the same format as shown on the DVD. **Any** videos sent that do not follow the format on the DVD will receive a grade deduction. The purpose of this assignment is to be aware of your signing parameters (handshape, location, facial expressions etc).

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 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 | 94-96 |
| 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. Tests 35%
2. Final Exam (Expressive and Receptive) 25 %
3. Assignments/Deaf Event 10%
4. Video Journals/Lab Video Journals 20%
5. Lab Assignments 10%

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 (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.

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.

Lab assignments are to be turned in before 5pm on that day.

Post on Blackboard and/or GoReact.

| | Day | Class Topic | Reading/Viewing Assignments |
|--------|--------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1 | 22-Jan | Course Introduction/Overview | Syllabus |
| | | Unit 5 | Homework: Start working on homework due on Jan. 29 |
| Week 2 | 27-Jan | Unit 5 | |
| | 29-Jan | Unit 5 | Homework: Lessons 5.1, 5.2 Lab: Check out the ASL lab, sign in, quickly review the book and assignments. Homework: Lessons: 5.3, 5.4 Lab: Read pgs. 100-110, Answer Questions #1-10 on pg. 118 |
| Week 3 | 3-Feb | Unit 5 | |
| | 5-Feb | Unit 5 | Homework: Lessons: 5.5, 5.6 Lab: Review Vocabulary, pgs. 119-128 Comprehension Practice 4.1, 4.2 & 4.3 pgs. 113-115 Answer the questions |
| Week 4 | 10-Feb | Unit 5 | |
| | 12-Feb | Unit 5 | Homework: Lessons 5.7, 5.8 Lab: Expressive Practice Prompts pg. 116, #1-10 Post on GoReact |
| Week 5 | 17-Feb | Unit 5 (Deaf Event) | Deaf Event |
| | 19-Feb | Unit 5 Test | Homework: Lessons 5.9 Video Journal #1: Worksheet and rubric are posted on Blackboard. Lab: Expressive Practice Prompts pg. 116-117, #11-20 Post on GoReact |
| Week 6 | 24-Feb | Unit 7 | |
| | 26-Feb | Unit 7 | Homework: Lessons 7.1, 7.2 Lab: Read pgs. 134-143, Answer Questions #1-9 on pg. 153 |

| | | | |
|---------|--------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 7 | 2-Mar | Unit 7 | |
| | 4-Mar | Unit 7 | Homework: Lessons 7.3, 7.4 Lab: Review Vocabulary, pgs. 154-160 Comprehension Practice 5.1 & 5.2 pgs.147-148 Answer the questions |
| Week 8 | 9-Mar | Spring Break | |
| | 11-Mar | | Homework: Lessons 7.5, 7.6 (no lab assignment – lab is closed) |
| Week 9 | 16-Mar | Unit 7 | |
| | 18-Mar | Unit 7 | Homework: Lessons 7.7, 7.8, 7.9 Lab: Review Vocabulary, pgs. 154-160 Comprehension Practice 5.3 & 5.4 pgs.149-151 Answer the questions |
| Week 10 | 23-Mar | Unit 7 | |
| | 25-Mar | Unit 7 Test | Homework: Lesson 7.10, 7.13 Video Journal #2: Worksheet and rubric are posted on Blackboard. Lab: Expressive Practice Prompts pg. 152, #1-7 Post on GoReact |
| Week 11 | 30-Mar | Unit 8 | |
| | 1-Apr | Unit 8 | Homework: Lessons 8.1, 8.2, 8.3, 8.4 Lab: Expressive Practice Prompts pg. 152, #8-14 Post on GoReact |
| Week 12 | 6-Apr | Unit 8 | |
| | 8-Apr | Unit 8 | Homework: Lessons 8.6, 8.7, 8.8 Lab: Read pgs. 166-177, Answer Questions #1-8 on pg. 185 |
| Week 13 | 13-Apr | Unit 8 | Deaf Event |
| | 15-Apr | Unit 8 | Homework: Lessons 8.9, 8.10, 8.12, 8.14 Lab: Review Vocabulary, pgs. 186-189 Comprehension Practice 6.1, 6.2 & 6.3 pgs.181-183 Answer the questions |
| Week 14 | 20-Apr | Unit 8 | |
| | 22-Apr | Unit 8 | Video Journal #3: Worksheet and rubric are posted on Blackboard. Homework: Deaf Events Paper Lab: Expressive Practice Prompts pg. 184, #1-10 Post on GoReact |
| Week 15 | 27-Apr | | |
| | 29-Apr | Unit 8 Test | |
| | 4-May | Unit 5, 7, 8 | Cumulative Review |

| | | | |
|------------------------|--------|----------------------------------------|------------|
| Week 16/ Final Exam | 6-May | Final Exam 4:30 pm – 6:20 pm | One-on-One |
| Final Exam | 11-May | Final Exam 4:30 pm – 6:20 pm | 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 <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>.
- For additional information on the College of Education and Human Development, please visit our website <http://cehd.gmu.edu/>.

Appendix

Assessment Rubric

Rubric for Assessment of ASL Expressive Skills

| | 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 |