



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

Spring 2020
EDSE 115 004: American Sign Language (ASL) I
CRN: 16485, 4 – Credits

Instructor: Fatimah Aziz	Meeting Dates: 1/21/2020 – 5/13/2020
Phone: 240-907-1664 (text only)	Meeting Day(s): Monday/Wednesday
E-Mail: faziz4@gmu.edu	Meeting Time(s): 10:30 am – 12:20 pm
Office Hours: By appointment	Meeting Location: Fairfax, IN 336
Office Location: By email	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 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
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.

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. For Lab textbook, writing or any note in it aren't allowed.

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

Quizzes:

EDSE 115 (ASL I) 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.

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 only 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.

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 event, students will write a reflection 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 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

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. 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. (For this research, no oral program or organization will be accepted).

Post: On Blackboard

Video Journals:

Students will have video journals for this class. The student's ASL production will be evaluated. Signs should be explicit 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.

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 15 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

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. 4 Quizzes 40%
2. Final Exam (Expressive and Receptive) 20%
3. Deaf Event/assignment/Research 10%
4. 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/policies-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	20-Jan	No Class-MLK Day	
	22-Jan	Course Introduction/Overview	Syllabus
Week 2	27-Jan	Unit 1	Homework: Lessons 1.1, 1.2, 1.3

			Lab: Check out the ASL lab, sign in, quickly review the book and assignments.
	29-Jan	Unit 1	Lab: Read pgs. 6-8, Answer Questions #1-3 on pg. 18
Week 3	3-Feb	Unit 1	
	5-Feb	Unit 1	Homework: Lessons: 1.7 1.8, 1.9, 1.11 Lab: Read pgs. 10-12, Answer Questions #4-8 on pg. 18
Week 4	10-Feb	Unit 2	
	12-Feb	Unit 1 quiz Unit 2	Homework: Lessons 2.1, 2.2, 2.4 Lab: Review Vocabulary, pgs. 19-21 Comprehension Practice 1.1 & 1.2, pgs. 15-16 Answer the questions Research paper proposal due
Week 5	17-Feb	Unit 2	
	19-Feb	Unit 2	Homework: Lessons 2.5, 2.6, 2.7 Lab: Expressive Practice Prompts pg. 17, #1-5 Post on GoReact
Week 6	24-Feb	Unit 2	
	26-Feb	Unit 2	Homework: Lessons 2.8, 2.9, 2.10 Video Journal #1: <i>Your Autobiography</i> , page 90. You will create a video creating your autobiography. Lab: Expressive Practice Prompts pg. 17, #6-10 Post on GoReact
Week 7	2-Mar		
	4-Mar	Unit 2 Quiz Unit 3	Homework: Lessons 3.1, 3.4, 3.5, 3.7
Week 8	9-Mar	No class	Spring Break
	11-Mar	Unit 3	Lab: Read pg. 25 Practice Fingerspelling Drills on pgs. 26-27 (do not need to post anything)
Week 9	16-Mar	Unit 3	Homework: Lessons 3.8, 3.9, 3.10 Lab: Read pgs. 34-45, Answer Questions #1-8 on pg. 52
	18-Mar	Unit 3	Homework: Lessons 3.11, 3.12 Research Paper Lab: Review Vocabulary, pgs. 53-56 Comprehension Practice 2.1 & 2.2, pgs. 49-50 Answer the questions
Week 10	23-Mar	Unit 3	
	25-Mar	Unit 3 Quiz	Homework: Lesson 3.13, 3.15

			Video Journal #2: <i>Your Narrative</i> , page 149. You will create a video creating your narrative. Lab: Expressive Practice Prompts pg. 51, #1-8 Post on GoReact
Week 11	30-Mar	Unit 4	
	1-Apr	Unit 4	Homework: Lessons 4.1, 4.2, 4.3 Lab: Expressive Practice Prompts pg. 51, #9-16 Post on GoReact
Week 12	6-Apr	Unit 4	
	8-Apr	Unit 4	Homework: Lessons 4.5, 4.7, 4.8, 4.9 Lab: Read pgs. 62-75, Answer Questions #1-11 on pg. 84
Week 13	13-Apr	Unit 4	
	15-Apr		Homework: Lessons 4.11, 4.12, 4.13, 4.14
Week 14	20-Apr	Unit 4	
	22-Apr		Video Journal #3: <i>Pronouns and Possessives</i> , Worksheet on Blackboard. You will create a video signing the sentences #1-10. Homework: Deaf Event Paper Answer the questions Lab: Review Vocabulary, pgs. 86-93 Comprehension Practice 3.1, 3.2 & 3.3, pgs. 79-81
Week 15	27-Apr	Unit 4 Quiz	
	29-Apr		
Week 16	4-May	Unit 1-4	Cumulative Review
Week 17	6-May	Final Exam (1030-1:15)	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](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel: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(s)

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	Vocabulary inaccurate and used covers less than half the units studied

		than half the units studied (1)	
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	