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

Summer 2020
EDSE 115 A01: American Sign Language (ASL) I
CRN: 41005, 4 – Credits

Instructor Contact Information	Course Time and Location
Instructor: Daniel Frame	**Meeting Dates**: 06/01/20 – 07/04/20
Phone: 443-348-8173	**Zoom meeting:** 06/01/20- 1st day of the class
E-Mail: dframe@gmu.edu	**Zoom Meeting Time** 1:20pm (look above)
Office Hours: By appointment	**Meeting Location**: N/A; Online
Office Location: Zoom	**OVideo App:** Marco Polo – 410-350-9728

❖ 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
Online
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

This course will be delivered online (76% or more) using an asynchronous format via the GoReact and Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Friday, May 29th, 2020.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: Browser support (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

  To get a list of supported operation systems on different devices see: Tested devices and operating systems (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
    - Adobe Acrobat Reader (https://get.adobe.com/reader/)
    - Windows Media Player (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
    - Apple Quick Time Player (www.apple.com/quicktime/download/)

Expectations

- Course Week:

Because asynchronous courses do not have a "fixed" meeting day, our week will start on June 1st, and finish on July 2.
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

- Log-in Frequency:
Due to asynchronous, students are encouraged actively check GoReact platform, the course Blackboard site and their GMU email for communications from the instructor, access to course materials at least 4 times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the session and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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 (do not need to purchase-the copies will be uploaded on Blackboard)
Newell, W., Sanders, C., Holcomb, B., Holcomb, S., Caccamise, F., Peterson, R. (2010). *ASL at Work: Student Text.* San Diego, CA: Dawn Sign Press

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:
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 platform. There will be no make-up quizzes. Timely attendance is required for all quizzes. Tardy students receive zeros for the parts missed. 30 minutes limit for each quiz. 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 from Units 1-4 lessons. The final exam will be one-on-one with students involving an interview with the dialogue format. Zoom will be used for the one-on-one the final examination online.

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

ASL at work workbook assignments:
The ASL at work workbook assignments are listed on the schedule below or on Blackboard. Students need to use Microsoft Word or PDF format when posting their assignments via Blackboard. Students can type the answers or take pictures of their work in the *ASL at work* textbook and paste them in a Microsoft Word document and post them on Blackboard. Students will post their work using only PDF or Microsoft Word documents.

Research Paper:

For this project, students will need to find a website from ONE of these categories below. If student wants to find a website other than below, must approve by an instructor. 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:

- NAD.org
- behearddc.org
- NBDA.org
- https://deafdawn.org/
- http://wfdeaf.org/
- https://www.naobidc.org/
- https://www.deafrad.org/
- https://www.verywellhealth.com/deaf-and-hard-of-hearing-gay-community-1046583
- https://www.deaflympics.com/news
- https://rid.org/
- https://www.csd.org/
- https://www.odhh.org/
- https://nvrc.org/
- https://deafchildren.org/
- https://www.mydeafchild.org/
- http://www.deafwomenofcolor.org/
- https://www.rit.edu/ntid/
- https://deaf-art.org/
- https://dcara.org/
- https://www.vddhh.org/
- http://www.deafinternational.org/
- https://www.deafvisa.org/

Plagiarism is not allowed. Will result in a zero on the assignment.
Post: On Blackboard

ASL Video Assignments:
Students will have video assignments for this class. All video assignments are uploaded via GoReact. 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.
Post: On GoReact

Course Policies and Expectations
Attendance/Participation
No Attendance policy will be applied to online course however you are required to attend the first class on Zoom meeting (June 1st at 1:20pm) and also required to meet on July 2nd for the final exam for one-on-one with the instructor. Each student will have 5-10 minutes appointment with instructor anytime between 1:20-4:20pm on July 2nd.

Late Work
Any papers, videos, or assignments will be 10% reduced after one week late, 20% reduced will be after two weeks late, 30% reduced will be after three weeks.

Other Requirements

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

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. ASL Project   5%
2. ASL at work assignments   5%
3. Signing Naturally workbook   5%
4. Research paper   5%
5. Quizzes   20%
6. Final Exam (Expressive and Receptive)   20 %
7. Video Assignments   40%
   Total   100%

*Note: The George Mason University Honor Code will be strictly enforced (see Academic Integrity Site [https://oai.gmu.edu/] and Honor Code and System [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 Policies and Procedures (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	1 June	Course Introduction/Overview Unit 1	Syllabus & GoReact
	2 June	Unit 1	• Unit 1 ASL Video Assignment Part 1 Due : Worksheet & Rubric are posted on GoReact.
	3 June	Unit 1/ Deaf Cultural Awareness	• Unit 1 ASL Video Assignment Part 2 Due : Worksheet & Rubric are posted on GoReact. • Signing Naturally Homework Unit 1 due • ASL at work: Read pgs. 6-8, Answer Questions #1-3 on pg. 18
	4 June	Unit 2	• Unit 2 ASL Video Assignment Part 1 Due : Worksheet & Rubric are posted on GoReact. • Unit 1 Comprehension & Production Quiz via GoReact (The quiz starts at 3:50 and ends at 4:20pm)
Week 2	8 June	Unit 2	• Unit 2 ASL Video Assignment Part 2 Due : Worksheet & Rubric are posted on GoReact.
	9 June	Unit 2	• Unit 2 ASL Video Assignment Part 3 Due: Worksheet & Rubric are posted on GoReact. • Lab: Read pgs. 10-12, Answer Questions #4-8 on pg. 18
	10 June	Unit 2	• Unit 2 ASL Video Assignment Part 4 Due: Worksheet & Rubric are posted on GoReact. • Lab: Review Vocabulary, pgs. 19-21 (do not need to post anything)
	11 June	Unit 2	• Signing Naturally Homework Unit 2 • Unit 2 Comprehension & Production Quiz via GoReact (The quiz starts at 3:50 and ends at 4:20pm)
Week 3	15 June	Unit 3	• Unit 3 ASL Video Assignment Part 1 Due: Worksheet & Rubric are posted on GoReact. • Research Paper Topic
	16 June	Unit 3	• Unit 3 ASL Video Assignment Part 2 Due: Worksheet & Rubric are posted on GoReact. • Lab: Read pg. 25 (do not need to post anything)
	17 June	Unit 3	• Unit 3 ASL Video Assignment Part 3 Due: Worksheet & Rubric are posted on GoReact. • Practice Fingerspelling Drills on pgs. 26-27 (do not need to

			post anything)
	18 June	Unit 3	• Unit 3 ASL Video Assignment Part 4 Due: Worksheet & Rubric are posted on GoReact. • Lab: Read pgs. 34-45, Answer Questions #1-8 on pg. 52
Week 4	22 June	Unit 3	• Signing Naturally Homework Unit 3 • Unit 3 Comprehension & Production Quiz via GoReact (The quiz starts at 3:50 and ends at 4:20pm)
	23 June	Unit 4	• Unit 4 ASL Video Assignment Part 1 Due: Worksheet & Rubric are posted on GoReact. • Lab: Review Vocabulary, pgs. 53-56
	25 June	Unit 4	• Unit 4 ASL Video Assignment Part 2 Due: Worksheet & Rubric are posted on GoReact. • Lab: Read pgs. 62-75, Answer Questions #1-11 on pg. 84
	26 June	Unit 4	• Unit 4 ASL Video Assignment Part 3 Due: Worksheet & Rubric are posted on GoReact.
Week 5	29 June	Unit 4	• Unit 4 ASL Video Assignment Part 4 Due: Worksheet & Rubric are posted on GoReact. • Research Paper due
	30 June	Unit 4	• Signing Naturally Homework Unit 4 • Unit 4 Comprehension & Production Quiz via GoReact (The quiz starts at 3:50 and ends at 4:20pm)
	1 July	Review Units 1-4	• Video Project
	2 July	Final Examination	• One on one with ASL teacher for finals via Zoom

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: See Core Values (http://cehd.gmu.edu/values/)

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see Honor Code and System [https://catalog.gmu.edu/policies/honor-code-system/]).

- Students must follow the university policy for Responsible Use of Computing (see Responsible Use of Computing [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 Disability Services [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 Tk20 Help (tk20help@gmu.edu) or CEHD's Online Assessment System (https://cehd.gmu.edu/aero/tk20). Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (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 the Title IX Coordinator (titleix@gmu.edu).

- For information on student support resources on campus, see 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 College of Education and Human Development (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	Generally accurate, relevant use of vocabulary from more	Vocabulary inaccurate and used covers less

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	vocabulary used from all units studied (2)	than half the units studied (1)	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**