



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

Fall 2020

EDSE 219 DL1: American Sign Language (ASL) III

CRN: 76235, 4 – Credits

<b>Instructor:</b> Fatimah Aziz	<b>Meeting Dates:</b> 08/24/20 – 12/16/20
<b>Phone:</b> 240-907-1664 (text)	<b>Meeting Day(s):</b> Monday/Wednesday
<b>E-Mail:</b> faziz4@gmu.edu	<b>Meeting Time(s):</b> 10:30 am – 12:20 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> N/A; Online
<b>Office Location:</b> N/A	<b>Other Phone:</b> 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 116 or equivalent course with a minimum grade of "C" or EDSE 116 "XS"

**Co-requisite(s):**

None

**Course Description**

Focuses on intermediate level skills in American Sign Language (ASL) and Deaf culture. Increases competencies in person-to-person conversational signing, including expressive and receptive skills, vocabulary, syntax, semantics, and pragmatics.

**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](mailto:speced@gmu.edu) for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

**Advising Tip**

Would you like the opportunity to work on campus with students with special needs? The LIFE Program (<http://masonlife.gmu.edu/>) is an innovative post-secondary program at Mason for

young adults with intellectual and developmental disabilities who desire a university experience in a supportive academic environment. A variety of employment opportunities are available.

### **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 synchronous format via the 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 August 17<sup>th</sup>.

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 \(https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers\)](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 \(https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems\)](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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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/) (<https://get.adobe.com/reader/>)
  - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>)
  - [Apple Quick Time Player](http://www.apple.com/quicktime/download/) ([www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/))

## Expectations

- **Course Week:**  
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- **Log-in Frequency:**  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- **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 semester 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 intermediate level proficiency in ASL, and master ASL conversational skills and vocabulary to effectively communicate with members of the Deaf community in the United States (DH1S2, DH4S1, DH6K1, C1.1, C 1.2, C1.3, C 4.1).
2. Narrate about own neighborhood with emphasis on using rhetorical question as a transition and maintaining spatial agreement when discussing neighbors (C1.1, C1.2).
3. Give directions to places, describe a restaurant and its environment using descriptive (DCLs), locative (LCLs) and element (ECLs) classifiers.
4. Form clock numbers correctly (C1.1, C1.2).
5. Translate both yes-no questions and wh-questions, following word order (time, location, topic, end with question) (C4.1).
6. Give opinions by describing tendencies; compare tendencies (C1.1, C1.2).
7. Give price for different items; tell cost (C1.1, C1.2).
8. Tell narrative incorporating these language elements: spatial agreement, word order: name object before using ICLs, NONE used after each search segment, roles shifting, thoughts and conclusion (C1.2, C 1.3).
9. Ask hypothetical questions and give reactions (C1.1, C1.2).
10. Narrate bucket list (C1.2, C 1.3).
11. Demonstrate knowledge of cultural competency relative to the Deaf community and awareness of social issues alive in the Deaf community today (DH1K2, DH1S2, C 2.1, 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 Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

## Required Resources

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, VIA, hard copy).

### Assignments and/or Examinations

EDSE 219 (ASL III) tests objectives focuses on the receptive use of ASL. The videos of tests should be clear, accurate and thoughtful with in-depth answers to questions based on workbook materials and video assignments. Tests will be administered via GoReact. Rubrics are posted on GoReact in advance. 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:

Students will complete Book and Video Assignments. Assignments are due on the date shown on the class schedule below.

**Book Assignments:** Students will submit typed answers or photos 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 submitted result in a **zero**.

**Post:** Blackboard

**Video Assignments:** Students will post their video work on GoReact. The student's ASL production will be evaluated. Signs should be clear and 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 posted on GoReact in advance.

### Editing ASL videos:

Students are required to edit their ASL videos.

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 assignments that does not meet the any of the above criteria will result in a 5-point deduction for the assignment.

**Post:** GoReact

### **Deaf Community Research Papers:**

Students will write about **three (3)** papers about the Deaf community. Students will need to find a website from the categories listed below:

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.

**Note:** Research on oral methods or oral approach is not accepted, the focus is on sign language organizations, programs and websites- international signs are accepted\*\*

Students will write a paper for each category (organization, educational and ASL), summarizing the website and information. The summary should be 1 to 2 pages long, size 12 font and double-spaced. The website link must be included in the paper. Due dates are shown on the Class Schedule.

**Plagiarism** is not allowed. Will result in a **zero** on the assignment.

**Post:** Blackboard

### **Zoom meetings:**

The class will meet every two weeks from 1:30-3:20pm. A tab for the zoom meetings is posted on Blackboard. The meetings will consist of group activities based on the previous assignments. It is important students keep up with assignments to be able to participate in-group activities. Students will work in groups on various activities every other week; this gives students and opportunity to practice their ASL skills.

### **Note the following:**

1. The voice option will be on mute for all meetings.
2. Students are expected to participate in the activities, cannot be on their phone or doing other activities during class time. This includes leaving a blank screen or leaving the computer.

**Note:** Students who do not follow the policies above will considered tardy and counted as a deduction towards their attendance policy.

## Course Policies and Expectations

### Attendance/Participation

It is expected that students will attend each scheduled class on zoom on time. Meeting dates are shown on the Class Schedule.

Students will be allowed one (1) absence without penalty. Each absence afterwards will result in a 2% deduction from the total grade as shown below:

First Absence – no penalty

Second Absence or more – 2% deduction of the final grade

Two (2) late arrivals on zoom will be equivalent to one (1) absence, which will apply to the policy stated above.

### Late Work

Any papers, videos, or assignments will not be accepted past due dates.

**Note:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

### 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. Written Assignments/Deaf Papers | 15% |
| 2. Video Assignments               | 20% |
| 3. Vocabulary Quizzes              | 15% |
| 4. Tests                           | 30% |
| 5. Final Exam                      | 20% |

**Note:** Students' grades will be based on percentage for each area as shown above, not total points.

**Note:** If a student gets at 94% or above in class, the Final Exam will be waived.

**\*Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site \(https://oai.gmu.edu/\)](https://oai.gmu.edu/) and [Honor Code and System \(https://catalog.gmu.edu/policies/honor-code-system/\)](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 \(https://cehd.gmu.edu/students/polices-procedures/\)](https://cehd.gmu.edu/students/polices-procedures/).

**Class Schedule**

\*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

**Assignments:** Due on Thursdays at 10 am

**Post:** Blackboard/GoReact

**Zoom Meetings:** 10:30 am – 12:20 pm every other week on Wednesdays (odd weeks)

**Note:** All assignments are due at **Eastern Standard Time (EST)**.

**Note:** Assignments include both video and book assignments. I will post detailed information on the assignments on Blackboard.

	Day	Class Topic	Reading/Viewing Assignments
Week 1	24/26-Aug	Course Introduction <b>Zoom</b> Unit 9	Syllabus Assignments: Lessons: 9.1 - 9.3
Week 2	31-Aug/2-Sept	Unit 9	Assignments: Lessons: 9.4 - 9.7
Week 3	9-Sept	Unit 9 - <b>Zoom</b>	Assignments: Lessons 9.8 - 9.10
Week 4	14/16-Sept	Unit 9	Assignments: Lessons 9.11-9.12
Week 5	21/23-Sept	Unit 9 - <b>Zoom</b> Unit 9 Test	Assignments: Lessons 9.14



Week 6	28/30-Sept	Unit 10	Assignments: Lessons 10.1 - 10.3
Week 7	5/7-Oct	Unit 10 - Zoom	Assignments: Lessons 10.4 - 10.5
Week 8	14-Oct	Unit 10	Assignments: Lesson 10.6 - 10.8
Week 9	19/21-Oct	Unit 10 - Zoom	Assignments: Lesson 10.9 - 10.12
Week 10	26/28-Oct	Unit 10 Test Unit 11	Assignments: Lessons 11.1 - 11.2
Week 11	2/4-Nov	Unit 11 - Zoom	Assignments: Lessons 11.3 - 11.5
Week 12	9/11-Nov	Unit 11	Assignments: Lessons 11.6 - 11.8
Week 13	16/18-Nov	Unit 11 - Zoom	Assignments: 11.9 - 11.12
Week 14	23-Nov	Unit 11 Test (Due Monday)	Deaf Community Research Papers
Week 15	30-Nov	Final Exam	One-on-One
	2-Dec	Final Exam	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: See [Core Values](http://cehd.gmu.edu/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/) (<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/) (<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 \(https://ds.gmu.edu/\)](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 VIA should be directed to [VIA Help support@watermarkinsights.com](mailto:VIA_Help_support@watermarkinsights.com). Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](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 \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).
- For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](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 \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

## Appendix

### Assessment Rubric(s)

Rubric for Assessment of ASL Expressive Skills

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
<b>Vocabulary:</b> 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

<b>Formation:</b> 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
<b>Space Referents:</b> 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
<b>Grammar:</b> 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
<b>Fluency/Accuracy</b> 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
<b>TOTAL POINTS POSSIBLE = 10</b>	<b>Points earned in parenthesis</b>		<b>No points earned</b>