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

Fall 2020
EDSE 315 DL1: American Sign Language (ASL) IV
CRN: 78560, 3 – Credits

Instructor: Roxanne Dummett	**Meeting Dates:** 08/24/20 – 12/16/20
Phone: N/A	**Meeting Day(s):** Tuesday/Thursday
E-Mail: rdummett@gmu.edu	**Meeting Time(s):** 10:30 am – 11:45 am
Office Hours: Email/appointment	**Meeting Location:** N/A; Online
Office Location: N/A	**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 219 or equivalent course with a minimum grade of "C" or EDSE 219 "XS".

Co-requisite(s):
None

Course Description
Focuses on strengthening expressive and receptive communication in American Sign Language (ASL) through the development of narrative and storytelling skills. Explores the importance of these skills within the Deaf Community. Explores issues of multiculturalism, linguistic code-switching, and language dominance, particularly in relationship to Deaf education.

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 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 21st.

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 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/)
  - Windows Media Player (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)

- o [Apple Quick Time Player](www.apple.com/quicktime/download/) (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 4 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 ASL conversational skills and vocabulary to effectively communicate with members of the Deaf community in the United States (DH1S2, DH4S1,DH6K1, C1.1, C1.2, C1.3, C4.1).
2. Narrate "Unforgetable Moments" (C1.2, C1.3).
3. Explain driving and everyday rules (C1.2, C 1.3).
4. Narrate "Accidents" (C1.2, C1.3).
5. Demonstrate language skills for expressing ideas and concepts (C1.3)
6. Demonstrate skills for illustrating reasons and functions (C1.3)
7. Analyze use of grammar and syntax of ASL and English (C4.1).
8. Increase knowledge of cultural competency relative to the deaf community and
9. Demonstrate awareness of language and social issues alive in the Deaf community today (DH1K2, DH1S2, C2.1, C3.1).

Professional Standards
Goals, objectives, and assignments in this class address the Council for Exceptional Children (CEC) skill standards 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
Mikos, K., Smith, C., & Lentz, E. M., (2003). *Signing naturally: Level 3 student set.* San Diego, CA: Dawn Sign Press

Recommended 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).

VIA Performance-Based Assessment Submission Requirement
There is no required performance-based assessment for this course.

Assignments and/or Examinations

Assignments:

Students will complete Written and Video Assignments. The class schedule below shows the due dates of each unit. Students will check the **Class schedule** and **Blackboard** for more details about the assignments.

> **Vocabulary and Lessons:** Students will watch and learn the new vocabulary and watch lessons assigned on a weekly basis. Both the vocabulary and lessons will help students prepare for the quizzes and tests.
>
> **Written 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 upload video assignments 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 in GoReact.
> **Post:** GoReact
>
> **Note**: Students will use both videos from student workbook DVD/Online or GoReact. Check Blackboard to see which media to use for each assignment. Example for **Week 3** shown below:
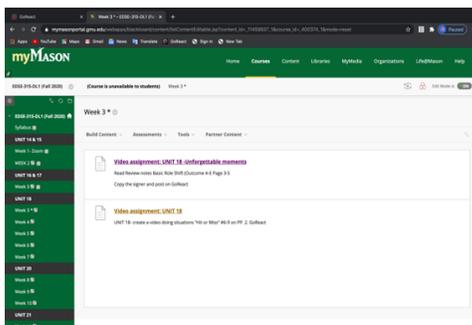
Quizzes:

> EDSE 315 (ASL IV) objectives focus on the receptive use of ASL. **Vocabulary Quizzes:** Students will have a quiz following class schedule and meets on Zoom. The quizzes will be administered via Blackboard (Kaltura Video Quiz).

Note: The quiz will cover all the vocabulary from your weekly assignments. Students are expected to watch the **Vocabulary and Lessons** posted in GoReact on a weekly basis to prepare for the quiz.

Final Exam:

The final exam consists of a class presentation about an accident based on Unit 21 materials. A rubric will be provided.

Post: On Blackboard

Note: The textbook was developed in California. There will be a few signs that are used by Deaf Californians but are signed differently in the DC Metro area. Similar to the English language, there are differences due to dialects and accents. In ASL, the differences are due to regional signs or sign variations. If an ASL sign is used differently in DC, the sign will be shown it on the Vocabulary and Lessons videos.

Editing ASL videos: Students are required to edit their ASL videos.

1. Ensure the computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on student's lap, a bed, or any other surface where the device (or you) are likely to move.
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 as shown below.
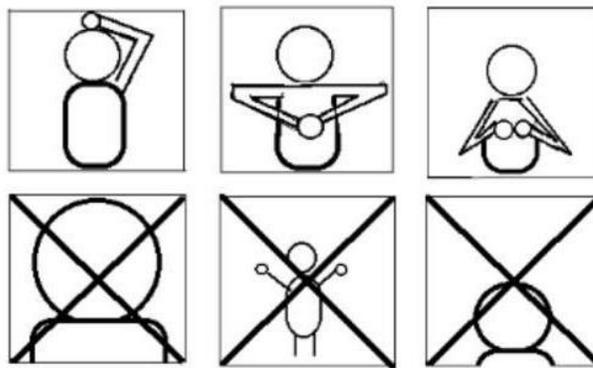
3. If you use your phone, follow the format below:

4. 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.).

5. 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.
6. Remove hats and excessive jewelry. Wedding rings and small earrings are ok.
7. If students are sitting, do not swivel.
8. **Videos are submitted late**

Note: Any video assignments that does not meet the **any** of the above criteria will result in a **5-point deduction** for the assignment. Many of the assignments are only worth 5 or 10 points which results in a low grade. Submit your videos following the above criteria to avoid a deduction.

Deaf Community Research papers:

Students are expected to complete two paper about the Deaf Community. Information about Deaf communities can find on websites.

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

Videos that do not meet the requirements listed below (Editing ASL works) will result in a zero for the assignment.

Post: On GoReact

Final Presentation
Students will complete a 5 to 7 minutes presentation on a story of an accident of your choice. The student workbook instructs you on how to prepare your presentation in Unit 21. The rubric will be provided.

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 be applied to the policy stated above.

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

Note: Any video assignment that does not meet the above criteria will result in a zero for the assignment.

Zoom meetings:
The class will meet following the zoom meeting schedule. 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.

Policies:
1. Students are expected to appear and participate from the beginning to the end of each Zoom session. Students cannot be on their phone, doing other activities during class time, leaving a blank screen or leaving the computer.
2. Student's preferred name is to be displayed on Zoom. No nicknames (ex. Bad Cat) are permitted.
3. Ensure the computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on student's lap, a bed, or any other surface where the device (student) is likely to move.
4. Using mobile phones for a Zoom session is not permitted as students will not be able to see everyone at once on the phone.
5. The webcam is to be turned on unless instructed otherwise.
6. Students are to dress appropriately for class. The attire should contrast student's skin tone.
7. Remove all distractions which includes mobile phones, electronics, pets, people, and other activities.
8. Seek a plain wall or use a collapsible background screen. Virtual backgrounds are not permitted. The background should contrast your attire and skin tone.

9. Be aware of lighting. Students do not want to appear bright or dark making it difficult for the instructor and classmates to see you.
10. The voice option will be on mute for all meetings (except the first day of classes).

Note: Students who do not follow the policies stated above will count as tardy and deducted according to the attendance policy.

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.

Zoom Meeting schedule and dates are shown in the below.

Grading Scale

A+	97-100
A	94-97
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			Percentage
1.	Quizzes		25%
2.	Assignment/Deaf community research paper		20%
3.	Video assignments		25%
4.	Final Exam- presentation		30%
	Overall grade:		100%

*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.

Course Schedule

Written/Video Assignments: Due on **Thursday at 12PM (EST)**
 Post: Blackboard/GoReact
 Note: All assignments are due at **Eastern Standard Time (EST).**
Vocabulary Quizzes: post on Blackboard before Zoom meetings
Zoom Meetings: 10:30AM-12PM (EST) every other week (See Zoom meeting schedule)

EDSE 315 ASL IV			
WEEKLY	DATE	COURSE TOPIC	ASSIGNMENT/QUIZZES
WEEK 1	25/27-Aug	• **Course introduction/Syllabus overview** • **ASL 3 review - Zoom**	• **Syllabus** • **ASL 3 review**
WEEK 2	1/3- Sept	• **Unit 14-15**	• **Unit 14- Infections for Temporal Aspect** • **Unit 15- Exchanging personal Life events**
WEEK 3	8/10-Sept	• **Unit 16-17** • **Unit 18- Unforgettable moments**	• **Unit 16 – Describing and Identifying things** • **Unit 17 – Talking about weekend**

			• Read Review Notes: Basic Role Shift Outcome A-E," pp. 3-5. • Video assignment: Create a video doing situations "Hit or Miss" #6-9 on p. 2
WEEK 4	15/17- Sept	• Unit 18	• Video assignment: Create a video doing situations "Oops" #8-12 on p. 6.
WEEK 5	22/24-Sept	• Unit 18	• Video assignment: Create a video doing situations "How did it Happen?" #3-7 on p. 7.
WEEK 6	29-Sept/1-Oct	• Unit 18	• Read "Review Notes: Role—Initiator's and Receiver's View," pp. 8-9 and "Review Notes: Role Shift Variations A-D," pp. 10-13. • Video assignment: Create a video doing situations "Unforgettable Moments" #1-3 on pp. 14-15.
WEEK 7	6/8-Oct	• Unit 18	• Read the rest of "Guidelines: Preparing Your Narrative: Telling about an Unforgettable Moment," pp. 16-21 and "Language Notes," pp. 22-30.
WEEK 8	13/15-Oct	Unit 20 explaining rules	• Assignment: Lady, Tiger, or Camera/p. 67
WEEK 9	20/22-Oct	Unit 20 Unit 20 quiz Review on Zoom meeting	• Assignment: Signing Story #1 – "A Teacher I'll Never Forget" by Mary Telford, pp. 232-233. Post on Blackboard.

			• Kaltura Vocabulary quiz (BEFORE 10:30)
WEEK 10	27/29-Oct	Unit 20 Quiz	• Deaf community research # 1 due
WEEK 11	3/5-Nov	Unit 21- Telling about the accidents	• Assignment: Signing Story #2 – "Never above the Waist" by Cinnie MacDougall, pp. 2
WEEK 12	10/12-Nov	Unit 21	• Assignment: Terrylene's Moving Violation/ pp. 95-101
WEEK 13	17/19- Nov	Unit 21	• Assignment: Signing Story #4 – "Some Thoughts on Fingerspelling" by Laurene Gallimore, p. 237. Post on Blackboard.
WEEK 14	24- Nov 26-Nov (Thanksgiving holiday)	Unit 21	• Assignment: Missy's Car Accident/ pp. 102-104
WEEK 15	1/3- Dec	Unit 21 review on Zoom meeting (Dec 1st) Unit 21 Student presentation (Dec 3rd & 8th)	• Unit 21 review and prepare for your presentation. (Dec 1st) • Kaltura Vocabulary quiz (BEFORE 10:30) • Deaf community research # 2 due
WEEK 16	8/10- Dec	Student presentation based on Unit 21	• Student presentation (11 students per day (Zoom meeting on December 3rd &8th)

ZOOM MEETING CLASS SCHEDULE

ZOOM MEETING SCHEDULE Note: This is part of your attendance grade		
August 25th	**Overview of EDSE 410 Syllabus**	
September 10th	**Class activity**	
September 24th	**Class activity/Dialogue**	
October 8st	**Class activity**	
October 22st	**Class activity /Unit 20 quiz review**	
Nov 5th	**Class activity/dialogue practice**	
November17th / 19th	**Class activity/dialogue practice**	
December 1nd	**Unit 21 review**	
December 3rd	**Student presentation**	**11 students per day**
December 8	**Student presentation**	**11 students per day**

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/)](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: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)
FINAL PRESENTATION ASSESSMENT RUBRIC

		EXCEEDS EXPECTATION	MEETS EXPECTATION	DOES NOT MEET EXPECTATION
	Narrative length	**5-7 minutes (1)**	**2-4 minutes (.5)**	**Less than 2 minutes**
NARRATIV	**Storyline**	**Presentation is clear and well organized; Storyline is**	**Presentation is generally clear and well organized; Storyline**	**Overall presentation confusing, not well**

		exceptionally interesting; pacing excellent (1)	**well developed; pacing good (.5)**	**organized; necessary preparation not evident**
	Usage of vocabulary	**Accurate, relevant use of wide variety of vocabulary that enhances storyline; vocab used from all units studied (1)**	**Generally accurate, relevant use of vocab; fits into storyline; vocab used from more than half the units studied (.5)**	**Vocabulary inaccurate and not always relevant to story; vocab used covers less than half the units studied**
PHONOLOGY	**Use of basic parameters (hand shapes, palm orientation, location and movement in space)**	**Skilled, accurate, appropriate use of hand shape, orientation, location and movement; transitions smooth (1)**	**Generally accurate, appropriate use; errors made do not compromise meaning (.5)**	**Less than 50% accurate, appropriate use; errors compromise meaning; effort and practice not evident**
MORPHOLOGY	**Use of inflections – manners, modulations, degrees, temporal aspects**	**Use is consistently accurate, well-chosen and serves to enhance the story; use precisely expresses intended meaning (1)**	**Use is generally accurate within story; errors are few and do not compromise the intended meaning; good effort (.5)**	**Use is either not present or awkward; errors compromise meaning; effort and practice not evident**
	Use of Non-Manual Markers	**Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning (1)**	**Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort (.5)**	**Use is either not present or awkward; errors compromise meaning; effort and practice not evident**
	Use of movement to indicate timeline and time	**Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning (1)**	**Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort (.5)**	**Use is either not present or awkward; errors compromise meaning; practice not evident**

SYNTAX/GRAMMATICAL FEATURES	**Use of variety of Sentence Types (ST) – Topic, Statement, Command, Conditionals, Relative Clause**	**A variety of sentence types are used to enhance the understanding and enjoyment of story; solid knowledge of ST is evident (1)**	**A variety of sentence types are used; errors do not compromise meaning; use demonstrates effort and thought (.5)**	**Use is awkward and confusing; errors compromise meaning; effort and practice not evident**
	Use of sign to show Orientation and Spatial Relationship, Absence, and Presence of objects/subjects	**Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning (1)**	**Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort (.5)**	**Use is either not present or awkward; errors compromise meaning; effort and practice not evident**
	Use of Classifiers – Description, location, relationship, functions, tracing, shape, size, etc.	**Use is consistently accurate, appropriate and serves to enhance the story; use precisely expresses intended meaning (1)**	**Use is generally accurate and appropriate within story; errors do not compromise the intended meaning; good effort (.5)**	**Use is either not present or awkward; errors compromise meaning; effort and practice not evident**