



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

Fall 2020

EDSE 115 DL4: American Sign Language (ASL) I

CRN: 78559, 4 – Credits

| | |
|-------------------------------------|---|
| Instructor: Aja Puopolo | Meeting Dates: 8/24/20 – 12/16/20 |
| Phone: 571-230-4353 | Meeting Day(s): Monday/Wednesday |
| E-Mail: apuopolo@gmu.edu | Meeting Time(s): 4:30 pm – 6:20 pm |
| Office Hours: by appointment | Meeting Location: N/A; Online |
| Office Location: Virtual | Other Phone: NA |

❖ **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 sped@gm.u.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Course Delivery Method

On-line

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 asynchronous 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 Monday, August 24, 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) (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 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/)

Expectations

- **Course Week:**
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday and finish on Sunday. 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 2 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 ensure 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 Texts

Smith, C., Lentz, E., & Mikos, K. (2008). *Signing naturally: Units 1-6 student set*. San Diego, CA: Dawn Sign Press.

Note: Students are expected to order the books online (amazon, dawnsignpress, etc) for Fall semester. The GMU bookstore will not order many books in an effort to reduce the spread of the virus on campus.

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, \$30 fee (students will receive an invitation link via email and posted on Bb)

<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

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

- **Homework and Self-Assessments (Signing Naturally Student Workbook):**
Students will submit typed answers or photos of their work in the textbook and paste them in a Microsoft Word document. Students will post **questions/answers in a Word document or PDF (submissions must be one attachment; multiple files will not be accepted)**.
Post: Blackboard

During each unit, it is expected that students watch the DVD and complete the activities and reading. Since the class moves quickly, it is recommended that students watch the DVD immediately prior to a unit, and again during a unit.

*Unit 1 Homework

- 1:2 pg. 7 “Write the Number”
- 1:3 pg. 13 “Circle the Letter 2”
- 1:8 pg. 27 “Minialogues 1-6”

*Unit 2 Homework

- 2:2 pg. 59 “Write the Number”
- 2:4 pg. 63 “Language Background”
- 2:6 pg. 69 “Who Enjoys What?”
- 2:9 pg. 80 “Names and Tidbits”

*Unit 3 Homework

- 3:5 pg. 120 “Minialogues 1-3”
- 3:8 pg. 129 “How Many of What?”
- 3:10 pg. 134 “Expressing Needs”
Minialogues 1-3

*Unit 4 Homework

- 4:5 pg. 191 “Minialogues” 1-3
- 4:7 pg. 198 “How Old?”
- 4:13 pg. 207 “David’s Keys”

- **Video Journal Assignments:** Students will be required to submit a weekly video on GoReact after each video lesson. Students will be given a prompt for each assignment and can be found on GoReact. Students will post their video work on GoReact. The student’s ASL production will be evaluated, and feedback will be provided. 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.

Post: GoReact

Other Assignments

- **Deaf Community Event Assignment**
Post: Blackboard

Students will need two community event submissions. Please choose one from each category: video review and prominent Deaf person mini research.

Choose one from the videos below and answer the following discussion questions. The answers should

be in *complete sentences*, be concise, but include enough details to make points clear.

VIDEOS (**Videos not on the list will need prior approval.**)

Available on Amazon:

Children of a Lesser God

See What I'm Saying: The Deaf Entertainers Documentary

Available on YouTube:

Sound and Fury: https://www.youtube.com/watch?v=XhceEJ1R_vY&t=1s

Through Deaf Eyes: <https://www.youtube.com/watch?v=tJeAG8tZyf4>

Video Reflection Questions:

1. What film did you choose and why did you choose this film?
2. What did you learn anything from this movie?
3. What is the message of this movie? Do you agree or disagree with the message?
4. Was there something you did not understand about the film? What was that?
5. What did you like best about the movie? Why?
6. What did you like least about the film? Why?
7. Did anything that happened in this movie remind you of something that has occurred in your own life or that you have seen occur to others?
8. What part of the story told by the movie was the most powerful? Why?
9. What feelings did you share with any of the characters in the movie?
10. What message is the author trying to relay about the culture of the characters or the story as a whole?

Choose one from the list of prominent Deaf individuals below and answer the following discussion questions. The answers should be in complete sentences, concise, but include enough details to make points clear.

DEAF INDIVIDUALS

- Andrew Foster
- King Jordan
- Linda Bove
- Heather Whitestone McCallum
- Laurent Clerc
- Nyle DiMarco
- Sean Forbes
- Bernard Bragg
- Peter Cook
- Nathy Marbury

Reflection Questions for Individuals:

1. Include biographical background (DOB, Place of birth, etc.)
2. What is the person renowned for?
3. What challenges did they face or overcome?
4. How and when did they become involved in their endeavors?
5. What, if any, awards, or special recognitions did this person receive?
6. How did this person impact the Deaf community and/or the hearing community?
7. What contributions did they make to the community?
8. What major world events were occurring while this person was working toward their goals that might have impacted them or posed challenges?
9. What makes this person interesting to you?
10. Any other personal questions that were unanswered from your research or thoughts or comments?

Course Policies and Expectations

Attendance/Participation

Students are expected to 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 thereafter 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.

• **No Voice Policy:** Our class has a NO VOICE policy. This class is always a signing environment for two reasons: (1) It is not considered inclusive to talk in the presence of a Deaf person and not attempt to make the information accessible. It is imperative that students develop the habit of signing when Deaf people are present. (2) This is an immersion class. Using ASL helps students develop their comprehension skills and their expressive skills quickly and effectively. Talking disrupts this process. If a fellow student asks for help, feel free to help by using signs previously learned or by writing back and forth. Some exceptions for voice-on will apply and will be explicitly announced. Zoom Chat is an acceptable last resort that can be used for communication.

***If voicing becomes a persistent problem, students will be asked to leave the class meeting and it will count as an absence for the day. ***

Late Work

See schedule for due dates. Due dates are posted in the syllabus. All submissions are time-stamped in Bb and GoReact. Late submissions will receive a 10% deduction of the available points for each day thereafter. There are no exceptions.

Other Requirements

Use of devices during Zoom class meetings is strictly prohibited (mobile phones, tablets, laptops, iPads, game systems, etc.).

Video Submission Requirements, PLEASE READ: Any video assignment that does not meet the below criteria will result in a 10% deduction for each item below not followed.

1. Students must be in the center of the video where the instructor can see signing space (i.e., the top of student's head and the bottom of the student's chest area, see image below).
2. Background must be clean (solid colored wall) and free of "visual noise" (books, DVD's, TV running, kitchen items, dog appearing, etc.).
3. Wear only solid-colored shirts and free of logos. Shirt color should contrast skin tone. Avoid red, yellow, and orange shades.
4. Large distracting tattoos should be covered, wear long-sleeved shirts.

5. Remove hats and excessive jewelry. Wedding rings and small earrings are acceptable.
6. If sitting, do not swivel.
7. Beds are not appropriate places to create videos.
8. All videos must be submitted in one continuous file.
9. Review videos before submitting. Each video must be good visual quality (no static, no choppiness).

A signer's sign space: the top of the head to the waist level



Handspeak.com

Grading Scale

Assignments

Points

| | |
|-------------------------------|--------------|
| Syllabus Test | 5 |
| Receptive Tests 1 & 2 | 80 (40 each) |
| Expressive Tests 1 & 2 | 80 (40 each) |
| Deaf Reflection Paper | 20 |
| Video Journals | 100 |
| Final Video Sign Presentation | 80 |
| Receptive Test 3 | 80 |
| Written Exam | 20 |
| Homework | 65 |
| TOTAL POINTS POSSIBLE | 530 |

| | |
|----|----------|
| A+ | 97-100 |
| A | 94-97 |
| A- | 90-93 |
| B+ | 87-89 |
| B | 84-86 |
| B- | 81-83 |
| C+ | 79-81 |
| C | 76-78 |
| C- | 74-75 |
| D | 70-73 |
| F | Below 70 |

***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.

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

Zoom Meetings: (required) 4:30pm-6pm on Mondays

Zoom Meetings: (optional) 4:30pm-6pm on Mondays

| | Day | Class Topic | Reading/Viewing Assignments |
|---------|--------------------------------|---|--|
| Week 1 | M 24/ W 26-Aug*** | Introduction to Deaf Culture and Awareness Unit 1: Lessons 1 and 12 | <ul style="list-style-type: none"> Intro to Deaf Culture/History of ASL Pre-Quiz Practice fingerspelling |
| Week 2 | M 31/ W 2-Sept | Unit 1: Lessons 2, 3, and 6 | <ul style="list-style-type: none"> Syllabus Test due by Friday, 4-Sept @ midnight Video Journal 1 due by Friday, 4-Sept @ midnight |
| Week 3 | M 7 No Class/ W 9-Sept | Unit 1: Lessons 2, 3, and 6, Cont. Unit 1: Lessons 4, 7, 8, 9 and 10 | <ul style="list-style-type: none"> Video Journal 2 due by Friday, 11-Sept @ midnight |
| Week 4 | M 14/ W 15-Sept | Unit 1: Lessons 4, 7, 8, 9 and 10, Cont. | <ul style="list-style-type: none"> Unit 1 Homework due by Friday, 17-Sept @ midnight Video Journal 3 due by Friday, 17- Sept @ midnight |
| Week 5 | M 21/ W 23-Sept | Unit 2: Lessons 1, 2, 4, 6, 9, 11, and 12 | <ul style="list-style-type: none"> Video Journal 4 due by Friday, 25-Sept @ midnight |
| Week 6 | M 28/ W 30-Sept | Unit 2: Lessons 1, 2, 4, 6, 9, 11, and 12, Cont. | <ul style="list-style-type: none"> Video Journal 5 due by Friday, 2- Oct @ midnight |
| Week 7 | M 5/ W 7-Oct | Unit 2: Review and Test 1 | <ul style="list-style-type: none"> Receptive Test 1, in-class Zoom Meeting 7- Oct Expressive Test 1 due by Friday, 7-Oct @ midnight Unit 2 Homework due by Friday, 9-Oct @ midnight |
| Week 8 | M 12-Oct No Class/ W 14-Oct | Unit 3: Lessons 1, 5, 8, and 9, | <ul style="list-style-type: none"> Review and Practice Video Journal 6 due by Friday, 16-Oct @midnight |
| Week 9 | M 19/ W 21-Oct | Unit 3: Lessons 3, 6, 12, and 13 | <ul style="list-style-type: none"> Video Journal 7 due by Friday, 23-Oct @ midnight |
| Week 10 | M 26/ W 28-Oct | Unit 3: Lessons 2,3,6,10,13, and 14 | <ul style="list-style-type: none"> Video Journal 8 due by Friday, 30-Oct @midnight |
| Week 11 | M 2/ W 4-Nov | Unit 3: Review and Test 2 | <ul style="list-style-type: none"> Receptive Test 2, in-class Zoom Meeting 2-Nov Expressive Test 2 due by Friday, 6-Nov @ midnight Unit 3 Homework due by Friday, 6-Nov @ midnight |
| Week 12 | M 9/ W 11-Nov | Unit 4: Lessons 1, 4, 5, 7, 8, and 9 | <ul style="list-style-type: none"> Video Journal 9 due by Friday, 13-Nov |
| Week 13 | M 16/ W 18-Nov | Unit 4: Lessons 11, 13, and 14 | <ul style="list-style-type: none"> Video Journal 10 due by Friday, 20-Nov |

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| Week 14 | M 23-Nov | Unit 1-4 Review and Catch up | <ul style="list-style-type: none"> Deaf Research Papers due Friday, 27-Nov @midnight Unit 1-4 Review and Catch up |
| Week 15 | M 30-Nov/ W 2-Dec | Review | <ul style="list-style-type: none"> Review |
| Week 16 | M 7-Dec NO CLASS/ W 9-Dec | Final Exam | <ul style="list-style-type: none"> Receptive Test 3 (in-class) Written Final (in-class) Final Sign Video Presentation and Script due by SUNDAY, 13-Dec @ midnight |

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)

| Final Expressive Rubric | EXCEEDS EXPECTATIONS | MEETS EXPECTATIONS | DOES NOT MEET EXPECTATIONS |
|---|--|--|---|
| Vocabulary: Correct and accurate use of parameters, Vocabulary variety | Accurate, relevant use and wide variety of vocabulary used from all units studied, parameters are correct and accurate (20) | Generally accurate, relevant use of vocabulary from more than half the units studied, most parameters are correct and accurate (10) | Vocabulary inaccurate and used covers less than half the units studied, relevant variety is sparse, parameters are mostly incorrect or inaccurate |
| Non-manual Markers: Yes/No Questions, “Wh— “Questions, Location, Negation/Affirmation, Contrastive Structures, referents, appropriate and matching facial expressions | Non-manual markers are consistently accurate and appropriate; use precisely expresses intended meaning (20) | A variety of elements are used; errors do not compromise meaning; use demonstrates effort and thought (10) | Grammar elements are awkward and confusing; errors compromise meaning; effort and practice not evident |
| Sentence Structure: Use of Topic-Comment, Avoiding English word order | A variety of elements are used; solid knowledge of sentence types/structure is evident (20) | Sentence structure is generally accurate and appropriate; errors do not compromise the intended meaning; good effort (10) | Sentence structure is either incorrect or awkward; interferes with intended meaning; effort and practice not evident |
| Fluency: Smoothness and fluency of signs, Conceptually accurate | Rate of speed and expression is consistently appropriate, accurate, and smooth | Rate of speed and expression is generally consistently appropriate, accurate, and smooth; errors do not compromise | Rate of speed and expression is awkward; sometimes interferes with intended meaning; effort and practice not evident |

| | | | |
|-----------------------------------|------|--|--|
| ideas/messages, to include script | (20) | the intended meaning; good effort (10) | |
| TOTAL POINTS POSSIBLE = 80 | | | |

Go React Grading Key:

- FE= FACIAL EXPRESSION**
- NMM=NON-MANUAL MARKER**
- FS=FINGERSPELLING**
- ER=ERROR REPEAT**
- PE=PRODUCTION ERROR (refers to parameters)**
- BS=BODY SHIFT/CONTRASTIVE STRUCTURE**
- TM= TOPIC MARKER**