



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

Summer 2021

EDSE 116 A01: American Sign Language (ASL) II

CRN: 40742, 4 – Credits

<b>Instructor:</b> Daniel Frame	<b>Meeting Dates:</b> 5/17/21 – 6/19/21
<b>Phone:</b> 443-348-8173	<b>Meeting Day(s):</b> MTWR
<b>E-Mail:</b> <a href="mailto:dframe@gmu.edu">dframe@gmu.edu</a>	<b>Meeting Time(s):</b> 9 am – 12 pm
<b>Office Hours:</b> By Appointment	<b>Meeting Location:</b> N/A; Online
<b>Office Location:</b> Virtual Learning	<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 115 or equivalent course with a minimum grade of "C" or EDSE 115 "XS"

**Co-requisite(s):**

None

**Course Description**

Focuses on expanding basic skills in American Sign Language (ASL) and Deaf culture. 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](mailto: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 05/10/2021

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 \(www.apple.com/quicktime/download/\)](http://www.apple.com/quicktime/download/)

## ***Expectations***

- **Course Week:**  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on May 17 at 9am, and finish on June 17. 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 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 sufficient ASL conversational skills and vocabulary to effectively communicate with members of the Deaf community in the United States (DH1S2, C1.1, C1.2).
2. Ask what person did/will do on a certain day, modify verb to agree with subject and object, narrate story using agreement verb in role shift (C1.1, C1.2).
3. Discuss each person's household duties, tell what errands must be done in the next few days, list errands on weak hand (C1.1, C1.2).
4. Identify person in room, add another description to confirm (C1.1, C1.2).
5. Produce correct form and movement for clothing-related words, follow sequence to describe item, ask what it is made of (C1.1, C1.2).
6. Translate English sentences with spatial verbs and making sure the verbs show agreement with the locations that have been established for places (C1.1, C1.2).
7. Explain situation, then make request, decline, give reason (C1.1, C1.2).
8. Modify verb to agree with subject and object (C1.1, C1.2).
9. Explain problem using conjunction before telling what happened, ask for advice (C1.1, C1.2).
10. Develop basic cultural competency of culture alive in the Deaf community today (DH1S2, C2.1, 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**

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

or

<https://www.dawnsign.com/dashboard/video-category/signing-naturally-1-6>

Smith, C., Lentz, E., & Mikos, K. (2014). *Signing naturally: Units 7-12 student set*. San Diego, CA: Dawn Sign Press.

or

<https://www.dawnsign.com/dashboard/video-category/signing-naturally-7-12>

**Note:** Students are expected to order the books online (amazon, dawnsignpress, etc) for Fall

semester. The GMU bookstore will not order many books to reduce the spread of the virus on campus.

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***

#### **Quizzes:**

The instructor will ask students 10-15 questions in ASL and the students will either respond on multiple choice or a short essay. Quizzes will be administered on Blackboard. Students will receive a zero if they miss a quiz. There are no make-up quizzes. There will be 45 minutes limit for each quiz. Dates of the tests are shown on the Blackboard

**Post: Blackboard**

The instructor will ask students 6-10 questions in ASL with the subtitles and the students will respond in ASL only. Quizzes will be administered on GoReact. Students will receive a zero if they miss a quiz. There are no make-up quizzes. There will be no time limit video for each quiz. Dates of the tests are shown on the Blackboard and GoReact

**Post: GoReact**

#### **Assignments:**

Students will complete online and Video Assignments. Assignments are due on the date shown on the Blackboard schedule.

#### **Signing Naturally Workbook/Dawnsign Assignments:**

Students will do Signing Naturally workbook/Dawnsign.com online assignments. They have to view the signers on DVD or videos online then answer Multiple choices on Blackboard.

**Post: Blackboard**

#### **Video Assignments on GoReact:**

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**

#### **Feedback assignments on GoReact:**

Students will have to view the instructor's feedback on the Video assignments on GoReact first (look above). After viewing your instructor's feedback, you will have to

choose 5 signs that you need to improve and upload on the feedback assignments on GoReact. Rubrics are posted in GoReact.

**Post: GoReact**

### **Video Projects**

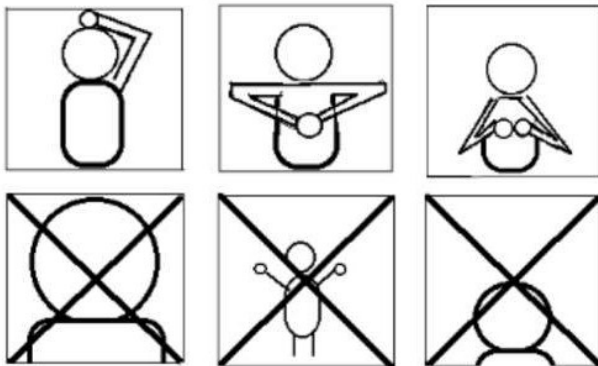
Students will retell a story of “Gum Story”. The story is available on the DVD or Dawnsign.com and the Student Workbook (pp. 137) and submit the video on GoReact and Rubrics will be given via GoReact

**Post: GoReact**

**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 students use their 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. The student’s hands must be visible with their clothing. Avoid red, yellow, and orange shades. Avoid shirts that are “distracting” (neon colors, lots of pictures, etc.).

If students have tattoos on their arms, they should wear long-sleeved shirts. Tank tops and string shirts are not allowed.

**\*\*Assignments** – Shirts must meet the above requirements.

**\*\*Tests** – Solid-colored shirts free of logos are required in addition to the above requirements.

6. Remove hats and excessive jewelry. Wedding rings and small earrings are ok.
7. If students are sitting, do not swivel.
8. All videos must be submitted on GoReact as **one**.
9. Late video assignments.
10. Review the quality of the videos before submitting.

**Note:** Any video assignments that does not meet the **any** of the above criteria will result in a **deduction** for the assignment as shown on the rubric. Submit your videos following the above criteria to avoid a deduction.

**Kaltura Assignments:** Students will view the instructional videos in Blackboard. Students will be answering multiple choice questions in the videos.

**Post: Blackboard**

**Deaf Community Awareness Assignment:** Students will have an opportunity to read about Deaf Profiles, Deaf community awareness through Signing Naturally workbook. After reading, students will be answering multiple choice questions in the videos in Blackboard

**Post: Blackboard**

### **Zoom meetings:**

For the first day of the class, all students will meet on Zoom at 9am to 12pm on Monday, May 17 for the introduction of the course and an ASL lesson. and After that, we will meet twice a week on Mondays & Wednesdays at 9-12pm. Student will complete the online assignments and the quizzes online on Tuesdays and Thursdays.

### **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

## **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 (2) 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 – no penalty

Third 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: 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.

### **Other Requirements**

#### **No Voicing Policy:**

To enhance students' language acquisition of ASL, a "no voicing" setting will be enforced. All voice will be muted in the Zoom settings. So you will not be able to turn the voice on. 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.

### **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. Assignments.....20%
  2. Video Project.....5%
  3. Video & Feedback Assignments on GoReact.....45%
  4. Quizzes (Comprehension & Production).....30%
- Total.....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/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>).

**Class Schedule**

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

May 17		Introduction	Due Date
Class	Zoom online, 9am-12pm		N/A
Lesson/Activity	Syllabus, Blackboard, GoReact, & Unit 5: Wh-Questions: When & What a Person did/will do, Agreement verbs, G & H Fingerspelling		N/A
Assignment	Register GoReact		By May 3 before the next class
Reading	N/A		N/A

May 18		Online	Due Date
Class	Blackboard only		N/A
Lesson/Activity	Kaltura Instructional Lesson 5.1-5.3: Wh-Questions: When & What a Person did/will do, Agreement verbs, G & H Fingerspelling		N/A

Assignment	Kaltura Instructional Lesson 5.1-5.3 Signing Naturally workbook/Dawnsign assignment online – Unit 5.1 (page 236-237), 5.1 (238-240), 5.2, & 5.3	Follow Blackboard's schedule
Reading	Signing Naturally Workbook 5.1 pp. 235-236 Signing Naturally Workbook 5.2 pp. 241-242	Your own time

<b>May 19 Virtual learning Zoom Due Date</b>		
Class	Zoom online, 9am-12pm	N/A
Lesson/Activity	Lesson – Unit 5.4-5.9: Designating locations For Non-Present People, Are you done....? Sequence activities, Tell how often, Out of ordinary activity, commonly fingerspelled Words.	N/A
Assignment	N/A	N/A
Reading	N/A	N/A

<b>May 20 Online Due Date</b>		
Class	Blackboard and GoReact	N/A
Lesson/Activity	Kaltura Instructional Lesson 5.4-5.9: Designating locations For Non-Present People, Are you done....? Sequence activities, Tell how often, Out of ordinary activity, commonly fingerspelled Words.	N/A
Assignment	Kaltura Instructional Lesson 5.4-5.6, Kaltura Instructional Lesson 5.7-5.8 Signing Naturally workbook/Dawnsign assignment online – Unit 5.4, 5.5, 5.6 (page 253-255), 5.6 (257), 5.7, & 5.8 Unit 5 Video Assignment Unit 5 Feedback Assignment Unit 5: Deaf Community Awareness Assignment	Follow Blackboard's schedule (GoReact schedule as well)
Reading	Signing Naturally Workbook 5.4 pp. 245-247 Signing Naturally Workbook 5.6 pp. 251-252 Signing Naturally Workbook 5.8 pp. 261-267 Signing Naturally Workbook 5.6 pp. 273 Signing Naturally Workbook 5.6 pp. 276-277	Your own time

<b>May 24 Virtual learning Zoom Due Date</b>		
Class	Zoom online, 9am-12pm	N/A
Lesson/Activity	Lesson – Unit 7:1-7:3: Identify a Person, Relaying a Message, Clothing-Related Words, Guess my Number	N/A
Assignment	N/A	N/A
Reading	N/A	N/A

<b>May 25</b>		<b>Online</b>	<b>Due Date</b>
Class	Blackboard and GoReact		N/A
Lesson/Activity	Kaltura Instructional Lesson 7.1-7-3: Identify a Person, Relaying a Message, Clothing-Related Words, Guess my Number		N/A
Assignment	Unit 5 Comprehension Quiz Unit 5 Production Quiz  Kaltura Instructional Lesson 7.1-7-3, Signing Naturally workbook/Dawnsign assignment online – Unit 7.1		Follow Blackboard’s schedule (GoReact schedule as well)
Reading	Signing Naturally Workbook 7.1 pp. 4-6		Your own time

<b>May 26</b>		<b>Virtual learning Zoom</b>	<b>Due Date</b>
Class	Zoom online, 9am-12pm		N/A
Lesson/Activity	Lesson – Unit 7:4-7:6: Describing Personal Items, Translating Sentences with “Have” 1, Translating Sentences with “To Drive”, “To Take”, & “To Pick Up 1		N/A
Assignment	N/A		N/A
Reading	N/A		N/A

<b>May 27</b>		<b>Online</b>	<b>Due Date</b>
Class	Blackboard and GoReact		N/A
Lesson/Activity	Kaltura Instructional Lesson Unit 7:4-7:6: Describing Personal Items, Translating Sentences with “Have” 1, Translating Sentences with “To Drive”, “To Take”, & “To Pick Up 1		N/A
Assignment	Kaltura Instructional Lesson 7.4-7.6 Signing Naturally workbook/Dawnsign assignment online – Unit 7.4 & 7.5		Follow Blackboard’s schedule (GoReact schedule as well)
Reading	Signing Naturally Workbook 7.4 pp. 20-22 Signing Naturally Workbook 7.5 pp. 35-36 Signing Naturally Workbook 7.6 pp. 39-42		Your own time

<b>May 31</b>		<b>Virtual learning Zoom</b>	<b>Due Date</b>
Class	Zoom online, 9am-12pm		N/A
Lesson/Activity	Lesson – Unit 7:7-7:9: Asking How Many, Describing Personal Items, Telling the Year		N/A
Assignment	N/A		N/A
Reading	N/A		N/A

<b>June 1</b>		<b>Online</b>	<b>Due Date</b>
Class	Blackboard and GoReact		N/A
Lesson/Activity	Kaltura Instructional Lesson Unit 7:7-7:9 Asking How Many, Describing Personal Items, Telling the Year		N/A
Assignment	Kaltura Instructional Lesson 7.7-7.9 Signing Naturally workbook/Dawnsign assignment online – Unit 7.8		Follow Blackboard’s schedule (GoReact schedule as well)
Reading	Signing Naturally Workbook 7.8 pp. 47-48 Signing Naturally Workbook 7.9 pp. 53-54		Your own time

<b>June 2</b>		<b>Virtual learning Zoom</b>	<b>Due Date</b>
Class	Zoom online, 9am-12pm		N/A
Lesson/Activity	Lesson – Unit 7:10-7:12: Translating Sentences with “Have 2”, Cultural: Greetings and Leave-takings, & Translating Sentences with “To Drive”, “To Take”, & “To Pick Up 2		N/A
Assignment	N/A		N/A
Reading	N/A		N/A

<b>June 3</b>		<b>Online</b>	<b>Due Date</b>
Class	Blackboard and GoReact		N/A
Lesson/Activity	Kaltura Instructional Lesson Unit 7:10-7:12: Translating Sentences with “Have 2”, Cultural: Greetings and Leave-takings, & Translating Sentences with “To Drive”, “To Take”, & “To Pick Up 2		N/A
Assignment	Kaltura Instructional Lesson 7.10-7.12 Signing Naturally workbook/Dawnsign assignment online – Unit 7.13 Unit 7 Video Assignment Unit 7 Feedback Assignment Unit 7 Deaf Community Awareness Assignment		Follow Blackboard’s schedule (GoReact schedule as well)
Reading	Signing Naturally Workbook 7.11 pp. 58-62 Signing Naturally Workbook 7.12 pp. 63 Signing Naturally Workbook 7.13 pp. 67-68		Your own time

<b>June 7</b>		<b>Virtual learning Zoom</b>	<b>Due Date</b>
Class	Zoom online, 9am-12pm		N/A
Lesson/Activity	Lesson – Unit 8:1-8:3: Explaining a Situation, Making a Request, Taking about Months, & Agreement Verb 1		N/A
Assignment	N/A		N/A

Reading	N/A	N/A
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<b>June 8</b>		<b>Online</b>	<b>Due Date</b>
Class	Blackboard and GoReact		N/A
Lesson/Activity	Kaltura Instructional Lesson Unit 8:1-8:3: Explaining a Situation, Making a Request, Taking about Months, & Agreement Verb 1		N/A
Assignment	Unit 7 Comprehension Quiz Unit 7 Production Quiz Kaltura Instructional Lesson 8:1-8:3 Signing Naturally workbook/Dawnsign assignment online – Unit 8.1		Follow Blackboard’s schedule (GoReact schedule as well)
Reading	Signing Naturally Workbook 8.1 pp. 75, 81 Signing Naturally Workbook 8.2 pp. 86-92 Signing Naturally Workbook 7.13 pp. 94-96		Your own time

<b>June 9</b>		<b>Virtual learning Zoom</b>	<b>Due Date</b>
Class	Zoom online, 9am-12pm		N/A
Lesson/Activity	Lesson – Unit 8:4-8:7: Agreeing with Condition, Negation 1, Giving Phone Numbers, Conjunction- What you Forgot to do, Asking for or Giving Advice		N/A
Assignment	N/A		N/A
Reading	N/A		N/A

<b>June 10</b>		<b>Online</b>	<b>Due Date</b>
Class	Blackboard and GoReact		N/A
Lesson/Activity	Kaltura Instructional Lesson Unit 8:4-8:7: Agreeing with Condition, Negation 1, Giving Phone Numbers, Conjunction- What you Forgot to do, Asking for or Giving Advice		N/A
Assignment	Kaltura Instructional Lesson 8:4-8:7 Signing Naturally workbook/Dawnsign assignment online – Unit 8.7 ASL Project “Gum Story”		Follow Blackboard’s schedule (GoReact schedule as well)
Reading	Signing Naturally Workbook 8.4 pp. 99-102 Signing Naturally Workbook 8.5 pp. 104 Signing Naturally Workbook 8.6 pp. 109-113 Signing Naturally Workbook 8.7 pp. 114-115		Your own time

<b>June 14</b>		<b>Virtual learning Zoom</b>	<b>Due Date</b>
Class	Zoom online, 9am-12pm		N/A
Lesson/Activity	Lesson – Unit 8:8-8:10: Asking For a Sign, Agreement Verb 2, & Conjunction-What Unexpectedly Happened, Explaining Situation		N/A
Assignment	N/A		N/A
Reading	N/A		N/A

<b>June 15</b>		<b>Online</b>	<b>Due Date</b>
Class	Blackboard and GoReact		N/A
Lesson/Activity	Kaltura Instructional Lesson Unit 8:8-8:10: Asking For a Sign, Agreement Verb 2, & Conjunction-What Unexpectedly Happened, Explaining Situation		N/A
Assignment	Kaltura Instructional Lesson 8:8-8:10 Signing Naturally workbook/Dawnsign assignment online – Unit 8.8 & 8.10 Unit 8 Video Assignment		Follow Blackboard’s schedule (GoReact schedule as well)
Reading	Signing Naturally Workbook 8.8 pp. 120-121 Signing Naturally Workbook 8.9 pp. 122 Signing Naturally Workbook 8.10 pp. 126-131		Your own time

<b>June 16</b>		<b>Virtual learning Zoom</b>	<b>Due Date</b>
Class	Zoom online, 9am-12pm		N/A
Lesson/Activity	Lesson – Unit 8:11-8:14: Negation 2, Minimizing Interruptions, Name Signs		N/A
Assignment	N/A		N/A
Reading	N/A		N/A

<b>June 17</b>		<b>Online</b>	<b>Due Date</b>
Class	Blackboard and GoReact		N/A
Lesson/Activity	Kaltura Instructional Lesson Unit 8:11-8:14: Negation 2, Minimizing Interruptions, Name Signs		N/A
Assignment	Kaltura Instructional Lesson 8:11-8:14 Unit 8 Deaf Community Awareness Assignment Unit 8 Feedback Assignment Unit 8 Comprehension Quiz Unit 8 Production Quiz		Follow Blackboard’s schedule (GoReact schedule as well)
Reading	Signing Naturally Workbook 8.11 pp. 134- Signing Naturally Workbook 8.12 pp. 138-139 Signing Naturally Workbook 8.13 pp. 140-141 Signing Naturally Workbook 8.14 pp. 142-147		Your own time

## **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 either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- 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 “non-confidential 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](mailto:titleix@gmu.edu) ([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)

	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-word” 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</b> = 10	Points earned in parenthesis	Points earned in parenthesis	No points earned