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

Spring 2022
EDSE 315 001: American Sign Language (ASL) IV
CRN: 15831, 3 – Credits

Instructor: Kevin Taylor	**Meeting Dates:** 1/24/22 – 5/18/22
Phone: 571-723-4311	**Meeting Day(s):** Tuesday
E-Mail: ktaylo2@gmu.edu	**Meeting Time(s):** 4:30 pm – 5:45 pm
Office Hours: By Appointment	**Meeting Location:** Fairfax; Horizon 4000
Office Location: Krug 103B	**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 "B"

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).

Advising Tip
Are you planning to complete the ASL minor? Keep in mind that the minor requires at least 8 credits applied only to that minor and may not be used to fulfill requirements of your major, concentration, an undergraduate certificate, or another minor.

Course Delivery Method
Hybrid
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

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
Smith, C., Lentz, E., Mikos, K. (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

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
Vocabulary: Students will watch and learn the new vocabulary in Blackboard on a weekly basis.

Vocabulary Quizzes: Students will have weekly quizzes which will be administered via Blackboard. There will be a time limit for quizzes.

Lessons and Assignments: Students will complete weekly assignments in Blackboard. Students will check the modules on **Blackboard** for more details about the assignments.
1. **Fill in the blank questions**
   a. **Numbers** – type the number only (do not spell it out)
   b. **1-word answers** – most fill in the blank questions require 1-word answers. If you see (2 words or 3 words), the answer will be 2 words or 3 words.
   c. **Parenthesis** – pick an answer given in the parenthesis
      i. (do not/don't)
      ii. (1st, 2nd, 3rd …) which means enter one of these as an answer. Not FIRST, SECOND but 1st, 2nd… If you see … means it is does not stop at 3rd, can 4th, 5th and etc.
   d. **Spelling** – will be deducted if not correct (use google to double check your spelling)
   e. **Abbreviations** – are not allowed
   f. **Capitalizations** – answers can be submitted with/without capitalization
   g. **True/False** – type the full word, not T/F
2. **Reading Assignments** – some assignments require you to read and find the answers in your textbook.
3. **Vocabulary** – for some of the vocabulary, students will need to use their textbook to find the definition.
4. **Answer Key –** for assignments, correct answers will be available after the entire class have submitted the assignment.

Unit Presentations: Students will give a presentation to the class for each Unit (18, 20 & 21). 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 will be posted in Blackboard.

Course Policies and Expectations

Attendance/Participation: It is expected that students will attend each class on time. Students will be allowed two (2) absences without penalty. Each absence afterwards will result in a 5% deduction from the total grade as shown below:

First Absence – no penalty
Second Absence – no penalty
Third Absence – 5% deduction of the final grade
Fourth Absence – 5% deduction of the final grade
Fifth Absence – 5% deduction of the final grade
Sixth Absence – Withdraw or fail the course depending on the date

Two (2) late arrivals will be equivalent to one (1) absence which will be applied to the policy stated above.
If a student arrives more than 30 minutes late, it will count as one (1) absence.

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. Respect the instructor and classmates by refraining from voicing or interpreting for others. If students do not understand the instructor or classmates (or missed a portion of information), please ask the instructor for clarification. Students can ask a classmate by using signs or writing back and forth.

Students are expected to cease voicing the moment they walk into the classroom until the moment they exit the classroom. Students are also expected to continue signing until the instructor has left the room after the class session. It is expected that students will practice ASL with classmates during times they are in the classroom and the instructor is not present.

If voicing becomes a persistent problem, the instructor will ask the student to leave the class for the day; this will count as an absence for the day.

Grading

Grading Scale

Letter Grade	Percent Grade
A+	97-100
A	94-96

Letter Grade	Percent Grade
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. Vocabulary Quizzes   20%
2. Assignments   20%
3. Unit 18 Presentation   20%
4. Unit 20 Presentation   20%
5. Unit 21 Presentation   20%

Note: Students' grades will be based on <u>percentage</u> for each area as shown above, not <u>total points.</u>
Note: A student needs **76%** to pass the course or to move on to the next course.

Course/Graduation Requirements: Students are responsible for completing course work that demonstrates the level of competence satisfying the foreign language requirements.

*Note: The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/). Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See Policies and Procedures (https://cehd.gmu.edu/students/polices-procedures/).

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

Modules: Due on **Mondays at 11:59 pm,** the day before next class.

Day	Class Topic	Weekly Reading/Assignments

Week 1	25-Jan	Syllabus	Module 1
Week 2	1-Feb	Units 14 & 15	Module 2
Week 3	8-Feb	Unit 17	Module 3
Week 4	15-Feb	Unit 18: Unforgettable Moments	Module 4
Week 5	22-Feb		Module 5
Week 6	1-March		Module 6
Week 7	8-March	Unit 20: Explaining Rules	
Week 8	15-March	Spring Break	Module 7
Week 9	22-March		Module 8
Week 10	29-March		Module 9
Week 11	5-April		Module 10
Week 12	12-April	Unit 21: Telling about Accidents	Module 11
Week 13	19-April		Module 12
Week 14	26-April		Module 13
Week 15	3-May	Final Presentation	One-on-One
Week 16	10-May	Final Presentation	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/).

GMU Policies and Resources for Students
Policies

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

- Students must follow the university policy for Responsible Use of Computing. See Responsible Use of Computing (http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See Disability Services (https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or 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/).

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 titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website College of Education and Human Development (http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
Vocabulary: 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
Formation: Handshape, Palm Orientation, Movement, Location	Skilled, accurate, appropriate use of hand shape, orientation, location and movement; transitions smooth (2)	Generally accurate, appropriate use; errors made do not compromise meaning (1)	Less than 50% accurate, appropriate use; errors compromise meaning; effort and practice not evident
Space Referents: Motion/Location of Verbs (includes eye gaze, body shifting and choice of signs)	Use is consistently accurate and appropriate; use precisely expresses intended meaning (2)	Use is generally accurate and appropriate; errors do not compromise the intended meaning; good effort (1)	Use is either not present or awkward; interferes with intended meaning; effort and practice not evident
Grammar: Yes/No Questions "Wh-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
Fluency/Accuracy Smoothness and Fluency of Signs	Use is consistently accurate and appropriate; use	Use is generally accurate and appropriate; errors do not	Use is either not present or awkward; sometimes interferes with intended

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
Conceptually Accurate Ideas/Messages	precisely expresses intended meaning (2)	compromise the intended meaning; good effort (1)	meaning; effort and practice not evident
Total Points Possible = 10	Points earned in parenthesis	Points earned in parenthesis	No points earned