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

Spring 2022
EDSE 116 DL1: American Sign Language (ASL) II
CRN: 23777, 4 – Credits

Instructor: Yeh Kim	**Meeting Dates:** 1/24/22 – 5/18/22
Phone: (714) 675-0760 (Text)	**Meeting Day(s):** Wednesday
E-Mail: ykim220@gmu.edu	**Meeting Time(s):** 10:30 am – 12:20 pm
Office Hours: *Email for an appointment*	**Meeting Location:** N/A; Online
Office Location: **Whereby.com/yehkim**	***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 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 the 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 for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip
Are you interested in an ASL minor? Submit your Minor Declaration
(http://registrar.gmu.edu/wp-content/uploads/UMD.pdf), or contact the program for more
information: speced@gmu.edu.

Course Delivery Method
Learning activities include the following:
1. Video Class lecture and discussion
2. Application activities
3. One-on-one meeting accompanied by an instructor
4. Small group activities and assignments
5. Video and other media supports
6. Research and presentation activities
7. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using both synchronous and an 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 01/24/22.

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 operating 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 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:
  - For students who own PCs,
    - Adobe Acrobat Reader (https://get.adobe.com/reader/)
    - Windows Media Player (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
  - For students who own Macs,
    - Apple Quick Time Player (www.apple.com/quicktime/download/)
- In a Blackboard module folder, you will be required to sign up a Flipgrid Account with your school email address.
- Creation of a YouTube account (**unlisted**)
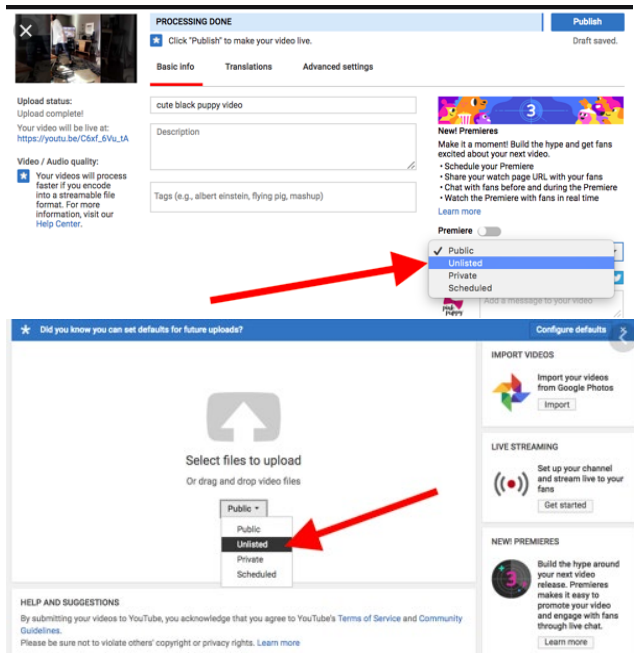
Expectations
- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday. Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must 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 three 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 that 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 the 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 a person in the room, add another description to confirm (C1.1, C1.2).
5. Produce correct form and movement for clothing-related words, follow a sequence to describe an item, ask what it is made of (C1.1, C1.2).

6. Translate English sentences with spatial verbs and make sure the verbs show agreement with the locations that have been established for places (C1.1, C1.2).
7. Explain the situation, then make a request, decline, give a reason (C1.1, C1.2).
8. Modify verb to agree with subject and object (C1.1, C1.2).
9. Explain the 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

1. Smith, C. Lentz, E.M. & Mikos, K. 2008. Signing Naturally 1: Units 1-6
    Student Workbook Units 1 - 6 & DVD. Berkeley, CA: Dawn Sign Press.
    ISBN: 9781581212105
2. Smith, C. Lentz, E.M. & Mikos, K. 2014. Signing Naturally 2: Units 7-12
    Student Workbook Units 7 -12 & DVD. Berkeley, CA: Dawn Sign Press.

3. Creation of a YouTube account (**unlisted**)

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 Summary

Assignment	Pts	Assignment Names	Total Point
Flipgrids & Discussion For this assignment, you will click Flipgrid link on Blackboard. For discussion posts, you will be required to make an initial post via a video. Then, you can make either of two ASL/English responses.	25	Flipgrid #1-3 & Discussion #1-3	150
Comprehension Check (CC) Lesson You will respond to the multiple choices. It ensures you understand a unit of what this course is using the target language, American Sign Language. No redo assignment here.	5	Lesson/Assignment	180
Mini Assignments These assignments are very light and warm opportunities to share your experiences and interests through Flipgrid. Mini Assignments: Syllabus Contract, Introduction, and ASL Goal Statement	10	Syllabus Quiz, Introduction, ASL Goal, Vocab Quiz #1-12,	150
Video Journals You will create two signing video clips based on the instruction I will provide over the session. Each clip is worth five points. *See the last page for instruction*	35	Video Journal #1 & 2	70
Tests Each test will include each unit. All tests will be ASL expressive- and receptive-based. Receptive and expressive tests worth 50 points each.	100	Unit 5, Unit 7 Unit 8 Tests	300
Final Project: Infographic Video Project Please read the description on Blackboard. It also requires a one-on-one meeting.	50	Final	50
		Total Points:	850

Course Policies and Expectations

Attendance/Participation
- To stay on the track of learning a signed language, students are encouraged to communicate primarily in sign language when in the classroom.
- To create a signing community within class, students are encouraged to support their classmates using sign language
- To be sure everyone is on the same page, students are encouraged to ask the teacher during the summer semester for clarification. By doing this, the other students will benefit from your questions
- To promote creativity, when prompted by a teacher, students are to respond using contextual answers.
- This is a pandemic. I highly recommend you to communicate with me in advance or at any short notice. Your health and loved one's matter. However, you are highly encouraged to contribute and respect your classmate/group partner for fair communication. If there is an issue, please cc my email.

This 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

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

Late Work
- Assignments must be submitted on due dates.   5 points will be deducted from each assignment handed in late. Additional 5 points will be also deducted after a week.
- Assignments must be typed and double-spaced with 12-point font.
- You will not lose any points from late work if you have doctor's approved notes.

Grading

Letter Grade	Percentage Earned	Letter Grade	PercentagePoints Earned
A+	100-98	C+	79-77
A	97-93	C	76-73
A-	92-90	C-	72-70
B+	89-87	D+	69-67

B	86-83	D	66-63
B-	82-80	D-	62-60

*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 Sundays at 11:59 pm, the day before next class.

Week	Day [W] *(Class)*	In-Activity (synchronous)	Out-Activity (asynchronous)	Assignment Due
1	01/26	**Please view Blackboard before our first class on 01/26** Introduction, Interactive Activity, Syllabus Review	Review Lessons: 5.1 - 5.2	**02/06 [Sun] at 11:59 pm:** Syllabus Quiz ASL Video Introduction **02/06 [Sun] at 11:59 pm:** Your Knowledge Quiz (optional)
2	02/02	Daily Activity Agreement Verbs	Review Lessons: 5.3 - 5.4	*Same above*
3	02/09	Chores/Errands TRUBIZ FISH?	Review Lessons: 5.5 - 5.6	**Discussion Due**: ASL Video - 02/11 [Fri] ASL/English Response 02/13 [Sun]
4	02/16	Sharing Activities	Review Lessons: 5.7 - 5.8	**02/20 [Sun] at 11:59 pm:** Flipgrid Homework #1

5	02/23	Life VEE?	Review Lessons: 7.1 - 7.3	**Unit 5 Test** Opens on 02/23 and closes on 02/27 at midnight
6	03/02	Identifying People	Review Lessons 7.4 - 7.6	**Discussion Due**: ASL Video - 03/11 [Fri] ASL Responses 03/13 [Sun]
7	03/09	Item Description Lost Item	Review Lessons 7.7 - 7.9	**03/13 [Sun] at 11:59 pm**: Flipgrid #2 Video Journal #1
8	03/16	**Spring Recess**	**Spring Recess**	
9	03/23	Culture Family	Review Lessons: 7.10 - 7.13	**Unit 7 Test** Opens on 03/23 and closes 03/27 at midnight
10	03/30	Request Agreement Verb	Review Lessons: 8.1 - 8.3	**Discussion Due**: ASL Video - 04/01 [Fri] ASL Responses 04/03 [Sun]
11	04/06	Condition Agreement Negation	Review Lessons: 8.4 - 8.6	**04/10 [Sun] at 11:59 pm**: Flipgrid Homework #3 Video Journal #2
12	04/13	Advice Permission	Review Lessons: 8.7 - 8.10	**04/17 [Sun] at 11:59 pm**: ASL Goal Statement 1:1 Meeting Signup
13	04/20	Cultural Communication	Review Lessons: 8.11 - 8.14	**Unit 8 Test** Opens on 04/20 and closes on 04/24 at midnight
14	04/27	One-on-One Meeting	One-on-One Meeting	**05/06 [Fri] at 11:59 pm** Final Project Due

15	05/04	One-on-One Meeting	One-on-One Meeting	**05/06 [Fri] at 11:59 pm** Final Project Due
FINAL	05/11	Final Wrap Up		

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 the 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, and 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 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.
Total Points Possible = 10	Points earned in parenthesis	Points earned in Parenthesis	No points earned