



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

Summer 2023

EDSE 219 A01: American Sign Language (ASL) III

CRN: 40391, 4 – Credits

<b>Instructor:</b> Roxanne Dummett	<b>Meeting Dates:</b> 5/22/23 – 6/24/23
<b>Phone:</b> N/A	<b>Meeting Day(s):</b> Tuesday/Wednesday
<b>E-Mail:</b> rdummett@gmu.edu	<b>Meeting Time(s):</b> 10:30 am – 12:35 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> N/A; Online
<b>Office Location:</b> N/A	<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 116 or equivalent course with a minimum grade of "C" or EDSE 116 "XS"

**Co-requisite(s):**

None

**Course Description**

Focuses on intermediate level skills in American Sign Language (ASL) and Deaf culture. Increases competencies in person-to-person conversational signing, including expressive and receptive skills, vocabulary, syntax, semantics, and pragmatics.

**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 speded@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 completing the ASL minor? A B or better is required in EDSE 219 to continue to EDSE 315 ASL: IV. Also, keep in mind that not all minor courses are offered every semester. Talk with an advisor (speed@gmu.edu) to plan your coursework.

### **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

This course will be delivered online (76% or more) using 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 May 22<sup>nd</sup>.

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 \(https://help.blackboard.com/Learn/Student/Ultra/Getting\\_Started/Browser\\_Support\)](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- 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:**  
Synchronous courses do not have a “fixed” meeting day, our week will start on May 22<sup>nd</sup> and finish on June 24<sup>th</sup>. 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.**
- **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 Service.

### **Learner Outcomes**

Upon completion of this course, students will be able to:

1. Develop intermediate level proficiency in ASL, and master ASL conversational skills and vocabulary to effectively communicate with members of the Deaf community in the United States (DH1S2, DH4S1, DH6K1, C1.1, C 1.2, C1.3, C 4.1).
2. Narrate about own neighborhood with emphasis on using rhetorical question as a transition and maintaining spatial agreement when discussing neighbors (C1.1, C1.2).
3. Give directions to places, describe a restaurant and its environment using descriptive (DCLs), locative (LCLs) and element (ECLs) classifiers.
4. Form clock numbers correctly (C1.1, C1.2).
5. Translate both yes-no questions and wh-questions, following word order (time, location, topic, end with question) (C4.1).
6. Give opinions by describing tendencies; compare tendencies (C1.1, C1.2).
7. Give price for different items; tell cost (C1.1, C1.2).
8. Tell narrative incorporating these language elements: spatial agreement, word order: name object before using ICLs, NONE used after each search segment, roles shifting, thoughts and conclusion (C1.2, C 1.3).
9. Ask hypothetical questions and give reactions (C1.1, C1.2).
10. Narrate bucket list (C1.2, C 1.3).
11. Demonstrate knowledge of cultural competency relative to the Deaf community and awareness of social issues alive in the Deaf community today (DH1K2, DH1S2, C 2.1, 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.

### **Required Texts**

Smith, C., Lentz, E., Mikos, K. (2014). *Signing naturally: Unit 7-12 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. Students are expected to practice signing the new vocabulary.

**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/don't)
  - ii. (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> ...) which means enter one of these as an answer. Not FIRST, SECOND but 1<sup>st</sup>, 2<sup>nd</sup>... If you see ... means it is does not stop at 3<sup>rd</sup>, can 4<sup>th</sup>, 5<sup>th</sup> 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. **Vocabulary:** for some of the vocabulary, students will need to use their textbook to find the definition.

3. **Answer Key:** for Blackboard assignments, correct answers will be available after the entire class have submitted the assignment.

### Tests

The course objectives focus on the receptive and expressive use of ASL. Each test will have a receptive portion at the end of each unit. ASL III will cover units 9, 10, and 11. Students will check **Blackboard** for more details about the Unit Tests.

**Receptive Tests:** The receptive portion of the test will be administered via Blackboard. The formatting will be like assignments, however there is a time limit for tests.

**Flip video Assignments:** Students will complete video assignments using Flip links posted in the modules. Rubrics are posted on blackboard to be used as a guide.

1. Students will post their videos using Flip links posted in the modules.
2. Instructions will be given on the Flip links for each video.
3. The purpose of this video is to showcase student's signing ability. Students will create either a **real or fake** situation on based on the required criteria. Utilize the vocabulary you have learned from the unit.
4. Students will need to rehearse until you no longer need your notes. Record yourself signing the information and upload to Flip. If student's eye gaze is not on the camera, it will result in a zero.
5. Everyone in the class will see each other's videos.
6. Rubrics will be posted with the links and on Blackboard.

**Note:** Plagiarism is defined as using another individual's ideas or words without attribution or credit. It also includes using one's own prior work that has been submitted for credit or published in another venue as a new submission without citation. Using the ideas of others without proper attribution or citation is unethical and a violation of the Honor Code. Subcategories of plagiarism include:

Students are responsible for ensuring the work they are submitting is their own work. If a student submits a plagiarized video, copying another student's video or a video online, the university policy will be followed: <https://catalog.gmu.edu/policies/honor-code-system/>.

**Video Feedback:** Will be given during class for students, this is an opportunity for students to fix their sign production errors. Students need to pay attention to feedback given to their classmates on Zoom meeting as a learning tool. Students can check for video feedback for Unit Expressive Tests via Blackboard.

### **Final Exam**

The final exam is a comprehensive exam, which focuses on both the production and receptive use of ASL. The final exam will be one-on-one with the instructor involving an interview-style type format via zoom meeting.

**Zoom meetings:** The class will meet every week from the start of class to the end of class time. A tab for the Zoom meetings is posted on Blackboard. The meetings will review and consist of group activities based on the previous assignments. It is important students keep up with assignments to be able to participate in-group activities.

**Note:** Large classes will be split into two groups, Group A and Group B. Students will be assigned to a Group; scheduled times are shown below, it only applies to a large class.

**Zoom 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.

**Student Evaluations of Teaching:**

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on [The Institute of Effectiveness and Planning](https://oiep.gmu.edu/set/) website at <https://oiep.gmu.edu/set/>

**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

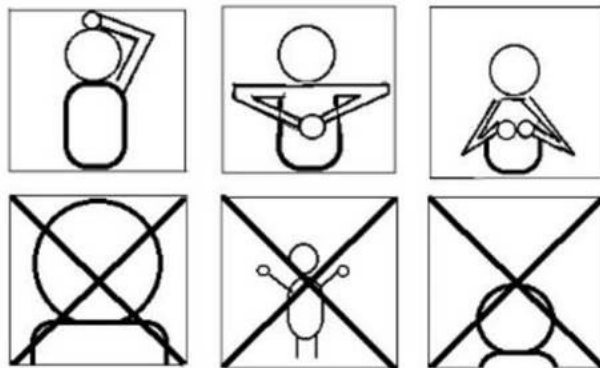
Sixth Absence – Withdraw or fail the course depending on the date

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.

### **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) is 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 color of the student’s shirt should contrast their skin tone. Avoid red, yellow, and orange shades. If students have tattoos on their arms, they should wear long-sleeved shirts. Tank tops and string shirts are not allowed.
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 Blackboard as one.
9. 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.

### **Late Work policy**

All assignments, quizzes, and tests must be completed weekly as they are due. If an item will be incomplete when due, the student must provide a timely request to the professor if seeking an extension. The professor reserves the right to deny the request. The lengths of extensions may vary and are based on several factors including the needs of the student (addressed in the request) and the nature of the assignment. Flexible deadlines do not exceed the length of the course.

### **Course/Graduation Requirements**

Students are responsible for completing course work that demonstrates the level of competence satisfying the foreign language requirements.

### **Grading**

Letter Grade	Percent Grade
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            | 25% |
| 2. Vocabulary Quizzes     | 10% |
| 3. Flip video assignments | 25% |
| 4. Unit Tests – Receptive | 20% |
| 5. Final Exam             | 20% |

**Note:** Students’ grades will be based on **percentage** for each area as shown above, not **total points**.

**Note:** A student needs **76% (C) or better** to pass the course or to move on to the next course.

**Final Exam Waiver** - If a student gets at 84% or above in class, the Final Exam will be waived.

**\*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.

CLASS SCHEDULE

Coursework	Days of the Week	Submitted by
Modules Due	Sundays/Mondays	11:59 pm (EST)

Week 1

Coursework	Days of the Week	Submitted by
Module 1	Sunday – May 28	11:59 pm (EST)
Module 2	Monday – May 29	11:59 pm (EST)

## Week 2

Coursework	Days of the Week	Submitted by
Module 3	Sunday – June 4	11:59 pm (EST)
Module 4	Monday – June 5	11:59 pm (EST)

## Week 3

Coursework	Days of the Week	Submitted by
Module 5	Sunday – June 11	11:59 pm (EST)
Module 6	Monday– June 12	11:59 pm (EST)

## Week 4

Coursework	Days of the Week	Submitted by
Module 7	Sunday – June 18	11:59 pm (EST)
Module 8	Monday – June 19	11:59 pm (EST)

## Week 5

Coursework	Days of the Week	Submitted by
Module 9	Monday – June 22	11:59 pm (EST)

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 [viahelp@gmu.edu](mailto: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 \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).
- [Learning Services \(learningservices@gmu.edu\)](mailto:learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

### Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

	used from all units studied (2)		
<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