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

Fall 2023
EDSE 115 003: American Sign Language (ASL) I
CRN: 73099, 4 – Credits

Instructor: Aja Puopolo	**Meeting Dates:** 8/21/23 – 12/13/23
Phone: 703-993-2474	**Meeting Day(s):** Monday
E-Mail: apuopolo@gmu.edu	**Meeting Time(s):** 4:30 pm – 6:20 pm
Office Hours: by appointment	**Meeting Location:** Fairfax; AQ 213
Office Location: SUB1 Suite 2500	**Other Phone: NA**

Note: **This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.**

Prerequisite(s):
None

Co-requisite(s):
None

Course Description
Focuses on introduction of American Sign Language (ASL) and Deaf culture. Teaches basic person-to-person conversational signing. Emphasizes development of expressive and receptive skills. Increases knowledge of ASL vocabulary and the syntax, semantics, and pragmatics of the language.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or 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
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

A percentage of this course will be delivered online using asynchronous format via the
Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log
in to the Blackboard (Bb) course site using your Mason email name (everything before
@masonlive.gmu.edu) and email password. The course site will be available on Mondays at
430pm-620pm.

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)
- 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.

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 two 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 Service.

Learner Outcomes

Upon completion of this course, students will be able to:
1. Develop minimal ASL conversational skills and vocabulary to effectively communicate

with members of the Deaf community in the United States (DH1S2, C1.1).
2. Introduce self and produce correct handshape form for letters and numbers, fingerspell names, ask yes/no questions (C1.1).
3. Narrate language and home background (C1.1).
4. Identify person and give information about that person (C1.1).
5. Describe residence, use contrastive structures, tell about living arrangements (C1.1).
6. Talk about family and family relationships, tell similarities and differences between self and sibling, discuss information about relationship, marital status, age, etc (C1.1).
7. Develop a basic awareness of language and culture alive in the Deaf community today (DH1S2, C2.1).

Professional Standards
Goals, objectives, and assignments in this class address NCATE Standard 1b/ Pedagogical Content Knowledge and 1c / Skills Professional and Pedagogical Knowledge and Skills, the Council for Exceptional Children (CEC) Knowledge and Skill Standards, the Council on Education of the Deaf, and the Virginia Department of Education teacher licensure competencies. Goals, objectives, and assignments in this class address the Council for Exceptional Children (CEC) Knowledge and the American Sign Language Teachers Association (ASLTA) competencies. Code for CEC Standards: DH = Deaf and Hard of Hearing; Code for ASLTA Standards: C1 = Communication, C2 = Culture, C3 = Connections, C4 = Comparisons, C5 = Communities.

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

Recommended Texts
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Required Resources
Sign up and register GoReact, $32 fee (students will receive an invitation link via email and the link will also be posted on Bb). Link to sign up:
https://app.goreact.com/dashboard/auth/login?course=0c20a8ad-c4f9-43fe-9542-358aa7393c8d

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
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy). Students will complete Video Assignments. Assignments are

due on the date shown on the class schedule below. All assignments must be typed. Handwritten assignment will receive deducted points.

•Syllabus Quiz and GoReact Demo

Students will complete an online quiz based on information from the first and second class sessions. This will focus mainly on the syllabus, class format, and procedures. The GoReact demo consists of logging on to GoReact and recording a short video that follows all video guidelines. This is to make sure all students can log on and record with no issue.

Post: Quiz on Blackboard, Demo on GoReact

•Receptive Tests (Conducted on Mondays, in-class)

The course objectives focus on the receptive and expressive use of ASL. Each test will have a receptive and an expressive portion at the end of each unit. ASL I will cover units 1-4. The receptive portion of the test will be administered via Blackboard or GoReact. The formatting will be similar to assignments, however there is a time limit for tests.

Post: Blackboard

• Expressive Tests (videos): Students will post the expressive portion (signing) on GoReact. Rubrics are posted on at the end of this syllabi to be used as a guide. There will be three expressive tests during the semester. Students will be assessed on their ability to express themselves in ASL. Students will prepare a video (outside of class) using the vocabulary and grammatical structures learned during the course (based on the units and lessons in class) to express a narrative based on a prompt provided by instructor. Prompts will be posted on GoReact one week prior to the due date.

Post: Video on GoReact, Final Video Script (attach a typed Word Doc in Blackboard)

•Homework and Self-Assessments (Signing Naturally Student Workbook): Students will be assigned vocabulary quizzes that correspond with each unit. Students will watch and answer a series of video clips and answer questions (multiple choice, fill-in blank, short answer) based on the clips. These are located in Bb under Unit Modules.

Post: Blackboard

Requirements for fill-in the blank questions
a. **Numbers** – type the number only (do not spell it out)
b. **One-word answers** – Most fill-in the blank questions require one-word answers. If you see (2 words or 3 words), the answer will be 2 words or 3 words.
c. **Parenthesis** – Choose an answer provided in the parenthesis
    i. (do not/don't)
    ii. Do not spell numbers. You must type the number, not the word representation of the number
d. **Spelling** – Will be deducted if not correct (use Google to double check your spelling)
e. **Abbreviations** – Not allowed
f. **Capitalizations** – Answers can be submitted with/without capitalization
g. **True/False** – Type the entire word, do not type not T/F

Post: Blackboard

• **Video Journal Assignments**: Students will be required to submit a weekly video on GoReact. Students will be provided a prompt for each assignment. The weekly prompt will be posted on GoReact by Mondays at 4:30pm. It is due the following Sunday by midnight. Students may be required to work with partners to produce the videos. ASL production will be evaluated, and feedback will be provided. Signs should be clear and formed correctly, signed in a fluent manner and accompanied by appropriate facial grammar and spatial references, eye gazes, topicalization, appropriate pauses for both individual signs and ASL sentences. Use the rubric located at the end of this syllabus as a guide.
Post: GoReact

• **Supplemental Assignments**, no points

*Unit 1 Homework
• 1:2 pg. 7 "Write the Number"
• 1:3 pg. 13 "Circle the Letter 2"
• 1:8 pg. 27 "Minidialogues 1-6"

*Unit 2 Homework
• 2:2 pg. 59 "Write the Number"
• 2:4 pg. 63 "Language Background"
• 2:6 pg. 69 "Who Enjoys What?"
• 2:9 pg. 80 "Names and Tidbits"

*Unit 3 Homework
• 3:5 pg. 120 "Minidialogues 1-3"
• 3:8 pg. 129 "How Many of What?"
• 3:10 pg. 134 "Expressing Needs" Minidialogues 1-3

*Unit 4 Homework
• 4:5 pg. 191 "Minidialogues" 1-3
• 4:7 pg. 198 "How Old?"
• 4:13 pg. 207 "David's Keys"

Assignment Summary

ASSIGNMENT	SUBMISSION	DUE DATE	POINTS
Syllabus Notes and GoReact Demo	Blackboard	Sunday, 9/3 by MIDNIGHT	10
Receptive Test 1 (Unit 1 and 2)	Blackboard	Monday, 10/8 in-class	62
Receptive Test 2 (Unit 1, 2, 3)	Blackboard	Monday, 11/6 in-class	73
Receptive Test 3 (Unit 1-4)	Blackboard	Monday, 12/11 in-class	67
Expressive Test 1	GoReact	Sunday, 10/8 by MIDNIGHT	40
Expressive Test 2	GoReact	Sunday, 11/6 by MIDNIGHT	40
Expressive Test 3 (Final Exam)	GoReact	Sunday, 12/10 by MIDNIGHT	80
Unit 1 Homework	Blackboard	Sunday, 9/10 by MIDNIGHT	38
Unit 2 Homework	Blackboard	Sunday, 10/1 by MIDNIGHT	56
Unit 3 Homework	Blackboard	Sunday, 11/5 by MIDNIGHT	59
Unit 4 Homework	Blackboard	Sunday, 12/10 by MIDNIGHT	112
Video Journals (1-10)	GoReact	See Full Schedule Below	100
		TOTAL	737

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 website at https://oiep.gmu.edu/set/

Course Policies and Expectations
Attendance/Participation
Students are expected to attend each scheduled class on time. Class will meet face to face on Mondays from 4:30pm-6:20pm.

Students will be allowed one (1) absence without penalty. Each absence thereafter will result in a 10% deduction from the total grade as shown: First Absence – no penalty. Second Absence or more – 10% deduction of the final grade.

Two (2) late arrivals will be equivalent to one (1) absence which will be applied to the policy stated above.

Late Work
See schedule for due dates. Due dates are posted on the syllabus. All submissions are time-stamped in Bb and GoReact. Late submissions will receive a 10%- point deduction for each late day. **Absolutely no exceptions**.

Other Requirements
Device Policy:
Use of devices during class meetings is strictly prohibited (mobile phones, tablets, laptops, iPads, game systems, etc.). This includes earbuds.
No Voice Policy:
Our class has a NO VOICE policy. This class is always signing environment for two reasons: (1) It is not considered inclusive to talk in the presence of a Deaf person and not attempt to make the information accessible. It is imperative that students develop the habit of signing when Deaf people are present. (2) This is an immersion class. Using ASL helps students develop their comprehension skills and their expressive skills quickly and effectively. Talking disrupts this process. If a fellow student asks for help, feel free to help by using signs previously learned or by writing back and forth. Some exceptions for voice-on will apply and will be explicitly announced. You are encouraged to bring a dry erase board marker.
***If voicing becomes a persistent problem, students will be asked to leave the class meeting and it will count as an absence for the day. ***

Video Submission Requirements <mark>PLEASE READ:</mark>
Any video assignment that does not meet the below criteria will result in a 10% deduction for *each* item below that is not followed.
1. Students must be in the center of the video where their entire signing space* (i.e., the top of student's head and the bottom of the student's chest area, see image below) can be seen. The camera angle must be aimed straight on.
2. Background must be clean (solid colored wall) and free of "visual noise" (books, DVD's, TV running, kitchen items, dog appearing, etc.).
3. Wear only solid-colored shirts and free of logos. Shirt color should contrast skin tone.
4. Large distracting tattoos should be covered; wear long-sleeved shirts.
5. Remove hats and excessive jewelry. Wedding rings and small earrings are acceptable.
6. If sitting, do not swivel or rock.

7. Beds are not appropriate places to create videos.
8. All videos must be submitted in <u>one</u> continuous file. Video recordings may not be stopped or paused during the recording.
9. Review videos before submitting. Each video must be good visual quality (free of static and choppiness).

*A signer's sign space: the top of the head to the waist level, see image below.
Handspeak.com

Instructor-Student Communication:
Expect email replies within 24 hours. Unless the email is of a personal nature, before sending an email, please check the following (available on Blackboard course menu):
   1. Syllabus
   2. *Ask the Class* Discussion Board (Blackboard)
   3. GoReact Video Discussion Board
   4. Tutorials or Tech Support, i.e., On-demand Blackboard videos on how to use Blackboard features, and Technical Requirements, or GoReact tutorials.

Grading

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

*Note: The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) 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/policies-procedures).

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

	Day	Class Topic	Reading/Viewing Assignments
Week 1	M 8/21 W 8/23	Introduction to Deaf Culture and Awareness Unit 1: Lessons 1 and 12	• Intro to Deaf Culture/History of ASL • Pre-knowledge activity • Practice fingerspelling • Syllabus Notes and GoReact Video Demo due by Sunday, 9/3 @ midnight
Week 2	M 8/28 W 8/30	Unit 1: Lessons 2, 3, and 6	• Video Journal 1 due by Sunday, 9/3 @ midnight
Week 3	M 9/4 NO CLASS W 9/6	Unit 1: Lessons 2, 3, and 6, Cont. Unit 1: Lessons 4, 7, 8, 9 and 10	• Video Journal 2 due by Sunday, 9/10 @ midnight
Week 4	M 9/11 W 9/13	Unit 1: Lessons 4, 7, 8, 9 and 10, Cont.	• Video Journal 3 due by Sunday, 9/17 @ midnight • Unit 1 Homework due by Sunday, 9/17 @ midnight
Week 5	M 9/18 W 9/20	Unit 2: Lessons 1, 2, 4, 6, 9, 11, and 12	• Video Journal 4 due by Sunday, 9/24 @ midnight
Week 6	M 9/25 W 9/27	Unit 2: Lessons 1, 2, 4, 6, 9, 11, and 12, Cont.	• Unit 2 Homework due by Sunday, 10/1 @ midnight
Week 7	M 10/2 W 10/4	Review	• <mark>Receptive Test 1, in-class M 10/8</mark> • <mark>Expressive Test 1 due by Sunday, 10/8 @ midnight</mark>
Week 8	M 10/9 NO CLASS T 10/10 CLASS MEETS** W 10/11	Unit 3: Lessons 1, 5, 8, and 9,	• Video Journal 5 due by Sunday, 10/15 @ midnight
Week 9	M 10/16 W 10/18	Unit 3: Lessons 3, 6, 12, and 13	• Video Journal 6 due by Sunday, 10/22 @midnight
Week 10	M 10/23 W 10/25	Unit 3: Lessons 2,3,6,10,13, and 14	• Video Journal 7 due by Sunday, 10/29 @ midnight
Week 11	M 10/30 W 11/1	Unit 3: Review	• Video Journal 8 due by Sunday, 11/5 • Unit 3 Homework due by Sunday, 11/5 @ midnight
Week 12	M 11/6 W 11/8	Unit 4: Lessons 1, 4, 5, 7, 8, and 9	• <mark>Receptive Test 2, in-class M 11/6</mark> • <mark>Expressive Test 2 due by Sunday, 11/12 @ midnight</mark>
Week 13	M 11/13	Unit 4: Lessons 11, 13, and 14	• Video Journal 9 due by Sunday, 11/19 @ midnight

	W 11/15		
Week 14	M 11/20 W 11/22	Unit 4: Review	• Unit 4 Review • Video Journal 10 due by Sunday, 11/26 @ midnight
Week 15	M 11/27 W 11/29	Unit 1-4 Review and Catch up	• Unit 1-4 Review • Unit 4 Homework due by Sunday, 12/10 @ midnight
	M 12/4 NO CLASS		READING DAY, NO CLASS • <mark>Expressive Test 3 (Final) and Script due by Sunday, 12/10 @ midnight</mark>
WEEK 16	M 12/11	Final Exam	• <mark>Receptive Test 3 (Final), in-class M 12/11</mark>

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/).

- Learning Services (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.

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)

Expressive Rubric	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
Vocabulary: Correct and accurate use of parameters, Vocabulary variety	Accurate, relevant use and wide variety of vocabulary used from all units studied, parameters are correct and accurate (20)	Generally accurate, relevant use of vocabulary from more than half the units studied, most parameters are correct and accurate (10)	Vocabulary inaccurate and used covers less than half the units studied, relevant variety is sparse, parameters are mostly incorrect or inaccurate
Non-manual Markers: Yes/No Questions, "Wh— "Questions, Location, Negation/Affirmation, Contrastive Structures, referents, appropriate and matching facial expressions	Non-manual markers are consistently accurate and appropriate; use precisely expresses intended meaning (20)	A variety of elements are used; errors do not compromise meaning; use demonstrates effort and thought (10)	Grammar elements are awkward and confusing; errors compromise meaning; effort and practice not evident

Sentence Structure: Use of Topic-Comment, Avoiding English word order	A variety of elements are used; solid knowledge of sentence types/structure is evident (20)	Sentence structure is generally accurate and appropriate; errors do not compromise the intended meaning; good effort (10)	Sentence structure is either incorrect or awkward; interferes with intended meaning; effort and practice not evident
Fluency: Smoothness and fluency of signs, Conceptually accurate ideas/messages, to include final expressive script	Rate of speed and expression is consistently appropriate, accurate, and smooth (20)	Rate of speed and expression is generally consistently appropriate, accurate, and smooth; errors do not compromise the intended meaning; good effort (10)	Rate of speed and expression is awkward; sometimes interferes with intended meaning; effort and practice not evident
Final Video TOTAL POINTS POSSIBLE = 80			