



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

Spring 2024

EDSE 219 003: American Sign Language (ASL) III

CRN: 13590, 4 – Credits

Instructor: Roxanne Dummett	Meeting Dates: 1/16/24 – 5/8/24
Phone: N/A	Instructional Method: Mix of face-to-face meetings and online instruction. See the face-to-face meeting dates below. All other meeting dates will be synchronous online video meetings supplemented by asynchronous online coursework, or purely asynchronous.
E-Mail: rdummett@gmu.edu	Meeting Day(s): Thursday
Office Hours: By appointments	Meeting Time(s): 10:30 am – 12:20 pm
Office Location: Krug 103A	Meeting Location: Fairfax; ACGC 1320B

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 (speced@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

A percentage of this course will be delivered online using synchronous and/or asynchronous instruction 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 January 15th, 2024

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:**
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 [2] 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. 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. (2014). *Signing naturally: Unit 7-12 student set*.
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 for Flip

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

Course Format: Hybrid format

1. **Online portion:** Students will study the new vocabulary, complete the weekly lessons and assignments, and complete the weekly vocabulary quizzes before attending class. Students should expect to have to work on this class for at least 4-8 hours a week to complete all assignments in a timely basis.
2. **Scheduled class meetings:** Students will review any assignments/materials for further clarification, review the new signs learned online, and practice signing with classmates on interactive activities learned in class.

Vocabulary: Students will watch and learn the new vocabulary in Blackboard and refer to their textbook for any additional definitions. Students are expected to practice signing the new vocabulary as they watch the videos.

Vocabulary Quizzes: Students will have weekly quizzes which will be administered via Blackboard. There is a time limit for quizzes, it will be automatically submitted when the time expires. Students can check the My Grades tab in Blackboard for points for each quiz which will tell how many signs on the quiz.

Ex: Vocabulary Quiz #1 is worth 20 points = 20 vocabulary signs

Lessons and Assignments: Students will complete the weekly modules on **Blackboard**.

1. **Reading** – some assignments require you to read and find the answers in your textbook.
2. **Lesson/Assignment Question Formats**
 - a. **Multiple Choice** – select an answer.
 - b. **Multiple Answers** – select more than one answer total points indicates how many answers.
 - i. **Multiple Answer: Which of the following pronouns would...** Points: 2
(Multiple answer question – 2 points = 2 answers)
 - c. **True/False** - type the full word, not T/F.
 - d. **Hotspot** - click on the answer on the picture shown.
 - e. **Jumbled Sentences** - pick an answer from the drop-down list.
 - f. **Matching** - select the correct answer that matches the information given.
 - g. **Ordering** - put the answers in the correct order.

h. Fill in the Blank Questions

- i. **Numbers** – enter the number (2, 9, 12, etc.)
 - ii. **1-word answers** – most questions require 1-word answers
 - iii. **2 or 3-word answers** If you see (2-words) or (3-words) next to the question, enter the answer a space between the words.
 - iv. **Parenthesis** – pick an answer given in parenthesis.
 1. (bored/excited) – type one of the two answers
 2. Example: (1st, 2nd, 3rd ...) – enter the answer in the given format. The ... means to infinity (4th, 5th, etc.)
 - v. **Spelling** – will be deducted if not spelled correctly (use Google to double check your spelling)
 - vi. **Abbreviations** – are not allowed except for ASL (American Sign Language)
 - vii. **Capitalization** – is not required.
3. **Answer Key** – correct answers will be shown/available after the due dates.
 4. **My Grades Tab** – Check my grades tab in Blackboard for the assignment due dates.

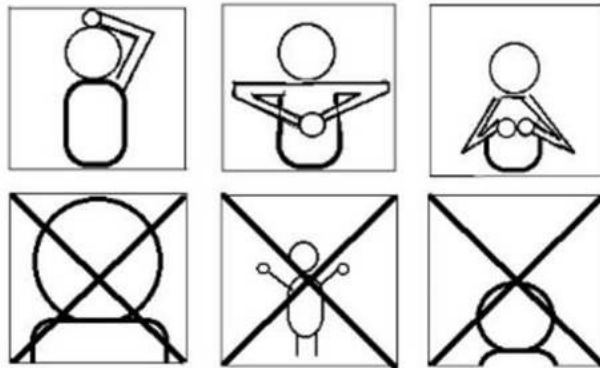
Video Assignments: Students will complete video assignments using Flip links posted in the modules. Rubrics are posted on blackboard to be used as a guide.

1. GMU email address is required.
2. Use the link provided on Blackboard to sign up.
3. Instructions will be given on Blackboard and Flip.
4. Rubrics are posted on Blackboard with the Flip links.
5. Everyone will see each other's videos except for the Final Exam
6. Rephrasing – for some video assignments, students will be expected to rephrase what their classmate signed. Students will rephrase, **not copy** what is being signed.

Note: The purpose of this video is to **showcase the student's signing ability** and students will create either a **real or fake** situation on based on the required criteria. Utilize the vocabulary you have learned from the unit. Students will need to **rehearse** until they no longer need notes. Students are expected to look directly at the camera, can look away briefly at notes.

Editing ASL Videos: Students are required to edit their ASL videos.

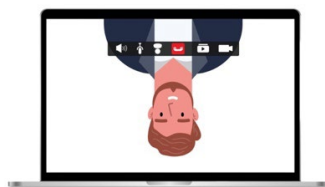
1. Ensure the computer or tablet is on a firm surface (a desk or table). The video should remain stable – no movements.
2. Make sure the video is centered and visible where the instructor can see the top of the student's head and the bottom of the student's chest area as shown below.



3. If students use their phone, follow the format below:



4. Make sure eyes are facing the camera, not looking to the side, above or below. Brief glances are acceptable for notes.
5. Make sure that the background is clean (one-colored wall) and free of “visual noise” (people, books, television, animals appearing, etc.).
6. 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.
7. Remove hats and excessive jewelry.
8. All videos must be submitted on Flip as one. Multiple edited/short clips is not allowed.
9. Review the quality of the videos before submitting.
10. Any videos posted, as shown below, will not be accepted. When posting your video, make sure you check after submission and fix any errors. submitted without any revisions will result in a zero for the assignment.



Discussion Board: Students will watch a video, **“Journey into the Deaf World,”** about Deaf Community and culture. Students will write their thoughts about the video.

1. **Posts:** Students will post their thoughts on the video.
 - a. **Guideline:** Students will post using the guideline below:
 - i. What was learned from watching the presentation?
 - ii. Describe your feelings about the presentation.
 - iii. Describe if you had any changes to your thoughts and/or feelings upon learning new information/material.
 - iv. Other keen observations, thoughts, or unanswered questions
 - b. **Grading:** Students must fulfill some basic requirements to get full credit.
 - i. Posts should be a minimum of 5 sentences, not exceeding 10 sentences.
 - ii. Posts should be relevant to the topic being discussed but should also attempt to introduce a new point of view or piece of information or otherwise further the discussion.
 - iii. Posts should use correct grammar, punctuation, and vocabulary appropriate for a university-level course.

Deaf Literature Reflection Paper

Students will write **ONE** reflection paper on the Deaf literature of their choice, which can include books, poetry, articles, stories, essays, videos, plays, and De’VIA that reflect a Deaf culture and experience. Students need to choose two works of Deaf literature to write their reactions to their reading or observation of Deaf literature materials.

Deaf literature is a collection of texts such as poetry, stories, essays, and plays reflecting a Deaf culture and Deaf experience.

De’VIA is an abbreviation for Deaf View/Image Art which is an art movement formed by Deaf artists to express their Deaf experience. You can find plenty of De’VIA art on the internet. If you choose to write a reflection paper on De’VIA, email me first for approval so that I can make sure it meets the criteria for De’VIA.

A reflection paper is not a “book” report where you summarize what you read. It’s about understanding and knowledge that you got from your reading and if it has changed your feelings, thoughts, and beliefs on the topic. Your reflection papers should be 300-700 words long, size 12 font, and double-spaced. The website link and citations must be included in the paper. **Plagiarism is not allowed.** Your reflection papers should consist of:

A. Introduction

1. The name of the author or artist and the date of the work

2. What is the theme of the work?
3. What issue did the author and artist bring up?
4. What's the author or artist's key point?
5. What is the Deaf experience or culture portrayed in the work?
6. What's the author or artist's opinion on the topic?
7. What were your expectations based on the title before reading?

B. Body Paragraph (one)

1. What are your feelings and reactions during your reading?
2. What grabs your attention?
3. How does this compare to what you have experienced or seen? Or how does it differ from your experience(s)?
4. What understanding or knowledge did you gain from your reading?
5. Provide details and your reactions and feelings.
6. What is your observation or interpretation of the work?

C. Conclusion-

1. After the reading, have you changed your way of thinking on the topic? Does it conflict with your previous beliefs and assumptions?
2. Will what you have read change your actions in the future?

ASL Events:

Students will attend **two (2)** Deaf events. Students can find events using the websites below detailing the location, type, and time of events.

Here are some websites students can check to find upcoming events:

UPCOMING EVENTS WEBSITES
Instagram: @DeafCityEvents
Fairfax Asl social: https://www.facebook.com/groups/aslclub2015/
ASL Bridge: https://www.meetup.com/ASLBridge/
NVRC for Deaf and Hard of hearing person (click on the community Events Calendar: https://nvrc.org/news/
Gallaudet University: https://my.gallaudet.edu/calendar
ASL Trivia https://www.facebook.com/ASLTriviaDC/ (must be 21+ to participate)

Another option is to Google the following – Silent Dinner in (city, VA), Silent Supper in (city, VA), or Deaf Event in (city, VA).

The following do not count as a Deaf event:

- Church settings
- Deaf plays
- Interpreted events.
- Captioned movies

The purpose of this event is for students to practice their signing skills.

For the event, students will **post a video** detailing their experience. The video should be at least 5-7 minutes, no more than 10 minutes. Include a comprehensive answer to each question below.

1. Name of the Deaf Community Event
2. When the event occurred
3. The purpose of the event
4. Describe the people who attended.
5. What observations were made?
6. Describe the feelings evoked.
7. Thoughts and feeling toward this event (before and after)
8. What was learned from this experience?
9. Describe any differences between a hearing event and a Deaf event.
10. Other keen observations, thoughts, or unanswered questions

It is the **student's responsibility** to find a Deaf event to attend. If you do not meet the requirements above, the assignment will result in a zero. The due date is shown on the schedule below.

Tests: The course objectives focus on the receptive use of ASL. There will be a test at the end of each unit. This course will cover units 9,10 and 11. It will be administered via Blackboard.

Note: The format of the test is similar to the format of the assignments in the weekly modules. The difference is the entire page of questions are shown for assignments, while the questions will be shown one at a time in random order for tests. There is a time limit for tests, it will be automatically submitted when the time expires.

Final Exam: The final exam is a comprehensive exam, which focuses on both the production and receptive use of ASL. Students will create a video post in Blackboard by the instructor with a time limit. They will need to respond to the instructor's questions using Flip. A rubric will be provided.

Final Exam Waiver: If a student earns above **84% (B)** in class after submitting all the required work, the Final Exam will be waived.

Note: Students who earn below 84% (B) are required to take the final exam.

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 will have a weekly Kahoot activity, answering multiple choice questions at the beginning of class, focusing on new vocabulary/information learned that week.

Students who arrive late while the quiz is ongoing may use the remaining time to complete as much as possible. They will look for the game pin on the bottom of the screen to join the class.

Ex:  **kahoot.it Game PIN: 1854714**

Students who arrive late after the end of the activity will not be able to redo the quiz and will earn a zero. Students who are absent from class will also earn a zero for that week.

Note: The **three (3)** lowest scores will be removed from the final total. It is recommended to save these days for sick days/appointments or other unavoidable absences.

- Avoid scheduling any appointment that conflicts with class time if you have already used up unexcused absences. It will count as an absence if you leave early or arrive late.

Late Work

Any papers, videos, or assignments past due dates will not be accepted.

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 miss 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 they exit it. Students are also expected to continue signing until the instructor has left the room after the class session. Students are expected to practice ASL with classmates when 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.

Device Policy:

Turn your phone off in class except for Kahoot and class activity.

Graduation Requirements: Students are responsible for completing coursework that demonstrates the level of competence satisfying the foreign language requirements for graduation.

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:

Kahoot Activity	10%
Assignments/Deaf Events	20%
Video Assignments (Flip)	25%
Vocabulary Quizzes	10%
Unit Tests	15%
Final Exam	20%

NOTES:

- Students' grades will be based on percentages for each area as shown above. (Not **total points**)
- Grading Scale - Students need **76%(C) or better** to meet the prerequisites for ASL IV (EDSE 315).

***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 Meetings: Meet on Thursdays from 10:30 am-12:20 pm. The dates are shown below:

Class Meetings
January 18
January 25
February 1
February 8
February 15
February 22
February 29
March 14
March 21
March 28
April 4
April 11
April 18

Modules: Due on **Wednesdays at 11:59 pm**. Check Blackboard for more information.

Coursework	Day	Submitted by
Module 1	January 24	11:59 pm (EST)
Module 2	January 31	11:59 pm (EST)
Module 3	February 7	11:59 pm (EST)
Module 4	February 14	11:59 pm (EST)
Module 5	February 21	11:59 pm (EST)
Module 6	February 28	11:59 pm (EST)
Module 7	March 13	11:59 pm (EST)
Module 8	March 20	11:59 pm (EST)
Module 9	March 27	11:59 pm (EST)
Module 10	April 3	11:59 pm (EST)
Module 11	April 10	11:59 pm (EST)
Module 12	April 17	11:59 pm (EST)
Final Exam	April 24	One-on-One
Final Exam	May 1	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/) (<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 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](mailto:learningservices@gmu.edu) (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 \(http://cehd.gmu.edu/\)](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 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