



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

Spring 2024

EDSE 116 002: American Sign Language (ASL) II

CRN: 20084, 4 – Credits

| | |
|--------------------------------------|---|
| Instructor: Daniel Frame | Meeting Dates: 1/16/24 – 5/8/24 |
| Phone: 443-348-8173 | 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: dframe@gmu.edu | Meeting Day(s): Wednesday |
| Office Hours: By appointment | Meeting Time(s): 1:30 pm – 3:20 pm |
| Office Location: Horizon 4008 | Meeting Location: Fairfax; HORIZN 4008 |

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 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 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 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

Face to face

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 3, 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 4 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 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 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 person in room, add another description to confirm (C1.1, C1.2).
5. Produce correct form and movement for clothing-related words, follow sequence to describe item, ask what it is made of (C1.1, C1.2).
6. Translate English sentences with spatial verbs and making sure the verbs show agreement with the locations that have been established for places (C1.1, C1.2).
7. Explain situation, then make request, decline, give reason (C1.1, C1.2).
8. Modify verb to agree with subject and object (C1.1, C1.2).
9. Explain 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

- Smith, C., Lentz, E., & Mikos, K. (2008). *Signing naturally: Units 1-6 student set*. Dawn Sign Press.
- 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>

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

Assignment Summary

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.

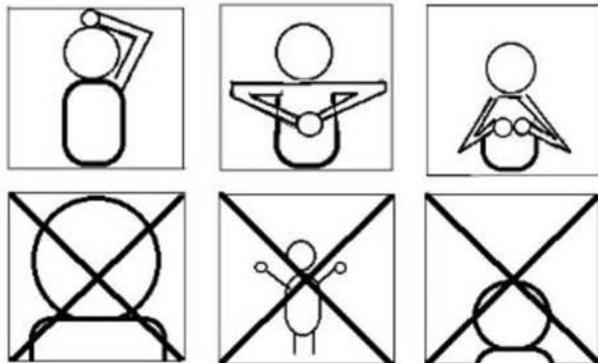
1. **Fill in the blank questions**
 - a. **Numbers** – type the number only (do not spell it out)
 - b. **1-word answers** – most fill in the blank questions require 1-word answers. If you see (2 words or 3 words), the answer will be 2 words or 3 words.
 - c. **Parenthesis** – pick an answer given in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

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

1. Students will post their videos in the modules.
2. Instructions will be given on the Blackboard for each video.
3. The purpose of this video is to **showcase the 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 Blackboard. 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 on Blackboard with the links.

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 student will be moving.
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.
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. Wedding rings and small earrings are ok.
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.

Deaf Movie

The student must choose one Deaf actor/actress from one of the movies listed below. The instructor will ask the students some questions via video and the students will answer the instructor's questions in ASL. The student must then upload a video on Blackboard. If you want to choose a different Deaf actor/actress in another movie, you first have to email the instructor for approval.

- Children of a Lesser God
- Beyond Silence
- Legend of the Mountain Man
- CODA (2021) film
- Love Is Never Silent
- No Ordinary Hero: The SuperDeafy Movie
- Mr. Holland's Opus
- Switch at Birth (Episode: Deaf school protests only)
- Sound of Metal
- The Hammer (2010)
- Sweet Nothing in my Ear (2008)
- Or another movie that have an actual Deaf actor/actress (must be approved by the instructor)

Tests: 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 II will cover units 5, 7, and 8. Students will check **Blackboard** for more details about the Unit Tests.

1. **Receptive Tests:** The receptive portion of the test will be administered via Blackboard. The formatting will be similar to assignments, however there is a time limit for tests.
2. **Expressive Tests (videos):** Students will post the expressive portion (signing) on Blackboard. Rubrics are posted on blackboard to be used as a guide.

Note: Remember the purpose of this video is to showcase student's signing ability. Students will create a fake situation or scenario on based on the required criteria. Utilize the vocabulary you have learned from the unit.

Note: Rehearse until you no longer need your notes. Record yourself signing the information and attach it on Blackboard.

Note: Students will submit **three** videos. Each video counts as **6.67%** of the course grade. (Expressive Tests – 20% of the course grade).

Deaf Community Event:

Students will attend one (1) Deaf event. Students can find events using the websites below detailing location, type, and time of events.

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

Fairfax ASL Social:

<https://www.facebook.com/groups/aslclub2015/>

ASL Bridge:

<https://www.meetup.com/ASLBridge/>

Northern Virginia Resource Center for Deaf & Hard of Hearing Persons (click on community events calendar):

<https://nvrc.org/news/>

Gallaudet University:

<https://my.gallaudet.edu/calendar>

ASL Trivia (must be 21+ to participate):

<https://www.facebook.com/ASLTriviaDC/>

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

Afterwards, you will answer 7 questions about the instructor's video on Blackboard.

Remember to upload the video clips through Blackboard. Assignments submitted within 24 hours after the deadline will receive a maximum of 80% of the original grade.

Assignments submitted within one week of the deadline will earn a maximum of 50% of the full grade. Assignments submitted more than one week late will not be accepted for credit.

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/>.

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

For this course, there will be Zoom meetings on Wednesdays and Thursdays only (Final Exam portion is not included). The dates of the meetings are shown in the class schedule below.

Kahoot will be used to take attendance. At the start of each class and after the class break, students will participate in a Kahoot activity where they answer multiple-choice questions related to the new vocabulary or information they have learned that week.

If students arrive late while the quiz is still ongoing, they may complete as much as they can in the remaining time. They can join the class by entering the game pin displayed at the bottom of the screen. For example:



A black rectangular box with white text that reads "kahoot.it Game PIN: 1854714". The Kahoot logo is on the left, followed by the text.

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 activity.

Note: The **two (2)** lowest scores will be removed from the final total. It is recommended to save these days for sick days/appointments or other unavoidable absences.

Late Work

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

Note: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Grading

Grading Scale

| 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. Kahoot Activity (Attendance) | 10% |
| 2. Assignments | 10% |
| 3. Deaf Events/Deaf Movie | 10% |
| 4. Vocabulary Quizzes | 15% |
| 5. Unit Tests - Expressive | 20% |
| 6. Unit Tests – Receptive | 20% |
| 7. Final Exam | 15% |

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

Note: A student needs **76%** 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.

| | Day | Class Topic | Weekly Reading/Assignments |
|---------|----------|---|---|
| Week 1 | 17 Jan | Syllabus ASL 1 Review Unit 5 | Module 1 |
| Week 2 | 24 Jan | Lessons 5.1-5.2 | Module 2 |
| Week 3 | 31 Jan | Lessons 5.3-5.4 | Module 3 |
| Week 4 | 7 Feb | Lessons 5.5-5.6 | Module 4 |
| Week 5 | 14 Feb | Lessons 5.7-5.9 | Module 5 |
| Week 6 | 21 Feb | Unit 7 Lessons 7.1-7.3 | Module 6 |
| Week 7 | 28 Feb | Lessons 7.4-7.6 | Module 7 |
| Week 8 | 6 Mar | GMU Spring Break | Post the Deaf movie video |
| Week 9 | 13 Mar | Lessons 7.7-7.9 | Module 8 |
| Week 10 | 20 Mar | Lessons 7.10-7.13 | Module 9 |
| Week 11 | 27 Mar | Unit 8 Lessons 8.1-8.3 | Module 10 |
| Week 12 | 3 April | Lessons 8.4-8.6 | Module 11 |
| Week 13 | 10 April | Lessons 8.7-8.10 | Module 12 |
| Week 14 | 17 April | Lessons 8.11-8.14 | Module 13 |
| Week 15 | 24 April | Reviews Units 5, 7-8 | Module 14 Post the Deaf movie video |
| Week 16 | May 1 | Final Exam | 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 \(learningservices@gmu.edu\)](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.

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)

| | | | |
|---|--|--|---|
| 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: | Use is consistently accurate and appropriate; use | Use is generally accurate and appropriate; errors do not | Use is either not present or awkward; interferes with |

| | | | |
|--|--|---|---|
| Motion/Location of Verbs (includes eye gaze, body shifting and choice of signs) | precisely expresses intended meaning (2) | compromise the intended meaning; good effort (1) | 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 |