GEORGE
MASON
UNIVERSITY

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

Spring 2024
EDSE 116 001: American Sign Language (ASL) II
CRN: 12760, 4 – Credits

Instructor: Georginia Fitzpatrick	**Meeting Dates:** 1/17/24-5/8/24
Phone: N/A	**Meeting Day(s):** Wednesday
E-Mail: gfitzpa@gmu.edu	**Meeting Time(s):** 10:30 am – 12:20 pm
Office Hours: by Appointment	**Meeting Location:** Horizon Hall 1007
Office Location: N/A	**Other Phone: N/A**

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

Prerequisite(s):
EDSE 115 or equivalent course with a minimum grade of "C" or EDSE 115 "XS"

Co-requisite(s):
None

Course Description
Focuses on expanding basic skills in American Sign Language (ASL) and Deaf culture. Emphasizes 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

Face-to-Face and Online

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 face-to-face and online using 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 Jan. 16, 2024, at
11:59 pm (EST)

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 will need a headset microphone for use with the Blackboard Collaborate web
  conferencing tool. [Delete this sentence if not applicable.]
- 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: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player

  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a "fixed" meeting day, our week will start on [Day], and finish on [Day]. 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.

- 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 show competence in 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 Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so that others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability 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 from 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 must submit all assignments on time in the instructor's manner (e.g., Blackboard, VIA, hard copy).

VIA Performance-Based Assessment Submission Requirement
There is no performance-based assessment required for this course.

Assignments and/or Examinations
    Vocabulary: Students will watch and learn the new vocabulary in Blackboard weekly. Students are expected to practice signing the new vocabulary.

    Vocabulary Quizzes: Students will have weekly quizzes administered via Blackboard. There will be a time limit for quizzes.

    Lessons and Assignments: Students will complete weekly assignments on Blackboard. Students will check the modules on Blackboard for more details about the assignments.

1. **Fill in the blank questions**
   - 1.1. **Numbers –** type the number only (do not spell it out)
   - 1.2. **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.
   - 1.3. **Parenthesis –** pick an answer given in the parenthesis
     - 1.3.1. (Do not/do not)
     - 1.3.2. (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 etc.
   - 1.4. **Spelling –** will be deducted if not correct (use Google to double check your spelling)
   - 1.5. **Abbreviations –** are not allowed
   - 1.6. **Capitalizations –** answers can be submitted with/without capitalization
   - 1.7. 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 has submitted the assignment.

    Deaf Events: Students will attend two (2) Deaf events. 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:

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

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

For the event, students will write a paper detailing their experience. The paper should be one page, double spaced. 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.

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.

7. **Receptive Tests: The** receptive portion of the test will be administered via Blackboard. The formatting will be like assignments, but tests have a time limit.
8. **Expressive Tests (videos):** Students will post the expressive portion (signing) on Blackboard. Rubrics are posted on blackboards to be used as a guide.
   Note: Remember the purpose of this video is to display students' signing ability. Students will create a fake situation or scenario 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 attaching 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).

   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/.

   Final Exam: The final exam is a comprehensive exam, which focuses on both the production and receptive use of ASL.

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: It is expected that students will attend each class on time. Students will be allowed two (2) absences without penalty. Each absence afterward 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

9. Two (2) late arrivals will be equivalent to one (1) absence, which will be applied to the policy stated above.
10. 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 do not meet any of the above criteria will result in a deduction for the assignment as shown on the rubric.

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.

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 missed 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 the moment they exit the classroom. 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 while 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.

Students are expected to participate fully in the class.

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:

11. Assignments/Deaf Papers	20%
12. Vocabulary Quizzes	20%
13. Unit Tests - Expressive	20%
14. Unit Tests – Receptive	20%
15. Final Exam	20%

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

Note: A student needs <u>76% to pass</u> the course or to move on to the next course.

Final Exam Waiver*:* If a student gets 85% or above in class, the Final Exam will be waived.

Course/Graduation Requirements

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

*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." The work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions
Students must always exhibit professional behaviors and dispositions. See [Policies and Procedures](https://cehd.gmu.edu/students/polices-procedures/) (https://cehd.gmu.edu/students/polices-procedures/).

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

Class Meetings: Meet on Wednesdays from 10:30 am-12:20 pm. Dates are shown below:

Class Meetings	
January 17	Zoom
January 24	Face-to-Face
January 31	Face-to-Face
February 7	Face-to-Face
February 14	Face-to-Face
February 21	Face-to-Face
February 28	Face-to-Face
March 6	No Class
March 13	Face-to-Face
March 20	Face-to-Face
March 27	Face-to-Face
April 3	Face-to-Face
April 10	Face-to-Face
April 17	Last Face-to-Face Class
April 24	Final Exam-Zoom
May 1	Final Exam-Zoom

Modules: Due on Tuesdays at 11:59 pm. Check the Blackboard for more information.

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Cousework	Day	Submitted by
Module 1	January 23	11:59 pm (EST)
Module 2	January 30	11:59 pm (EST)
Module 3	February 6	11:59 pm (EST)
Module 4	February 13	11:59 pm (EST)
Module 5	February 20	11:59 pm (EST)
Module 6	February 27	11:59 pm (EST)
Module 7	March 5	11:59 pm (EST)
Module 8	March 19	11:59 pm (EST)
Module 9	March 26	11:59 pm (EST)
Module 10	April 2	11:59 pm (EST)
Module 11	April 9	11:59 pm (EST)
Module 12	April 16	11:59 pm (EST)
Module 13	April 23	11:59 pm (EST)

	Day	Class Topic	Weekly Reading/ Assignments
Week 1	17- Jan	**Syllabus Quiz ASL 1 Review**	Module 1
Week 2	24- Jan	**Unit 5** Lessons 5.1-5.2	Module 2
Week 3	31- Jan	Lessons 5.5-5.6	Module 3
Week 4	7- Feb	Lessons 5.7-5.9	Module 4
Week 5	14- Feb	**Unit 7** Lessons 7.1-7.3	Module 5
Week 6	21- Feb	Lessons 7.4-7.6	Module 6
Week 7	28-Feb		Module 7
	6- Mar	**Spring Break**	
Week 8	13- Mar	Lessons 7.7-7.9	Module 8
Week 9	20- Mar	Lessons 7.10-7.13	Module 9
Week 10	27- Mar	**Unit 8** Lessons 8.1-8.3	Module 10
Week 11	3- Apr	Lessons 8.4-8.6	Module 11
Week 12	10- Apr	Lessons 8.7-8.10	Module 12
Week 13	17- Apr	Lessons 8.11-8.14/Review	Module 13
Week 14	24- Apr	**Final Exam** Zoom	One-on-One
Week 15	1- May	**Final Exam** Zoom	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/).

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 accommodation will begin when the instructor receives the written letter from Disability Services. 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 academic topics such as time management, reading, and notetaking 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 from Mason's Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

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

Appendix

Assessment Rubric(s)

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
Vocabulary: Usage of vocabulary	**Accurate, relevant use of wide variety of vocabulary used from all units studied (2)**	**Generally accurate, relevant use of vocabulary from more than half the units studied (1)**	**Vocabulary inaccurate and used covers less than half the units studied**
Formation: Handshape, Palm Orientation, Movement, 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**