



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

Spring 2024

EDSE 315 001: American Sign Language (ASL) IV

CRN: 13592, 3 – Credits

Instructor: Kevin Taylor	Meeting Dates: 1/16/24 – 5/8/24
Phone: 571-723-4311	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: ktaylo2@gmu.edu	Meeting Day(s): Thursday
Office Hours: By Appointment	Meeting Time(s): 10:30 am – 12:20 pm
Office Location: Krug 103B	Meeting Location: Fairfax; HORIZN 1007

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 219 or equivalent course with a minimum grade of “B”.

Co-requisite(s):

None

Course Description

Focuses on strengthening expressive and receptive communication in American Sign Language (ASL) through the development of narrative and storytelling skills. Explores the importance of these skills within the Deaf Community. Explores issues of multiculturalism, linguistic code-switching, and language dominance, particularly in relationship to Deaf education.

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 planning to complete the ASL minor? Keep in mind that the minor requires at least 8 credits applied only to that minor and may not be used to fulfill requirements of your major, concentration, an undergraduate certificate, or another minor.

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

Learner Outcomes

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

1. Develop intermediate level proficiency ASL conversational skills and vocabulary to effectively communicate with members of the Deaf community in the United States (DH1S2, DH4S1, DH6K1, C1.1, C1.2, C1.3, C4.1).
2. Narrate “Unforgettable Moments” (C1.2, C1.3).
3. Explain driving and everyday rules (C1.2, C 1.3).
4. Narrate “Accidents” (C1.2, C1.3).
5. Demonstrate language skills for expressing ideas and concepts (C1.3)
6. Demonstrate skills for illustrating reasons and functions (C1.3)
7. Analyze use of grammar and syntax of ASL and English (C4.1).
8. Increase knowledge of cultural competency relative to the deaf community and
9. Demonstrate awareness of language and social issues alive in the Deaf community today (DH1K2, DH1S2, C2.1, C3.1).

Professional Standards

Goals, objectives, and assignments in this class address the Council for Exceptional Children (CEC) skill standards 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. (2003). *Signing naturally: Level 3 student set*.
San Diego, CA: Dawn Sign Press

Recommended Texts

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

Course Performance Evaluation

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

VIA Performance-Based Assessment Submission Requirement

There is no required performance-based assessment for this course.

Assignments and/or Examinations

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. **Jumbled Sentences** - pick an answer from the drop-down list.
 - e. **Matching** - select the correct answer that matches the information given.
 - f. **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
 - v. **Spelling** – will be deducted if not spelled correctly (use Google to double check your spelling)
 - vi. **Abbreviations** – are not allowed except for ASL
 - 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.

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:

1. Instagram: @DeafCityEvents
2. Fairfax ASL Social: <https://www.facebook.com/groups/aslclub2015/>

3. ASL Bridge: <https://www.meetup.com/ASLBridge/>
4. Northern Virginia Resource Center for Deaf & Hard of Hearing Persons (click on community events calendar): <https://nvrc.org/news/>
5. Gallaudet University: <https://my.gallaudet.edu/calendar>
6. ASL Trivia (must be 21+) <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

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

For the event, students will write a one-page, double spaced paper detailing their experience for each event. Students will submit both papers via blackboard due near the end of the semester. Students may use the following questions below as a guideline (do not have to answer each question).

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

Note: 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.

Class Project: ASL Event Hosting

This assignment requires all students in class participate and attend. Each student will receive the same grade.

As a class, students will be hosting an ASL event. For a large class, two groups of students can host separate events.

Students will need to do the following:

1. Select a date and a timeframe.
2. Select a place. (It would be prudent to ask the establishment permission to host such an event and to inform them of when the event will be held.) Students will need to find a Deaf-friendly place with open space so everyone can see each other.
3. Create an event invitation in social media such as Facebook or Instagram.
4. Invite members of the Deaf communities and ASL students.

On the day of the event, be sure to:

1. Socialize with Deaf people.
2. Go around the room and acknowledge people. (Chat with other ASL students)
3. Help those who are struggling with understanding ASL or who are shy.

Note: Students who do not participate in the activity will receive a zero for the assignment.

Presentations: Students will give a presentation in class for each Unit (18, 20 & 21). 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. Rubrics will be posted in Blackboard.

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 they can. 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.

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.

— **What does 'accommodations are not retroactive' mean?**

Once a student meets and establishes accommodations with a specialist, accommodations will be applicable moving forward from the time Faculty Contact Sheets are provided to professors. Accommodations are not applicable prior to the initial meeting.

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. It is expected that students will practice ASL with classmates during times 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.

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

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

Grade Distribution:

Kahoot Activity	15%
Assignments	35%
Vocabulary Quizzes	15%
Unit Presentations	30%
Deaf Events	5%

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

Note: Grading Scale - Students needs **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 10:30-12:20 pm
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
April 25

Modules: Due on **Mondays 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)
Presentation 1	April 24	
Presentation 2	May 1	

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)

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

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	used from all units studied (2)		
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