



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

Fall 2024

EDSE 115 DL1: American Sign Language (ASL) I

CRN: 72496, 4 – Credits

<b>Instructor:</b> Fatimah Aziz	<b>Meeting Dates:</b> 08/26/24 – 12/18/24
<b>Phone:</b> 571-316-2932 (video phone via interpreter)	<b>Instructional Method:</b> Mix of online synchronous and asynchronous online instruction. See the synchronous online video meeting dates below. The synchronous online video meetings will be supplemented by asynchronous online coursework.
<b>E-Mail:</b> Faziz4@gmu.edu	<b>Meeting Day &amp; Time:</b> Monday; 10:30 am – 12:20 pm
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Online

**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 their LMS (Learning Management System).

**Prerequisite(s):**

None

**Co-requisite(s):**

None

**Course Description**

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

### **Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or [speced@gmu.edu](mailto: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](mailto:speced@gmu.edu).

### **Course Delivery Method**

Hybrid

### **Learning activities include the following:**

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via your LMS

This course will be delivered online (76% or more) using both synchronous and asynchronous format via Mason's Learning Management system (LMS). You will log in to the course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 23<sup>rd</sup> by 11:59pm

· To access your course in Blackboard Learn: <https://mymasonportal.gmu.edu/>

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 updated browsers.
  - [Blackboard Learn](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support) supported browsers:  
[https://help.blackboard.com/Learn/Student/Ultra/Getting\\_Started/Browser\\_Support](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)

- [Canvas](https://guides.instructure.com/a/720329) supported browsers: <https://guides.instructure.com/a/720329>
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.
- Note that students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

### ***Expectations***

- Course Week:  
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 LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least three times per week. In addition, students must log-in for all scheduled online synchronous meetings, if any.
- 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.

### **Learner Outcomes**

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

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

### **Professional Standards**

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

### **Required Texts**

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

### **Recommended Texts**

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

## Course Performance Evaluation

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

## VIA Performance-Based Assessment Submission Requirement

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

- Assignments and/or Examinations

### 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**.

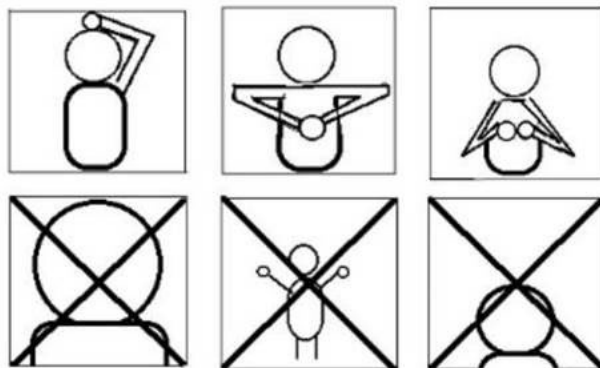
1. **Reading** – some assignments require you to read and find the answers in your textbook.
2. **Lesson/Assignment Question Formats**
  - a. **Multiple Choice** – select an answer.
  - b. **Multiple Answers** – select more than one answer total points indicates how many answers.
    - i. **Multiple 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: (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> ...) – enter the answer in the given format. The ... means to infinity (4<sup>th</sup>, 5<sup>th</sup>, 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 upload their video assignments on Blackboard. The student’s ASL production will be evaluated. 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 are posted on Blackboard. See “Editing ASL videos” for more information.

**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. Wedding rings and small earrings are ok.
8. Review the quality of the videos before submitting.

**Deaf Community Paper:** Students will write about one paper about the Deaf community. Students will need to find information one of the categories listed below:

1. Deaf individuals (ASL users only, not oral Deaf individuals)
2. An educational program or Deaf school (K-12) that serves Deaf students.

**Note:** The following websites are not allowed:

1. Gallaudet University
2. Rochester Institute of Technology (RIT/NTID)

**Note:** Research on oral methods or oral approach is not accepted, the focus is on sign language organizations, schools and websites- international signs are accepted\*\*

Students will write a paper for either category (Deaf individuals or educational), summarizing the website and information. The summary should be 1 to 2 pages long, size 12 font and double-spaced. You can either use APA or MLA style. The website link must be included in the paper.

If a student submits a plagiarized paper, the university policy will be followed: <https://catalog.gmu.edu/policies/honor-code-system/>. Will result in a **zero** on the assignment.

**Post:** Blackboard

**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 I will cover units 1-4. 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. **Video Presentations:** 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).

**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/>.

**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 1,2,3 and 4. 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. The final exam will be one-on-one with the instructor involving an interview-style type format.

**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 LMS 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

To ensure you get credit for your presence, be sure to check in with Qquickly Attendance every Monday. Your attendance will account for 5% of your overall grade; each session is worth five points.

As a reminder, you are permitted two absences free of penalty. Use them judiciously. Your final grade will be affected by any absences beyond the second one. If you provide valid documentation, your absences will be excused. Simply stating that you won't attend class will not suffice. Kindly provide me with supporting documentation.

- Late Work

The penalty for late work will be a 2-point deduction from the total score of the assignment each day after it has become overdue. This penalty will apply until the assignment is either completed or the maximum capacity of points deducted has been reached. For example, if an assignment were due on Sunday and not submitted until Wednesday, (2 points x 3 days), 6 points will be deducted from the total points of the assignment.

- Other Requirements

**Zoom meetings:** The class will meet on the scheduled dates shown in the course schedule below. A tab for the Zoom meetings is posted on Blackboard. The meetings will review and consist of group activities based on the previous assignments. It is important students keep up with assignments to be able to participate in-group activities.

### **Policies:**

1. Students are expected to appear and participate from the beginning to the end of each Zoom session. Students cannot be on their phone, doing

other activities during class time, leaving a blank screen, or leaving the computer.

2. Student's preferred name is to be displayed on Zoom. No nicknames (ex. Bad Cat) are permitted.
3. 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 (student) is likely to move.
4. Using mobile phones for a Zoom session is not permitted as students will not be able to see everyone at once on the phone.
5. The webcam is to be turned on unless instructed otherwise.
6. Remove all distractions which includes mobile phones, electronics, pets, people, and other activities.
7. Seek a plain wall or use a collapsible background screen. Virtual backgrounds are not permitted. The background should contrast your attire and skin tone.
8. Be aware of lighting. Students do not want to appear bright or dark making it difficult for the instructor and classmates to see you.
9. The voice option will be on mute for all meetings (except the first day of classes).

**Note:** Students who do not follow the policies stated above will count as tardy and deducted according to the attendance policy.

**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.

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

**Grading:**

**Grading Scale**

**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. Assignments	25%
2. Attendance	5%
3. Deaf Community Paper	10%
4. Video Presentations	30%
5. Vocabulary Quizzes	20%
6. Final Exam	10%
	100%

**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:** George Mason University Academic Standards will be strictly enforced *through an institutional sanctioning matrix that all colleges and departments will need to adhere to if they find there are students who are engaged in academic dishonesty*. See [Academic Standards \(http://academicstandards.gmu.edu/\)](http://academicstandards.gmu.edu/) and [GMU Catalog - Academic Standards \(https://catalog.gmu.edu/policies/academic-standards/\)](https://catalog.gmu.edu/policies/academic-standards/). Students are responsible for

reading and understanding the Standards. The Office of Academic Integrity “works to promote authentic scholarship, support the institution’s goal of maintaining high standards of academic excellence, and encourages continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.” Work submitted must be your own new, original work for this course or with proper citations.

### Professional Dispositions

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See [Student Guide](https://cehd.gmu.edu/current-students/cehd-student-guide) (<https://cehd.gmu.edu/current-students/cehd-student-guide>).

### Use of Generative AI

Generative AI tools should follow the principles of Mason’s Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

### Class Schedule

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

**Modules:** Due on **Sundays at 11:59 pm**, the day before next class.

	Day	Class Topic	Weekly Reading/Assignments
Week 1	26-Aug	Syllabus	Module 1
Week 2	2-Sept	<b>No Class: Labor Day</b>	Module 2
Week 3	9-Sept	Lessons 1.1-1.6	Module 3
Week 4	11-Sept	<b>Unit 1</b> Lessons 1.7-1.12 <b>Unit 2</b> Lessons 2.1-2.3	Module 4
Week 5	16-Sept	Lessons 2.4-2.8	Module 5
Week 6	23-Sept	Lessons 2.9-2.12	Module 6
Week 7	30-Sept	<b>Unit 3</b> Lessons 3.1-3.4	
Week 8	7-Oct	Lessons 3.5-3.9	Module 7
Week 9	14-Oct	Lesson 3.10-3.15	Module 8
Week 10	21-Oct	<b>Unit 4</b> Lessons 4.1-4.4	Module 9

Week 11	28-Oct	Lessons 4.5-4.6	Module 10
Week 12	4-Nov	Lessons 4.7-4.8	Module 11
Week 13	11-Nov	Lessons 4.9-4.11	Module 12
Week 14	18-Nov	Lessons 4.12-4.14/Review	Module 13
Week 15	25-Nov	Final Exam	One-on-One
Week 16	9-Dec	Final Exam	One-on-One

### CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: [Culture](https://cehd.gmu.edu/about/culture/) (<https://cehd.gmu.edu/about/culture/>)

### GMU Policies and Resources for Students

#### Policies

- Students must adhere to Mason’s Academic Standards. See [Academic Standards](https://catalog.gmu.edu/policies/academic-standards/) (<https://catalog.gmu.edu/policies/academic-standards/>).
- 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](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.

- Questions or concerns regarding use of your LMS should be directed to:
  - o [Blackboard Learn](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/): <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
  - o [Canvas](https://its.gmu.edu/service/canvas/): <https://its.gmu.edu/service/canvas/>
- For information about [student support resources](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus) on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
  - o [TimelyCare](https://caps.gmu.edu/timelycare-services/): <https://caps.gmu.edu/timelycare-services/>
  - o [Writing Center](https://writingcenter.gmu.edu/): <https://writingcenter.gmu.edu/>

**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](mailto: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/).**

**Student and Faculty Names and Pronouns**

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use [faculty insert your specific pronouns here] for myself and you may address me as “[YOUR NAME]”, “Dr./Prof. [NAME]” or “Mr./Ms./Mx. [NAME]” in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

**Diversity and Inclusion Statement**

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

### Land Acknowledgement Statement

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

## Appendix

### Assessment Rubric(s)

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
<b>Vocabulary:</b> 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
<b>Formation:</b> 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
<b>Space Referents:</b> 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

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
<b>Grammar:</b> 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
<b>Fluency/Accuracy</b> 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
<b>Total Points Possible</b> = 10	Points earned in parenthesis	Points earned in parenthesis	No points earned