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

Fall 2024
EDSE 115 001: American Sign Language (ASL) I
CRN: 72495, 4 – Credits

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|---|---|
| **Instructor:** Georginia Fitzpatrick | **Meeting Dates:** 8/26/24 – 12/18/24 |
| **Phone:** N/A | **Instructional Method:** Mix of face-to-face meetings and online instruction. See the face-to-face meeting dates below. All other meeting dates will be synchronous online video meetings supplemented by asynchronous online coursework, or purely asynchronous. |
| **E-Mail:** gfitzpa@gmu.edu | **Meeting Day & Time:** Monday 10:30 am – 12:20 pm |
| **Office Hours:** by appointment | **Meeting Location:** Fairfax; ACGC 1320A |

*Note:*

1. **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.**

2. **If you are unable to attend face-to-face sessions, please speak with your advisor about moving your face-to-face coursework to a future semester and determining if you can take one an online course offering.**

**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 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 your LMS

This course will be delivered hybrid (51%-75% online) using both synchronous and asynchronous format via Mason's Learning Management System (LMS). There will also be face-to-face class meetings. You will log in to the course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on Sunday, Aug. 25, 2024, 11:59 pm.

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

**Under no circumstances, many 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
  - [Canvas](https://guides.instructure.com/a/720329) supported browsers: [https://guides.instructure.com/a/720329]

- Consistent and reliable access to GMU (George Mason University) 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/face-to-face 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 2 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 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.

**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 the person and give information about that person (C1.1).
5. Describe residence, use contrastive structures, talk 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.* 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 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 which will be 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**
   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. (1$^{st}$, 2$^{nd}$, 3$^{rd}$ …) which means enter one of these as an answer. Not FIRST, SECOND but 1$^{st}$, 2$^{nd}$… If you see … means it is does not stop at 3$^{rd}$, can 4$^{th}$, 5$^{th}$ 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 has submitted the assignment.

**Deaf Events:** 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:

- 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. The due date is shown on the schedule below.

**Tests:** The course objectives focus on the receptive and expressive use of ASL. Each test will have a receptive and an expressive part 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 part of the test will be administered via Blackboard. The formatting will be like assignments, however there is a time limit for tests.
2. **Expressive Tests (videos):** Students will post the expressive part (signing) on Blackboard. Rubrics are posted on blackboards to be used as a guide.
   **Note:** Remember the purpose of this video is to display a student's 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 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/.

**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 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

It is expected that students will attend each class on time.

**Students will be allowed two (2) absences without penalty. Each absence afterwards 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

- Two (2) late arrivals will be equivalent to one (1) absence, which will be applied to the

policy stated above.

- 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.
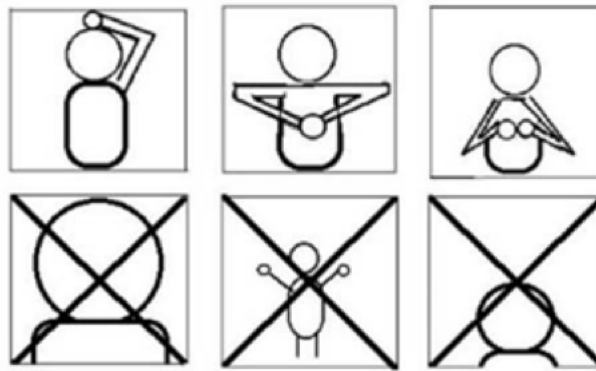


3. If students use their phone, follow the format below:



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.

**Grading**

| Letter Grade | Percent Grade |
| --- | --- |
| A+ | 97-100 |
| A | 94-96 |
| A- | 90-93 |
| B+ | 87-89 |
| B | 84-86 |
| B- | 81-83 |
| C+ | 79-80 |
| C | 76-78 |
| C- | 74-75 |
| D | 70-73 |
| F | Below 70 |

*Grade Distribution:*

3. Assignments/Deaf Papers          20%
4. Vocabulary Quizzes                     20%
5. Unit Tests - Expressive                    20%

6. Unit Tests – Receptive                              20%
7. 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 at 94% or above in class, the Final Exam will be waived.

<mark>                                                                                          </mark>

**Course/Graduation Requirements**

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

**\*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/) and GMU Catalog - 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).

**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.

|  | Day | Class Topic | Weekly Reading/Assignments |
|---|---|---|---|
| **Week 1** | 26- Aug | **Syllabus Quiz ASL 1 Review** | Module 1 |
|  | 2- Sep | **Labor Day** |  |
| **Week 2** | 9- Sep | **Unit 1** Lessons 1.1-1.6 | Module 2 |
| **Week 3** | 16- Sep | Lessons 1.7-1.12 | Module 3 |
| **Week 4** | 23- Sep | **Unit 2** Lessons 2.1-2.4 | Module 4 |
| **Week 5** | 30- Sep | Lessons 2.5-2.8 | Module 5 |
| **Week 6** | 7- Oct | Lessons 2.9-2.12 | Module 6 |
|  | 14- Oct | **Fall Break** |  |
| **Week 7** | 21- Oct | **Unit 3** Lessons 3.1-3.4 | Module 7 |
| **Week 8** | 28- Oct | Lessons 3.5-3.9 | Module 8 |
| **Week 9** | 4- Nov | Lessons 3.10-3.15 | Module 9 |
| **Week 10** | 11- Nov | **Unit 4** Lessons 4.1-4.4 | Module 10 |
| **Week 11** | 18- Nov | Lessons 4.5-4.8 | Module 11 |
| **Week 12** | 25- Nov | Lessons 4.9-4.11 Lessons 4.12-4.14/Review | Module 12 |
| **Week 13** | 2- Dec | **Final Exam** Zoom | Module 13 |
| **Week 14** | 9- Dec | **Final Exam** Zoom | 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/)

**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/).

- 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 your LMS should be directed to:

    o Blackboard Learn: https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/

    o Canvas: https://its.gmu.edu/service/canvas/

- For information about student support resources on campus, see: https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

  - TimelyCare: https://caps.gmu.edu/timelycare-services/

  - Writing Center: 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 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/).**

### 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, Patowmack, 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 |
|---|---|---|---|
| **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:** | Use is consistently accurate and | Use is generally accurate and | Use is either not present or awkward; interferes with |

| | | | |
|---|---|---|---|
| **Motion/Location of Verbs (includes eye gaze, body shifting and choice of signs)** | appropriate; use precisely expresses intended meaning (2) | appropriate; errors do not 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 |