



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

Fall 2024

EDSE 116 003: American Sign Language (ASL) II

CRN: 72533, 4 – Credits

<b>Instructor:</b> Shanmugam Pillai	<b>Meeting Dates:</b> 8/26/24 – 12/18/24
<b>Phone:</b> 703-991-8131	<b>Instructional Method:</b> 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.
<b>E-Mail:</b> spillai@gmu.edu	<b>Meeting Day &amp; Time:</b> Wednesday; 4:30 pm – 6:20 pm
<b>Office Hours:</b> By Appointment	<b>Meeting Location:</b> Fairfax; AQ 213

**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):**

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](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 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, August 25.

· 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)
- 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/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 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 sufficient ASL conversational skills and vocabulary to effectively communicate with members of the Deaf community in the United States (DH1S2, C1.1, C1.2).
2. Ask what person did/will do on a certain day, modify verb to agree with subject and object, narrate story using agreement verb in role shift (C1.1, C1.2).
3. Discuss each person's household duties, tell what errands must be done in the next few days, list errands on weak hand (C1.1, C1.2).
4. Identify person in room, add another description to confirm (C1.1, C1.2).
5. Produce correct form and movement for clothing-related words, follow sequence to describe item, ask what it is made of (C1.1, C1.2).
6. Translate English sentences with spatial verbs and making sure the verbs show agreement with the locations that have been established for places (C1.1, C1.2).
7. Explain situation, then make request, decline, give reason (C1.1, C1.2).
8. Modify verb to agree with subject and object (C1.1, C1.2).
9. Explain problem using conjunction before telling what happened, ask for advice (C1.1, C1.2).
10. Develop basic cultural competency of culture alive in the Deaf community today (DH1S2, C2.1, C3.1).

### **Professional Standards**

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

### **Required Texts**

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

Smith, C., Lentz, E., Mikos, K. (2014). *Signing naturally: Unit 7-12 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**

**Format:** Learning a language on an online setting requires dedication, discipline, organization, and as much work (or more!) as learning in a face-to-face class. This course is a 4-credit course spread out to 15 weeks during the Fall/Spring semesters. For summer courses, it is more intensive as the same information will be condensed into 5 weeks. You should expect to have to work on this class for at least 4-8 hours a week to complete all assignments on a timely basis.

**Vocabulary:** Students will watch and learn the new vocabulary on 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 administered via Blackboard. There is a time limit for quizzes, automatically submitted when they expire. All answers will be typed. Students can check the My Grades tab in Blackboard for points for each quiz which will tell how many signs are on the quiz.

**Ex:** Vocabulary Quiz #1 is worth 20 points = 20 vocabulary signs

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

1. **Reading Assignments** – some assignments require you to read and find the answers in your textbook.
2. **Lesson/Assignment Question Formats**

- a. **Multiple Choice** – pick an answer
- b. **Multiple Answers** - total points indicates how many answers  
Example: Question worth 3 points = 3 answers
- c. **True/False** - type the full word, not T/F
- d. **Hotspot** - click on the spot or picture given
- 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/Fill in Multiple Blanks questions**
  - i. **Numbers** – type the number only (do not spell it out)
  - 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/blank space, follow accordingly.
  - iv. **Parenthesis** – pick an answer given in the parenthesis
    - 1. (bored/excited)
    - 2. ... means etc.  
Example: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> ... – answer will be any number given in that format
  - v. **Spelling** – will be deducted if not correct (use Google to double check your spelling)
  - vi. **Abbreviations** – are not allowed
  - vii. **Capitalization** – is not required
- 3. **Answer Key** – correct answers will be 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:

- GMU ASL Club

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

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

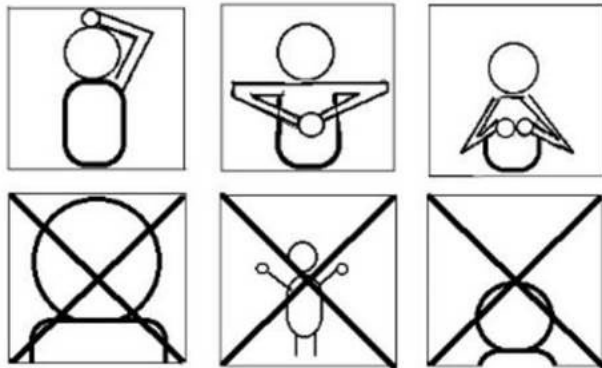
For the event, students will write a one-page, double spaced paper detailing their experience for each event. Students will submit both papers via blackboard due near the end of the semester. Students may use the following questions below as a guideline (do not have to answer each question).

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. Students will submit their papers in Module: Deaf Event. This paper will grade as an assignment.

**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 the student's lap, a bed, or any other surface where the student will be moving.
2. Make sure the video is centered and visible where the instructor can see the top of the student's head and the bottom of the student's chest area as shown below.



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



4. Make sure eyes are facing the camera, not looking to the side, above or below. Brief glances are acceptable.
5. Make sure that the background is clean (one-colored wall) and free of “visual noise” (people, books, television, animals appearing, etc.).
6. The color of the student’s shirt should contrast their skin tone. Avoid red, yellow, and orange shades. If students have tattoos on their arms, they should wear long-sleeved shirts. Tank tops and string shirts are not allowed.
7. Remove hats and excessive jewelry. Wedding rings and small earrings are ok.
8. If students are sitting, do not swivel.
9. All videos must be submitted on Blackboard as one.
10. Review the quality of the videos before submitting.

**Video Feedback:** Students can check for video feedback for Unit Expressive Tests via 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. The test will be automatically submitted once the time has expired.
2. **Expressive Tests (videos):** Students will post the expressive portion (signing) on Blackboard. Rubrics are posted on blackboard to be used as a



guide.

**Note:** Students will need to upload to Kaltura before posting (a video with instructions is included at the end of each expressive test).

**Note:** Remember the purpose of this video is to showcase 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. If a student's eye gaze is not on the camera, it will result in a zero.

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

**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 87% (B+) in class after submitting all the required work, the Final Exam will be waived.

**Note:** Students who earn below 87% (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**

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

Students will be allowed one (1) absence without a penalty. Each absence afterwards will result in a 5% deduction from the total grade as shown below:

First Absence – no penalty

Second Absence – 5% deduction of the final grade

Third Absence – 5% deduction of the final grade

Fourth Absence – 5% deduction of the final grade

Note: The following are additional rules that will be applied to the attendance policy:

1. Two (2) late arrivals will be equivalent to one (1) absence which will be applied to the policy stated above.
2. If a student arrives more than 30 minutes late, it will count as one (1) absence.

**Note:** For excused absences beyond two (2), students would need to get a letter from Disability Services for any mental or physical health related issues.

### **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.**

### **Accommodations**

**What does ‘accommodations are not retroactive’ mean?**

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

**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

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:

Assignments/Deaf Events	20%
Vocabulary Quizzes	20%
Unit Tests – Expressive -video assignments	20%
Unit Tests - Receptive	20%
Final Exam	20%

**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 II (EDSE 116).

**\*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.

**Class Meetings:** Meet on Wednesdays from 4:30 pm – 6:20 pm. Dates are shown below:

Class Meetings
August 28
September 4
September 11
September 18
September 25
October 2
October 9
October 16
October 23
October 30
November 6
November 13
November 20

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

Coursework	Day	Submitted by
Module 1	September 3	11:59 pm (EST)
Module 2	September 10	11:59 pm (EST)
Module 3	September 17	11:59 pm (EST)

Module 4	September 24	11:59 pm (EST)
Module 5	October 1	11:59 pm (EST)
Module 6	October 8	11:59 pm (EST)
Module 7	October 15	11:59 pm (EST)
Module 8	October 22	11:59 pm (EST)
Module 9	October 29	11:59 pm (EST)
Module 10	November 5	11:59 pm (EST)
Module 11	November 12	11:59 pm (EST)
Module 12	November 19	11:59 pm (EST)
Module 13	December 3	11:59 pm (EST)
Final Exam	December 4	One-on-One
Final Exam	December 11	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/>
  - o **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/>
  - o **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 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 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	Use is either not present or awkward; interferes with intended meaning; effort and practice not evident

		intended meaning; good effort (1)	
<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