



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

Fall 2024

EDSE 219 003: American Sign Language (ASL) III

CRN: 73300, 4 – Credits

<b>Instructor:</b> Roxanne Dummett	<b>Meeting Dates:</b> 8/24/24 - 12/18/24
<b>Phone:</b> N/A	<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> rdummett@gmu.edu	<b>Meeting Day(s)/Date(s):</b> Thursday; 10:30 am – 12:20 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Fairfax; ACGC 1320B

**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 116 or equivalent course with a minimum grade of "C" or EDSE 116 "XS".

**Co-requisite(s):**

None

**Course Description**

Focuses on intermediate level skills in American Sign Language (ASL) and Deaf culture. Increases competencies in person-to-person conversational signing, including expressive and receptive skills, vocabulary, syntax, semantics, and pragmatics.

**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 completing the ASL minor? A B or better is required in EDSE 219 to continue to EDSE 315 ASL: IV. Also, keep in mind that not all minor courses are offered every semester. Talk with an advisor ([speced@gmu.edu](mailto:speced@gmu.edu)) to plan your coursework.

**Course Delivery Method**

Face to face

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 25th.

· 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/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 intermediate level proficiency in ASL, and master ASL conversational skills and vocabulary to effectively communicate with members of the Deaf community in the United States (DH1S2, DH4S1, DH6K1, C1.1, C 1.2, C1.3, C 4.1).
2. Narrate about own neighborhood with emphasis on using rhetorical question as a transition and maintaining spatial agreement when discussing neighbors (C1.1, C1.2).
3. Give directions to places, describe a restaurant and its environment using descriptive (DCLs), locative (LCLs) and element (ECLs) classifiers.
4. Form clock numbers correctly (C1.1, C1.2).
5. Translate both yes-no questions and wh-questions, following word order (time, location, topic, end with question) (C4.1).
6. Give opinions by describing tendencies; compare tendencies (C1.1, C1.2).
7. Give price for different items; tell cost (C1.1, C1.2).
8. Tell narrative incorporating these language elements: spatial agreement, word order: name object before using ICLs, NONE used after each search segment, roles shifting, thoughts and conclusion (C1.2, C 1.3).
9. Ask hypothetical questions and give reactions (C1.1, C1.2).
10. Narrate bucket list (C1.2, C 1.3).
11. Demonstrate knowledge of cultural competency relative to the Deaf community and awareness of social issues alive in the Deaf community today (DH1K2, DH1S2, C 2.1, 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.

### **Required Texts**

Smith, C., Lentz, E., & Mikos, K. (2008). *Signing naturally: Units 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**

#### **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 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 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.

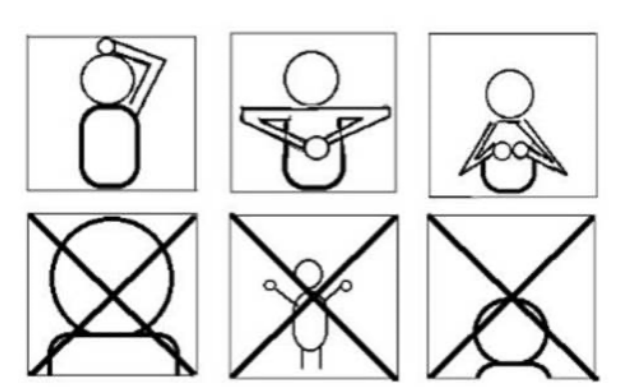
**Video Assignments:** For the student video assignment, students will complete video assignments using the discussion board to post their video on Blackboard. Each student will post, with the first student posting first, followed by the second student, and then the third student rephrasing and replying. For instance, if a student posts at 9 AM, the second student will post the video next, and the third student must rephrase and reply after the second student. This is to ensure that students follow the timeline order and avoid having to redo or resubmit the video.

1. Instructions will be given on Blackboard.
2. Rubrics are posted on Blackboard.
3. Everyone will see each other's videos except for the Final Exam
4. Rephrasing – for some video assignments, students will be expected to rephrase what their classmate signed. Students will rephrase, **not copy** what is being signed.

Note: The purpose of this video is to **showcase the student's signing ability** and students will create either a **real or fake** situation based on the required criteria. Utilize the vocabulary you have learned from the unit. Students will need to **rehearse** until they no longer need notes. Students are expected to look directly at the camera, can look away briefly at notes.

**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 your 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.
8. All videos must be submitted on discussion board as one. Multiple edited/short clips are not allowed.
9. Review the quality of the videos before submitting.

10. When students are submitting their video assignments, any videos posted, as shown below, will not be accepted. Therefore, please ensure that you review your video after submission and make any necessary corrections. Videos that are submitted without any revisions will result in a zero being awarded for the assignment.



**Discussion Board:** Students will watch a video, **“Journey into the Deaf World,”** about Deaf Community and culture. Students will write their thoughts about the video.

1. **Posts:** Students will post their thoughts on the video.
  - a. **Guideline:** Students will post using the guideline below:
    - i. What was learned from watching the presentation?
    - ii. Describe your feelings about the presentation.
    - iii. Describe if you had any changes to your thoughts and/or feelings upon learning new information/material.
    - iv. Other keen observations, thoughts, or unanswered questions
  - b. **Grading:** Students must fulfill some basic requirements to get full credit.
    - i. Posts should be a minimum of 5 sentences, not exceeding 10 sentences.
    - ii. Posts should be relevant to the topic being discussed but should also attempt to introduce a new point of view or piece of information or otherwise further the discussion.
    - iii. Posts should use correct grammar, punctuation, and vocabulary appropriate for a university-level course.

### **Deaf Literature Reflection Paper**

Students will write **ONE** reflection paper on the Deaf literature of their choice, which can include books, poetry, articles, stories, essays, videos, plays, and De’VIA that reflect a Deaf culture and experience. Students need to choose two works of Deaf literature to write their reactions to their reading or observation of Deaf literature materials.



Deaf literature is a collection of texts such as poetry, stories, essays, and plays reflecting a Deaf culture and Deaf experience.

De'VIA is an abbreviation for Deaf View/Image Art which is an art movement formed by Deaf artists to express their Deaf experience. You can find plenty of De'VIA art on the internet. If you choose to write a reflection paper on De'VIA, email me first for approval so that I can make sure it meets the criteria for De'VIA.

A reflection paper is not a “book” report where you summarize what you read. It’s about understanding and knowledge that you got from your reading and if it has changed your feelings, thoughts, and beliefs on the topic. Your reflection papers should be 300-700 words long, size 12 font, and double-spaced. The website link and citations must be included in the paper. Plagiarism **is not allowed**. Your reflection papers should consist of:

A. Introduction

1. The name of the author or artist and the date of the work
2. What is the theme of the work?
3. What issue did the author and artist bring up?
4. What’s the author or artist’s key point?
5. What is the Deaf experience or culture portrayed in the work?
6. What’s the author or artist’s opinion on the topic
7. What were your expectations based on the title before reading?

B. Body Paragraph (one)

1. What are your feelings and reactions during your reading?
2. What grabs your attention?
3. How does this compare to what you have experienced or seen? Or how does it differ from your experience(s)?
4. What understanding or knowledge did you gain from your reading?
5. Provide details and your reactions and feelings.
6. What is your observation or interpretation of the work?

C. Conclusion-

1. After the reading, have you changed your way of thinking on the topic? Does it conflict with your previous beliefs and assumptions?
2. Will what you have read change your actions in the future?

**ASL Events:**

Students will attend **two (2)** Deaf events. Students can find events using the websites below detailing the location, type, and time of events.

Here are some websites students can check to find upcoming events:

UPCOMING EVENTS WEBSITES
Instagram: @DeafCityEvents
Fairfax Asl social: <a href="https://www.facebook.com/groups/aslclub2015/">https://www.facebook.com/groups/aslclub2015/</a>
ASL Bridge: <a href="https://www.meetup.com/ASLBridge/">https://www.meetup.com/ASLBridge/</a>
NVRC for Deaf and Hard of hearing person (click on the community Events Calendar: <a href="https://nvrc.org/news/">https://nvrc.org/news/</a>
Gallaudet University: <a href="https://my.gallaudet.edu/calendar">https://my.gallaudet.edu/calendar</a>
ASL Trivia <a href="https://www.facebook.com/ASLTriviaDC/">https://www.facebook.com/ASLTriviaDC/</a> (must be 21+ to participate)

Another option is to Google the following – Silent Dinner in (city, VA), Silent Supper in (city, VA), or Deaf Event in (city, VA).

The following do not count as a Deaf event:

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

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

For the event, students will **post a video** detailing their experience on Blackboard. The video should be at least 5-7 minutes, no more than 10 minutes. 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 use of ASL. There will be a test at the end of each unit. This course will cover units 9,10 and 11. 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 comprehensive and focuses on ASL's production and receptive use. Students will meet one-on-one with an ASL instructor and respond to their questions. The exam will be conducted through a Zoom meeting.

**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**

Students will have a weekly Kahoot activity, answering multiple choice questions at the beginning of class, focusing on new vocabulary/information learned that week.

Students who arrive late while the quiz is ongoing may use the remaining time to complete as much as possible. They will look for the game pin on the bottom of the screen to join the class.

Ex: 

Students who arrive late after the end of the activity will not be able to redo the quiz and will earn a zero. Students who are absent from class will also earn a zero for that week.

1. The **three (3)** lowest scores will be removed from the final total. It is recommended to save these days for sick days/appointments or other unavoidable absences.

2. **Students would need to get a letter from Disability Services for any mental or physical health related issues.**

- Avoid scheduling any appointment that conflicts with class time if you have already used up unexcused absences. It will count as an absence if you leave early or arrive late.

### Late Work

Any papers, videos, or assignments past due dates will not be accepted.

**Note: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.**

### Other Requirements

**No Voicing Policy:** To enhance students' language acquisition of ASL, a "no voicing" setting will be enforced. Respect the instructor and classmates by refraining from voicing or interpreting for others. If students do not understand the instructor or classmates (or miss 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 they exit it. Students are also expected to continue signing until the instructor has left the room after the class session. Students are expected to practice ASL with classmates when 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.

**Device Policy:**

Turn your phone off in class except for Kahoot and class activity.

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

**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**

Kahoot Activity	10%
Assignments	20%
Video Assignments	25%
<b>Vocabulary Quizzes</b>	10%
Unit Tests	15%
Final Exam	20%

**NOTES:**

- Students' grades will be based on percentages for each area as shown above. (Not **total points**)
- Grading Scale - Students need **76%(C) or better** to meet the prerequisites for ASL IV (EDSE 315).

**\*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 Thursdays from 10:30 am-12:20 pm. The dates are shown below:

<b>Class Meetings</b>
August 29
September 5
September 12
September 19
September 26
October 3
October 10
October 17
October 24
October 31
November 7

November 14

November 21

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

Coursework	Day	Submitted by
Module 1	September 4	11:59 pm (EST)
Module 2	September 11	11:59 pm (EST)
Module 3	September 18	11:59 pm (EST)
Module 4	September 25	11:59 pm (EST)
Module 5	October 2	11:59 pm (EST)
Module 6	October 9	11:59 pm (EST)
Module 7	October 16	11:59 pm (EST)
Module 8	October 23	11:59 pm (EST)
Module 9	October 30	11:59 pm (EST)
Module 10	November 6	11:59 pm (EST)
Module 11	November 13	11:59 pm (EST)
Module 12	November 20	11:59 pm (EST)
Final Exam	December 4	One-on-One
Final Exam	December 12	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:
  - [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/>
  - [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>
  - [TimelyCare](https://caps.gmu.edu/timelycare-services/): <https://caps.gmu.edu/timelycare-services/>
  - [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 She/Her/Hers for myself and you may address me as "Roxie" or Prof. Roxie" or "Mx. Roxie" 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
<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