

**Basic Course Information**

Semester:	<b>Spring 2018</b>	Instructor Name:	<b>Liisa Mendoza</b>
Course Title & #:	<b>AMSL 104- Fingerspelling and Numbers</b>	Email:	<b>liisa.mendoza@imperial.edu</b>
CRN #:	<b>21030</b>	Webpage (optional):	<b>None</b>
Classroom:	<b>313A</b>	Office #:	<b>314D</b>
Class Dates:	<b>2/12/18 – 6/8/18 (includes finals)</b>	Office Hours:	<b>MW 8 – 9:30 am TR 9:30 – 10:00 am</b>
Class Days:	<b>MW</b>	Office Phone #:	<b>760-355-6120</b>
Class Times:	<b>11:20 – 12:45 pm</b>	Emergency Contact:	<b>Phone or email</b>
Units:	<b>3</b>		

**Course Description**

An introduction to the American manual alphabet (fingerspelling), including numbers, loan signs, abbreviations and acronyms commonly used in the Deaf community. Extensive drills and practice in both receptive and expressive skills. The student will develop and improve expressive and receptive fingerspelling and numbers. Students will learn how to sign cardinal numbers, ordinal numbers, time, money, dates, addresses, and telephone numbers. Fingerspelling will be developed with an emphasis on real world situations.

**Course Prerequisite(s) and/or Corequisite(s)**

Recommended preparation: None

**Student Learning Outcomes**

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

- 1) Demonstrate knowledge of basic rules underlying ASL fingerspelling and number usage in specific situations.
- 2) Demonstrate the ability to receptively understand unfamiliar fingerspelled personal names.
- 3) Demonstrate the ability to use ASL number patterns to produce age, phone numbers, and dates.

**Course Objectives**

Upon satisfactory completion of the course, students will be able to:

1. Articulate and recognize all the letters and words of the American manual alphabet clearly and accurately in regard to letter formation, palm orientation and hand position.
2. Identify the rules for numbering in American Sign Language clearly and accurately in regard to: articulation; cardinal and ordinal numbers; fractions, ratios, decimals and percentages; dates and clock times; phone numbers and addresses; ages and money.
3. Demonstrate and distinguish fingerspelled loan signs clearly and accurately.
4. Distinguish between the following number patterns: cardinal vs. ordinal numbers, approximate vs. exact numbers, and normal vs. emphasized numbers.
5. Identify and express the correct number incorporation patterns for time signs.
6. Identify and describe common acronyms and abbreviations in ASL and American Deaf culture.

### Textbooks & Other Resources or Links

#### Required text:

**Master ASL! Fingerspelling, Numbers and Glossing.** J. Zinza. ISBN: 1-881133-21-4.

### Course Requirements and Instructional Methods

#### Teaching Strategy:

The instructor will generally be teaching with a voice on approach, although some voice off periods will occur. During those times your focus will be on receptively understanding the fingerspelling or numbers produced, not the signs. This will increase your receptive comprehension. You will be participating in a variety of class exercises designed to increase both your receptive and expressive skills. Please arrive to class on time, ready to start signing. We will be introducing new patterns weekly, and then applying them through a variety of exercises. **You MUST practice outside of class.** We will also be learning new grammatical structures weekly as we go through the chapters of the book. You will be asked to prepare some ASL assignments outside of class; you will be given clear instructions to follow to produce successful assignments. You may have to sign individually to your instructor, or in small groups, or in front of the class. We will have lab in class weekly, with a complete voice off period. During lab, you will be given specific exercises to focus on to improve your signing skills. We will also be signing in front of the class this semester. This class requires a time commitment: please read the statement from the Department of Education, found below.

**The instructor knows that you will not understand 100% of her signing. The necessary information is delivered to you via in class notes accompanying the lecture and information loaded onto Canvas.**

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### Course Grading Based on Course Objectives

Grading will be based on a standard distribution (see below). You are allowed to submit one late homework for full credit. If you are ill, you will make up any in class presentations the day you return to class. If written homework is due the day you are absent, you can submit it via email directly to the instructor. No other late homework will be accepted. It is generally best to submit any emails directly to the instructor's IVC email, as Canvas does not alert the instructor that assignments have been submitted.

Grading will be based on a standard distribution (i.e., 90-100% = A, 80-89.9% = B). There will be 1,000 points possible during the course.

Participation	300 (includes participation, no voice, following class rules)
Homework	170 (includes written and signed homework and packet)
Exams	250 (3 exams, from 75-100 points each)
Quizzes	150
1:1 midterm	30
1:1 final	50 (signing one on one with the instructor)
Improvement	50 (from baseline, determined by the instructor during the second

**TOTAL 1,000**

Your grades will be posted regularly in Canvas, the electronic course management system. Additionally, any communications (unexpected class cancelations, etc.) will be announced via Canvas.

### Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.

- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

**INDIVIDUAL CLASS RULES:**

- Voice off (no talking, as it excludes our Deaf students and doesn't improve your ASL)
- If you have a question, ask the instructor
- NO CHEATING

### **Online Netiquette**

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].

### **Academic Honesty**

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

### Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

### Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

### **Extended Opportunity Program and Services (EOPS)**

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

### **Student Equity Program**

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students

who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

### Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

### Anticipated Class Schedule/Calendar

DATE	IN CLASS	HOMEWORK
2/12 (M)	Syllabus, class policies Fingerspelling introduction Manual alphabet modeled Fingerspelling with sound	Read and agree to syllabus Read notes Buy text, practice name HW #1: 2 categories of 5 words each
2/14 (W)	HW #1 due Manual alphabet modeled again Fingerspelling changes in actual word production Common errors in fingerspelling Numbers 1-20	Text as assigned Practice first and last names and HW 1 Practice numbers 1-20
2/19 (M)	<b>NO CLASSES: WASHINGTON'S BIRTHDAY</b>	Practice
2/21 (W)	<b>Quiz #1 (Week 1, letter recognition)</b> Common English patterns Numbers 21-30 Cardinal v ordinal numbers 3 C's of receptive fingerspelling	HW #2: 10 patterns, 5 words each (50 total) Practice HW #2 Practice numbers 1-30 Review notes
2/26 (M)	HW #2 due Pattern exercises Number exercises Challenging patterns Signing names	Assignment from text Practice patterns Practice numbers HW #3: 6 words from 1 challenging pattern

		Practice signing names
2/28 (W)	<b>Quiz #2 (fingerspelling – patterns, categories, numbers 1-30, cardinal v ordinal)</b> HW #3 due Commonly confused letters Numbers 31- 66 Exotic and foreign names Famous names	Practice as assigned Practice numbers 1-66 HW #4: 10 famous names (first and last) Practice HW
3/5 (M)	HW #4 due Numbers 67-100 Practice famous names Practice and review	Practice text as assigned Practice numbers 1-100
3/7 (W)	<b>Quiz #3 (famous names, numbers 1-66, etc.)</b> Study guide for Exam #1	Begin review for Exam #1 Practice for Exam#1
3/12 (M)	Practice Exam #1 Review practice for Exam #1 Telephone number pattern	Study for Exam #1
3/14 (W)	<b>EXAM #1 (in class notes, fingerspelling patterns, fingerspelling by category, numbers 1-100, famous names, cardinal v ordinal patterns, assigned text readings)</b>	HW 5: List of 10 names and phone numbers OF REAL PEOPLE Practice HW #5
3/19 (M)	Exam #1 back and discussed HW #5 due Review of telephone number pattern Names and telephone numbers practiced Numbers 100-1,000,000	HW 6: List of 10 numbers over 100 Practice HW 6 Practice text as assigned Practice numbers 1-1,000,000
3/21 (W)	HW 6 due Pattern: approximate v exact numbers FLS introduced FLS practiced	Practice numbers 1 – 1,000,000 Practice names and phone numbers Practice FLS
3/26 (M)	<b>Quiz #4 (cardinal v ordinal, names and telephone numbers, numbers over 100 )</b> Signing clock time Number incorporation Signing time – number incorporation pattern	HW #7: List of 15 clock times Practice HW 7 Practice 10 clock times Practice text as assigned
3/28 (W)	<b>Quiz #5 (FLS, names and phone numbers, numbers over 100)</b> HW 7 due FLS reviewed Names and phone numbers reviewed Signing time – years Signing specific dates introduced	HW 8: List of 10 specific years Practice HW 8 Text as assigned
<b>4/2, 4/4</b>	<b>NO CLASS: SPRING BREAK</b>	As assigned
4/9 (M)	HW 8 due Signing dates practiced Pattern: emphasis v normal State abbreviations introduced	HW 9: List of 10 historically important dates and events, 5 of them specific Practice HW 9 Text as assigned



4/11 (W)	<b>Quiz #6 (FLS, names and phone numbers, clock time)</b> Practice for big quiz Acronyms assigned Review names and phone numbers, signing dates, signing clock time, signing FLS, signing numbers to 1,000,000	Review and practice for big quiz Begin studying acronyms Begin working on packet
4/16 (M)	Practice acronyms and abbreviations Practice states Cumulative review	Keep practicing Text as assigned Practice state abbreviations Practice acronyms Work on packet
4/18 (W)	Time signs introduced Time signs and number incorporation Cumulative lab Study guide for Exam #2	Practice time signs Review number incorporation
<b>4/23 (M)</b>	<b>MIDTERM 1:1s</b>	Study states and acronyms Review for Exam #2
<b>4/25 (W)</b>	<b>MIDTERM 1:1s</b>	Study states and acronyms Practice for Exam #2
4/30 (M)	<b>Quiz #7 (States and acronyms)</b> Review and cumulative practice Practice Exam #2 Review for Exam #2	Review for Exam #2 Practice for Exam #2 Study, review and practice for Exam #2
5/2 (W)	<b>EXAM #2 (Names and phone numbers, clock time, FLS, numbers 1-1,000,000, years, time signs, specific dates, number incorporation, patterns, states and acronyms)</b>	Breathe Come back Work on packet
5/7 (M)	Signing Age Signing age – number incorporation Signing addresses	HW 9: List of 10 names (first and last) with the ages of the people Practice HW 9
5/9(W)	<b>Quiz #8 (states and acronyms, signing age)</b> HW 9 due Signing money Number incorporation for dollars and cents Grocery shopping template Practice signing money	Get grocery flyer HW 10: List of 10 items, with price points and quantity Practice HW 10 Text as assigned Work on packet
5/14 (M)	HW 10 due Signing fractions, decimals and percentages Practice signing grocery shopping lists	Practice for quiz Finish packet
5/16 (W)	<b>PACKET DUE: NO LATE PACKETS ACCEPTED</b> <b>Quiz #9 (Grocery shopping)</b> Study guide for Exam #3 Exam #2 back and discussed Labs to focus on exam	Begin review for exam Practice for exam Text as assigned
5/21 (M)	Practice Exam #3 Cumulative labs to prepare for 1:1	Study and practice for exam
5/23 (W)	<b>Exam #3 (Cumulative, with focus on signing money, age, names and phone numbers and fractions)</b>	Keep practicing Come back

5/28 (M)	<b>NO CLASSES – MEMORIAL DAY</b>	Keep practicing
5/30 (W)	Cumulative lab and preparation for 1:1 final	Prepare for finals
<b>6/4, 6/6</b>	<b>FINALS – 1:1s with instructor by appointment</b>	

**\*\*\*Tentative, subject to change without prior notice\*\*\***

**Very little extra credit will be given in class during the semester. Extra credit opportunities will consist of either attending an event where you use your ASL, or you observe upper level signers using their ASL. These are called Deaf events, as there are usually Deaf people attending. There will be at least 9 Deaf events during this semester, and at least 4 of them will be offered on campus.**