

Basic Course Information

Semester:	Fall 2018	Instructor Name:	Liisa Mendoza
Course Title & #:	AMSL 204 - American Sign Language 5	Email:	liisa.mendoza@imperial.edu
CRN #:	10447	Webpage (optional):	None
Classroom:	313A	Office #:	314D
Class Dates:	8/13/18 – 12/7/18 (includes finals)	Office Hours:	MW 8 – 9:30 am TR 9:30 – 10:00 am
Class Days:	MW	Office Phone #:	760-355-6120
Class Times:	11:20 am – 12:45 pm	Emergency Contact:	Phone or email
Units:	3		

Course Description

AMSL 204 continues, at the intermediate level, the development of the American Sign Language proficiency students acquired in AMSL 202. Students continue to expand their awareness of ASL conventions, grammar, and vocabulary, including a continued review of topical signs and idioms. Students develop a greater competency in their receptive understanding of extended ASL discourse and in their expression of extended ideas, concepts and stories in ASL. Their expressive competency in discussion of ideas includes an expression of their understanding of Deaf Culture. Students continue the growth of their technical awareness of Deaf culture and ASL linguistics. (CSU)(UC)

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

Recommended preparation: AMSL 202

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. Narrate personal stories following ASL narrative structure. [ILO1, ILO2]
2. Display understanding of basic ASL fictional storytelling techniques. [ILO1, ILO2]
3. Identify new ASL vocabulary and idioms for a variety of everyday topics. [ILO1, ILO2, ILO5]

Course Objectives

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

1. Increase their ASL expressive and receptive linguistic ability over approximately twelve topical areas.
2. Demonstrate ASL receptive and expressive competency-including appropriate use of ASL signs, grammar, usage, idioms, conventions, and expressions-through the use of topics spontaneously selected by the instructor, prepared solo presentations, and prepared group presentations.
3. Be able to discuss, in ASL, the content and significance of assigned readings and videos.
4. Demonstrate the ability to express special factual information in ASL, including correct structures for whole-part discussions, listing, comparisons, and unique facts.
5. Demonstrate the ability to use ASL to express given scenarios, relating to bicycles, horses, and vehicles.
6. Prepare and present a personal narrative related to an incident involving a vehicle, using correct ASL narrative structure, role shift and classifiers.
7. Analyze a video selection, identifying the specific ASL linguistic features represented in the video.
8. Attend and interact at events where ASL is the sole method of communication. Produce papers analyzing the experiences and comparing and contrasting their experiences with previous interactions.
9. Prepare an advanced presentation following the ASL structure needed, for an assigned topic.
10. View and analyze a video source for the 5 elements involved in an ASL fictional narrative. Discuss and describe how the source fulfills all 5 elements.
11. Produce a 7 minute minimum capstone presentation, using ASL fictional narrative elements and techniques. Demonstrate advanced use of: role shifting for multiple characters, ASL vocabulary, ASL syntax, multiple classifiers, spatial structures and narrative structure.
12. View multiple videos from the text, analyzing idioms, facial grammar, and other ASL elements of the videos.

Textbooks & Other Resources or Links

Required texts: Signing Naturally, Level 3 (workbook AND DVD). Mikos, Smith & Lentz. ISBN 978-1-58121-135-1.

Recommended text: The American Sign Language Handshape Dictionary. Tennant, R. and M. Brown. ISBN 978-1-56368-444-9.

Course Requirements and Instructional Methods

Teaching Strategy:

The instructor will generally be teaching with a voice off approach. **Please turn off your voice and begin signing when you enter the classroom.** This will increase your receptive and expressive 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 vocabulary weekly, and then applying it 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 presentations this semester, as well as signing labs, small group work, and larger group work. You will be asked to do video homework based on the DVD with your text. This will require a time commitment, so please read the statement below.

The instructor will communicate important information and content via Canvas, IVC's electronic course management system. Please make sure that you access Blackboard regularly. Your grades will be posted on Blackboard on a regular basis; you will generally be able to calculate your grade at any time during the semester.

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. Extra credit will be given by submission of a third Deaf event report.

Participation	300 (includes participation, following class rules)
Homework	250 (includes book questions, homework assignments)

Quizzes	150
Presentations	100 (3 presentations: 2 @25, 1 @ 50)
Deaf Event Reports	100 (4 events @ 25 each, credit given by response paper)
Meeting goals	100 (Meeting SLOs, meeting individual goals)
TOTAL	1,000

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.

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.

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
8/13 (M)	Syllabus, welcome back Individual goals SN 19 orientation Video feedback discussed	Read syllabus, note questions Video feedback #1 Read SN pp 41-51
8/15 (W)	SN 19: Ex 1 (Whole-Part) SN 19: Ex 2 (Listing)	Practice SN 19: Exercise 1 Practice SN 19: Exercise 2
8/20 (M)	Quiz #1 (SN 19: Exercises 1 & 2) Video Feedback #1 due and discussed SN 19: Exercises 3 and 4 introduced	Read SN pp 73-82 Practice SN 19: Exercise 3 Practice SN 19: Exercise 4
8/22 (W)	SN 19: Ex 3 (Comparisons) SN 19: Ex 4 (Illustrate A Fact) SN 21 Intro and orientation	Practice SN 19: Exercise 3 Practice SN 19: Exercise 4 Read pp 84-93
8/27 (M)	Quiz #2 (SN 19: Exercises 3 & 4) SN 21: Exercise 1 (Horse Incidents) SN 21: Exercise 2 (Bicycle Incidents)	Practice SN 21: Exercise 1 Practice SN 21: Exercise 2 Pick presentation topic Read pp 105-116
8/29 (W)	Presentation #1 guidelines Videos: Missy's Bicycle Incident, Nikki's Dirt Bike	Practice SN 21: Exercise 1 Practice SN 21: Exercise 2 Pick presentation topic
9/3	NO CLASS – LABOR DAY	TBA
9/5 (W)	Quiz #3 (SN 21: Exercises 1 & 2) Presentation topic due Outline for Presentation #1	Outline Presentation #1 Practice Presentation #1 Video homework: pp 95-104 Practice Presentation: Ex 1 & 2 Video feedback #2
9/10 (M)	SN 21: Car Incidents Video: Byron's Motorcycle Incident Movement Agreement Presentation #1 outline due	Develop Presentation #1 Practice SN 21 Exercises 1 & 2
9/12 (W)	Presentation #1 development 1:1 sign ups	

9/17 (M) 9/19 (W)	1:1 with Liisa (Presentation #1 practice, SN 21: Ex 1 &2) Video feedback 2 due Video homework pp 95-104 due	Improve presentation Video feedback 3
9/24 (M)	PRESENTATION #1 Video feedback 3 due	Watch video pp 123-136
9/26 (W)	Vocabulary SN 22 pp 123-236	Practice SN 22 vocab Video homework pp 118-122
10/1 (M)	Quiz #4 (SN 22 vocab - receptive) Video homework pp 118-122 due & discussed SN 24: Introduction and orientation Presentation #2 guidelines	Read pp 188-193 Practice SN 22 vocab Video homework TBA
10/3 (W)	Quiz #5 (SN 22 vocab – expressive) Topic selection for Presentation #2 SN 24: Exercise 1 (Learning the Parts)	Note vocab questions for Presentation #2 Outline Presentation #2
10/8 (M)	SN 24: Exercise 1 SN 24: Exercise 2 (Explaining the Normal Process) Video homework due Vocabulary for presentations	Draft presentation prepared Pp 184-187 Prepare presentation #2
10/10 (W)	Exercise 1 and 2 practiced More vocabulary and classifiers	Practice diabetes draft presentation
10/15 (M)	Quiz #6 (Diabetes draft presentation) SN 24: Exercise 3 Practice Presentation #2	Practice Presentation #2 Video homework pp 181-183 Pick story/fable/myth
10/17 (W)	Practice Presentation #2 SN 25: Key Elements of An ASL Story	Practice Presentation #2
10/22 (M)	PRESENTATION #2 Video homework pp 181-183 due Story/fable/myth selection due Video: The Frog Prince	Read pp 195-197, 209-220 Prepare story summary (p 209)
10/24 (W)	Quiz #7 (Elements of an ASL Story) Story card discussed Character Placement Video: The Frog Prince, The Bridge of Magpies	Prepare story card (p 197)
10/29 (M)	Story card due, story summary ready Movement of Characters & Objects Video: The Bridge of Magpies Identifying scenes	Character map Begin practicing movement of characters & objects in your pres. Identify scenes pp 201-203

10/31 (W)	Character map due Scene identification due Maintaining Continuity Practice Presentation #3: placement and movement of characters, maps Video: The Magic Mirror of Rabbi Adam	Prepare Presentation #3 Videotape Presentation #3 Work on maintaining continuity in presentation
11/5 (M)	Translation of passage and concept Video: The Merchant's Daughter & The Slanderer Special features	Work on translation of concept Work on special feature in Presentation #3
11/12	NO CLASS – VETERAN'S DAY HOLIDAY	Video #1
11/14 (W)	Video #1 due (Presentation #3) Quiz: Elements of A Story (video quiz) Practice Presentation #3 Video review	Work on improving Presentation #3
11/19, 11/21	NO CLASS – THANKSGIVING HOLIDAY	Video #2 Improve presentation
11/26 (M)	Video #2 due Presentation #3 practice	
11/28 (W)	DEAF EVENT REPORTS DUE PRESENTATION #3 QUIZ	Improve presentation Practice Presentation #3
12/3, 12/5	FINAL: PRESENTATION #3	

*****Subject to change without prior notice******