



Basic Course Information

Semester:	Spring 2019	Instructor Name:	Reyna Gutierrez
Course Title & #:	AMSL 102	Email:	reyna.gutierrez@imperial.edu
CRN #:	20437	Webpage:	imperial.edu
Classroom:	313 A	Office Phone #:	(760) 235-1852
Class Dates:	FEB 11 – JUNE 7, 2019	Office Hours:	5:45pm-6:15pm Mon & Wed- Room 313A
Class Days:	Mondays/Wednesdays (M/W)	Class Times:	6:30 – 9:00 PM
Units	4 Units	Emergency Contact:	(760) 352-8320 (8 AM – 6 PM)

Course Description

Receptive and expressive skills will be further developed through vocabulary enrichment, grammar practice, and interactive conversational exercises. Deaf culture norms and traditions will be studied in class.

Student Learning Outcomes

Upon completing this course with a grade C or better, you will be able to:

- 1) Distinguish correct facial grammar for six basic sentence types, recognizing the type of sentence that is being produced.**
- 2) Convert simple written English sentences to grammatically correct ASL sentences.**
- 3) Identify some historical features and developments in American Deaf culture.**

Course Objectives

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

1. Demonstrate knowledge of approximately 30-35 vocabulary signs per week.
2. Demonstrate the knowledge of sight recognizable commonly fingerspelled words up to five letters.
3. Demonstrate the use of lexicalized loan signs.
4. Explain their knowledge of the legal rights of the Deaf people to the employment of interpreters.
5. Give directions to specified locations and describe location using classifiers.
6. Express uncertainty and ask for clarification.
7. Describe the physical appearance of others.
8. Explain needs and make requests.
9. Talk about family and occupations.
10. Describe the basic activities in which they are involved.
11. Demonstrate knowledge of Deaf Culture’s use of modern technology for accessible communication.
12. Demonstrate knowledge of clubs and organizations available to members of the Deaf Community.

Textbooks & Other Resources or Links

Required: Learning American Sign Language, 2nd Edition, Tom Humphreys and Carol Padden, Pearson Education, Inc, Boston, MA and/or DVD.

Required: American Sign Language Handshape Dictionary, Author: Tennant, 2nd Edition

Required: 3 ring binder (1/2 inch), paper, pen/pencil, Index Card Packets

Other ASL Resources/Links:

Online Dictionary: <http://commtechlab.msu.edu/sites/aslweb/browser.htm>

Online Dictionary: <http://www.aslpro.com>

Registry of Interpreters for the Deaf: <http://www.rid.org>

San Diego County Registry of Interpreters for the Deaf: <http://sdcrid.org>

National Association for the Deaf: <http://www.nad.org>

Online dictionary of Educational signs: <http://needsoutreach.org/Pages/sl.html>

Online Dictionary: <http://signingsavvy.com>

Online Dictionary: <http://lifeprint.com>

Facebook:

ASL THAT! , The Daily Moth, Gallaudet University, ASL Grade, RIT/NTID, Convo, SignTalk, Sign Language of the Deaf World, Whyisign, Tru Biz

Instagram:

ASL_NYC, ASLSTORYTELLING, SIGNEDWITHHEART, ASLLESSON, THEASLAPP, ASLSLAM, GALLAUDETETU

Phone App: ProDeaf – translator in sign language (can download from Apple store or Google Play)

Course Requirements and Instructional Methods

The instructor will generally be teaching with a non-voice approach. This will increase your receptive comprehension. You will participate in a variety of class exercises designed to increase both your receptive and expressive skills. New vocabulary will be introduced weekly and applied through a variety of exercises. Students will learn grammatical structures weekly as units in the book are completed. ASL assignments will require to be done inside and outside of class. Clear instructions will be given by the instructor to produce successful assignments. Students will sign with instructor, in small groups, or in front of the class. During lecture, students will be given specific exercises to focus on to improve your signing skills. All presentations will be signed. You must practice outside of class.

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

CATEGORY	CONTENT	POINTS WORTH
PARTICIPATION	Attendance = 100 pts	100 PTS
QUIZZES	12 Unit Quizzes @ 20 pts = 240 pts	200 PTS
PRESENTATIONS	Typical Day @ 100 pts Life Situations @ 100 pts Social Problems @ 100 pts	300 PTS
EXAMS	1 Midterm @ 75 pts 1 Expressive Final @ 50 pts 1 Final @ 75 pts	200 PTS
HOMEWORK	Homework Assignments = 160 pts	160 PTS
VIDEOS	4 Videos @ 10 pts each	40 PTS
TOTAL		1000 PTS = 100%

A= 90-100, B= 80-89.9, C= 70-79.9, D= 60-69.9, F= 59.9 and Lower

900-1000 Pts = A, 800-899 Pts = B, 700-799 Pts = C, 600-699 Pts = D, 0-599 Pts = F

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

- Maintain Eye Contact
- Ask instructor to repeat when you don't understand.
- Students who arrive late will give reason for coming late using sign language.
- Check your IVC student email and Canvas account for any messages from instructor on a continuous basis (recommendation: daily).
- No makeups on performances, assignments or quizzes unless arrangements have been made with instructor.
- Before taking the Midterm and Final make sure you use the restroom, have enough pens/pencils, and tissue if you are sick. You are not allowed to leave the classroom during the Midterm or Final unless previous arrangements or consent has been arranged with the instructor.
- Please refrain from making any noises or distractions when students are signing their performances and/or assignments.

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.

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 therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for 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 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](#).

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.

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

ALL MAJOR PRESENTATIONS WILL BE LIVE; NO VIDEOS.

WEEK	ACTIVITY	HOMEWORK
1	MONDAY 2/11- Introductions, Syllabus, Pre-Test, Start Unit 13 , Parameters, Non-Manual Markers. WEDNESDAY 2/13- Continue Unit 13, Vocabulary 301-325, ASL Grammar and Glossing Practice, Non-Manual Markers.	MON- 1) Index Cards: Mouth Morphemes (10 pts) WED- 2) Gloss 5 Sentences with NMMs (English / ASL format) (5 pts) Video due Sat 2/16
2	MONDAY 2/18- HOLIDAY / NO CLASSES WEDNESDAY 2/20- QUIZ 13 (Unit 13, Vocab, Grammar, NMMs, Parameters), Start Unit 14 , Conjunctions, Classifiers, Vocabulary 326-350. Discuss Presentation 1: My Typical Day.	MON- Study Unit 13/Voc/Grammar/NMM/Parameters WED- Study Non-Manual Markers 3) *DUE 2/23 via Canvas Discussions: English Version & Gloss Presentation 1 (5 pts)
3	MONDAY 2/25- QUIZ 14 (Unit 14, Vocab, NMMs, Conjunctions), Start Unit 15 . 8 Types of Classifiers, Classifiers Activity. WEDNESDAY 2/27- Sentence Types, Continue Unit 15 , Vocabulary 351-375.	MON- WED- 4-5) Classifiers/Six Sentence Types Index Video due 3/2
4	MONDAY 3/4- QUIZ 15 (Unit 15, Vocab, Sentence Types, CLs), Start Unit 16 , Edit Presentation 1. WEDNESDAY 3/6- Continue Unit 16, Fingerspelled Loan Signs, Vocabulary 376-400.	MON- Study Six Sentence Types Index Cards WED- Practice Presentations
5	MONDAY 3/11- QUIZ 16 (Unit 16, Vocab, Fingerspelled Loan Signs), Presentation 1 WEDNESDAY 3/13- Discuss Presentation 2: Life Situations, Start Unit 17 .	MON- No Homework WED- Study Unit 17
6	MONDAY 3/18- Finish Unit 17 , Vocabulary Week 17, #141-150, Edit Life Situation WEDNESDAY 3/20- QUIZ 17 (Unit 17, Vocab), Start and Finish Unit 18 , Vocabulary 426-450, Number Rules.	MON- 6) English Version & Gloss Presentation 2 *DUE TUES 3/25, 2019 via Canvas Discussions (20 Pts) WED- 7) Index Cards for Midterm Review (25 Points) Videos due Sat 3/23
7	MONDAY 3/25- QUIZ 18 (Unit 18, Vocab, Number Rules, Cumulative), Stations, MIDTERM REVIEW. WEDNESDAY 3/27- MIDTERM	MON- Review for Midterm WED- Practice Presentation 2
8	MONDAY 4/1- Start Unit 19 , Types of Inflection. WEDNESDAY 4/3- Finish Unit 19, Classifier Activity, Vocabulary 451-475.	MON- 8) Inflection Handout (10 pts) WED- 9) Ten Classifier / Picture Index Cards (10 pts.) Videos due Fri 4/6
9	MONDAY 4/8- QUIZ 19 (Unit 19, Vocab, Types of Inflection) Start Unit 20 , Role Shift, Role Shift Activity WEDNESDAY 4/10 Life Situation Present. Finish Unit 20, voc, week 20, #'s 171-180	
10	MONDAY 4/15- Quiz unit 20- Start Unit 21, Country signs WEDNESDAY 4/17- Finish Unit 21, voc. week 21, #'s 181-190, Discuss Final Presentation 3: Social Problems	RESEARCH TOPICS
	SPRING BREAK 4/22-4/26	
11	MONDAY 4/29- Quiz Unit 21 , Begin unit 22, ASL grammar exercises	MON- No Homework

	WEDNESDAY 5/1- - Finish Unit 22, week 22 voc., #'s 191-200, Conditionals	WED -Practice Conditionals
12	MONDAY 5/6 – Quiz Unit 22, Begin Units 23, ASL Grammar class activity WEDNESDAY 5/8- Finish Unit 23 , Voc. Week 23, #'s 200-201, In Class Activity Rhetorical Questions handout	MON- Final edit GLOSS Tues- 10) *DUE SAT 5/7 via Canvas Discussions English/ASL n due Social Problem via canvas 3. (30 Points)
13	MONDAY 5/13-Quiz Unit 23 and Begin Unit 24. Classifier in class activity WEDNESDAY 5/14. Finish unit 24, week 24 voc., #s 211-220	MON- Practice Classifiers WED- Cumulative activity review
14	MONDAY 5/20- Quiz Unit 24 / Review/work on Social Problem presentation, finalize edits, practice signs WEDNESDAY 5/22- F. Moran's class- Movie/Presentation- Must attend to get report handout	MON- Rhetorical question video (due 5/24/19) WED- Study Units 1-24 Vocab
15	MONDAY 5/27- HOLIDAY / NO CLASSES WEDNESDAY 5/29- Presentation 3.	MON- Practice Presentations. WED- 11) Index Cards for Final (25 Pts) Organize Notebook
16	MONDAY 6/3- Stations, FINAL REVIEW, <i>Cumulative Quiz.</i> WEDNESDAY 6/5- FINAL	ENJOY THE SUMMER!

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