

Basic Course Information

Semester:	Spring 2019	Instructor Name:	Liisa Mendoza
Course Title & #:	AMSL 110 – Introduction to Deaf Culture	Email:	liisa.mendoza@imperial.edu
CRN #:	213801	Webpage (optional):	None
Classroom:	201	Office #:	314D
Class Dates:	2/11/2019 – 6/8/19 (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:	1:00 – 2:25 pm	Emergency Contact:	Phone or email
Units:	3		

Course Description

Introduction to Deaf Culture examines the experience of a minority culture – its common past, present debates, and promise for the future. Deaf cultural values, characteristics and dynamics will be discussed as well as issues related to minority dynamics. Organizations and individual perceptions of self in relation to group identity, along with political views as examined through articles, books, and videotapes.

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

Recommended preparation: AMSL 100

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) Identify American Deaf cultural values and perspectives.
- 2) Distinguish between pathological and cultural perspectives of deafness.
- 3) Describe American Sign Language’s linguistic status and importance to the American Deaf community.

Course Objectives

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

1. Distinguish the differences between the pathological model and the cultural model view of Deafness.
2. Identify and describe Deaf Culture values.
3. Specify that American Sign Language is a language, by presenting evidence from linguistics, culture, and neuroscience.
4. Explain about technical advances and devices used by the Deaf.
5. Report about successful American Deaf people in the arts, sports, politics, and history.
6. Summarize social and political organizations of the Deaf.
7. Define culture and discuss its impact on individuals and groups.
8. Compare and contrast individualist and collectivist cultures, differentiating between American hearing culture and American Deaf culture.
9. Describe the history of the American Deaf culture, especially the most significant people and events.
10. Survey American Deaf culture's art and literature.
11. Compare possible futures of the American Deaf culture and community

Textbooks & Other Resources or Links

Required texts: Introduction to American Deaf Culture. Thomas K. Holcomb. ISBN 978-0-19-977754-9

A Place of Their Own . John Vickrey Van Cleve & Barry Crouch. ISBN 0-930323-49-1

Course Requirements and Instructional Methods

Teaching Strategy:

The instructor will generally be teaching with a voice on approach. As there are no language requirements before taking this course, the course cannot be presented in ASL alone. If there are D/deaf students enrolled in the course, they will have interpreters. There will be times when the instructor will sign directly to D/deaf students enrolled in the course to better clarify concepts and meanings.

We will divide this course into 3 broad sections/topics:

- 1) Cultural definitions, identities, values, and perspectives

- 2) American Sign Language – history, linguistic status, and importance
- 3) Current American Deaf culture – technology and challenges

This class does have a significant amount of reading and writing. If you are not able or willing to make a significant time investment in this course, you should consider dropping. You should expect 2 hours of homework for every in class unit; for this class, you will have about 8 hours of homework per week. Please arrive to class with your homework done, and ready to participate fully in the discussions.

You may hand in handwritten homework IF I CAN READ IT. **If I read 2 identical papers of any kind, both parties will receive an F and be referred to the Campus Disciplinary Officer. Papers will be checked for plagiarism: please include quotations and page numbers when answering book questions.**

The instructor will communicate important information and content via Canvas, IVC’s electronic course management system. Please make sure that you access Canvas regularly. Your grades will be posted on Canvas 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. No extra credit will be given.

Participation	300 (includes participation, following class rules)
Homework	225 (includes book questions, homework assignments)
Exams	300 (3 exams worth a total of 250 points; final exam in small groups worth 50)
Quizzes	125
Paper	50
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.

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

ADC = American Deaf Culture BQ = Book questions APOTO = A Place of Their Own

DATE	IN CLASS	HOMEWORK
2/11 (M) Week 1	Syllabus, course expectations Definitions of culture	Read syllabus, note questions Buy books

	Collectivist v individualist High context v low context	Review notes Prepare for quiz
2/13 (W) Week 1	Deaf cultures and common misconceptions Big D and little d Orientation to books and readings	Read ADC 1 & 2 (pp 1-36)
2/18 (M) Week 2	NO CLASS – President’s Day	ADC BQ 1 & 2 Review notes Prepare for quiz
2/20 (W) Week 2	Quiz #1 (Week 1, ADC 1 & 2) ADC BQ 1 & 2 due & discussed Pathways to membership in ADC	Read ADC 3 & 4 (pp 37-81)
2/25 (M) Week 3	Statistics Historical treatments of deaf people Developments of Deaf communities	ADC BQ 3 & 4 Review notes Prepare for quiz
2/27 (W) Week 3	Quiz #2 (Week 2, ADC 3 & 4) ADC BQ 3 & 4 due & discussed European and early American Deaf history Terms and labels in the Deaf community	Read APOTO BQ 1-3 APOTO BQ 1-3
3/4 (M) Week 4	APOTO BQ 1 - 3 due & discussed Categories of D/deaf identities	Read ADC BQ 5 & 6
3/6 (W) Week 4	Quiz #3 (Week 3, APOTO 1-3) Study guide for Exam #1 Lecture: Connecticut School	Study for Exam #1 Review for Exam #1 ADC BQ 5 & 6
3/11 (M) Week 5	ADC BQ 5 & 6 due & discussed Rotations Practice exam, review	Read APOTO 4 - 6
3/13 (W) Week 5	EXAM #1 (ADC 1-6, APOTO 1-3, lectures, in class discussions, assigned readings)	APOTO BQ 4-6
3/18 (M) Week 6	APOTO BQ 4 - 6 due & discussed Lecture: Stokoe Lecture: Processing ASL in the brain	Read APOTO 7 & 8 Read ADC 7 Review notes for quiz
3/20 (W) Week 6	Quiz #4 (Lecture 3/18, APOTO BQ 4-6) Lecture: Anatomy of hearing Lecture: ASL as a Language Paper specifications	APOTO BQ 7 & 8 ADC BQ 7 Review notes Select paper topic: topic due 3/27 Paper will be due
3/25 (M) Week 7	APOTO BQ 7 & 8 due & discussed ADC BQ 7 due & discussed Questions regarding ASL processing and linguistic status Deaf Literature: Deaf Humor	Review notes Prepare for quiz Decide paper topic Read APOTO 9 Read ADC 8

3/27 (W) Week 7	Quiz #5 (Week 6, APOTO BQ 7 & 8, ADC BQ 7) Paper topic selection due Deaf Literature Deaf Art	Begin source collection APOTO BQ 9 ADC BQ 8 Review notes
4/1 (M) Week 8	APOTO BQ 9 due & discussed ADC BQ 8 due & discussed Video	Continue source collection Video response paper Read ADC 9 ADC BQ 9
4/3 (W) Week 8	Quiz #6 (Week 7, APOTO BQ 9, ADC BQ 8) ADC BQ 9 due & discussed, video response due Deaf Art Video Study guide for Exam #2	Collect 2 sources Study for Exam #2 Review for Exam #2 Begin paper Response paper to video
4/8 (M) Week 9	2 sources for paper due Rotations for Exam #2 Sample questions for Exam #2	Study for Exam #2 Review for Exam #2
4/10(W) Week 9	EXAM #2 (ADC 7-9, ASL as a Language, Stokoe, Deaf Art, Deaf Literature, APOTO 4-9)	Read ADC 10 ADC BQ 10 Work on paper
4/15 (M) Week 10	ADC BQ 10 due & discussed Lecture: Congress of Milan Deaf cultural interaction & expectation	Work on paper Read ADC 11 Read APOTO 10 & 11
4/17 (W) Week 10	Quiz #7 (Lecture 4/15, ADC BQ 10) Lecture: American Deaf experience Lecture: conflicted individuals	ADC BQ 11 APOTO BQ 10 & 11 Finish paper
4/22, 4/24	NO CLASSES – SPRING BREAK	See above
4/29 (M) Week 11	PAPER DUE: NO LATE PAPERS ACCEPTED ADC 11 due & discussed APOTO 10 & 11 due & discussed	Read ADC 12 Read APOTO 12
5/1 (W) Week 11	Quiz #8 (ADC 11, APOTO 10 & 11) Lecture: Technology and the Deaf, Cls Lecture: DPN, BPN	ADC BQ 12 APOTO BQ 12 Review notes, not questions
5/6 (M) Week 12	ADC BQ 12 due & discussed APOTO BQ 12 due & discussed BPN Video	Response to video Read ADC 13 Read APOTO 13
5/8 (W) Week 12	Quiz #9 (Week 11, ADC BQ 12, APOTO BQ 12) Lecture: Diversity in the Deaf Community Global Diversity and treatment of the Deaf	ADC BQ 13 APOTO BQ 13 Begin review for Exam #3
5/13 (M) Week 13	ADC BQ 13 due & discussed APOTO BQ 13 due & discussed Global diversity wrap up	Review for Exam #3 Prep for the future of the Deaf and global diversity

5/15 (W) Week 13	Quiz #10 (Week 12) ADC BQ 14 & 15 due & discussed APOTO epilogue discussed The Future of the Deaf Study Guide for Exam #3	Study for Exam #3 Review for Exam #3 Prepare for Exam #3
5/20 (M) Week 14	FUTURE OF THE DEAF in class debate Rotations Review for Exam #3	
5/22 (W) Week 14	EXAM #3 (ADC 10 – 15, APOTO 10 – epilogue, lectures)	TBA
5/27 (M) Week 15	NO CLASS – Memorial Day	
5/29 (W) Week 15	Wrap up TBA	TBA
6/3 (M) Week 16	Preparation for Final Exam	Prepare for final Review your paper
6/5 (W) Week 16	FINAL EXAM	

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