

Thank you for choosing IVC! We are so happy to join you in your educational journey.

Basic Course Information

Semester:	Fall 2020	Instructor Name:	Liisa Mendoza
Course Title & #:	AMSL 200 – American Sign Language 3	Email:	liisa.mendoza@imperial.edu
CRN #:	10446	Webpage (optional):	N/A
Classroom:	Zoom classroom	Office #:	N/A - online this semester
Class Dates:	8/24/20 – 12/12/20	Office Hours:	MW 8 – 9:30 am via Zoom TR 9:00 – 9:30 am via email
Class Days:	MW	Office Phone #:	N/A - email
Class Times:	10:15 am – 12:15 pm	Emergency Contact:	Email directly
Units:	4.0		

Course Description

This course continues the development of American Sign Language conversational skills, and awareness of specific ASL linguistic structures. Techniques of facial grammar, role shift, and classifier use as it relates to American Sign Language and Deaf Culture will be studied. Students will expand their knowledge of ASL grammar, usage of space, and syntax.

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

Recommended Preparation: AMSL 102

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. Represent visual information using correct ASL structures. [ILO1, ILO3]
2. Identify the correct facial grammar for a given description. [ILO1,ILO2]
3. Examine ASL literary devices and American Deaf humor. [ILO1,ILO2, ILO5]

Course Objectives

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

1. Demonstrate receptive comprehension of fingerspelled words at a high intermediate level.

2. Demonstrate knowledge of approximately 25-30 signs per week.
3. Demonstrate appropriate role shifting, both physically and emotionally, at an intermediate-advanced level.
4. Evaluate ASL stories and conversations.
5. Assess the use of appropriate cultural behaviors as applied to ASL and the Deaf community.
6. Expand expressive and receptive skills in ASL, including vocabulary targeted for complex conversations and topics.
7. Be exposed to Deaf Culture's use of creative poetry, songs, cheers, handshape stories, storytelling, and legends.
8. Distinguish between different types of classifiers and their appropriate usage.
9. Demonstrate receptive and expressive ability to identify and produce basic, intermediate, and intermediate-advanced facial grammar.
10. Distinguish between different types of verbal inflection in ASL.
11. Demonstrate appropriate use of classifiers, role shift and facial grammar through labs and presentations.
12. Demonstrate the ability to navigate an ASL environment, without the use of voice or writing to communicate.
13. Distinguish between the different types of responses to ASL requests, and recognize appropriate content in each type.
14. Attend and participate in events where ASL is the primary mode of communication, and analyze their experiences.
15. Compose and present narratives that display a mastery of the targeted lexicon.
16. Increase understanding of Deaf culture through examination of Deaf humor, including ASL jokes and stories.
17. Increase cultural awareness through learning signs for different countries, including signs used by that country's sign language.

Textbooks & Other Resources or Links

Required texts: Signing Naturally, Level 2. (Text and DVD) Lentz, E.M., Mikos, K. & C. Smith. ISBN 0-915035-16-2.

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. This will increase your receptive and expressive comprehension, as you will be asked to respond in ASL. 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. This will require a time commitment, so please read the statement below from the Department of Education.

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.

The instructor will be teaching synchronously via Zoom. **There are many advantages to attending the live class. It is the easiest way to earn lab points, you will have access to the embedded tutor during that time, and some exercises you CANNOT do individually.** Language is about communication and interaction, and you cannot do that signing to yourself into a camera.

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.

What if I need to borrow technology or access to WIFI?

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>
2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

Guidelines for using parking WIFI:

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available
- For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants **MUST** remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect
- Please do not leave any trash behind
- No parking permit required**

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

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.

Labs	100 (participation, no voice, following class rules, Deaf interaction, achieved via attending Zoom class, or meeting with the tutor, or some video submissions)
Presentation labs	75 (presenting in class or video submission)
Homework	225 (includes written and signed homework)
Exams & quizzes	450 (includes written and signed)
Presentation	50 (1 @ 50 points)
Deaf event reports	50 (2 events @ 25 points each)
Meeting SLOs	50 (teacher assessment of overall mastery of SLOs)
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.

Anticipated Class Schedule/Calendar

PH = Padden and Humphries (blue book used in ASL 1 and ASL 2)
SN = Signing Naturally Level 2

DATE	IN CLASS	HOMEWORK
8/24 (M)	Welcome, syllabus Facial grammar v facial expression NMM review 4 basic sentence types review	Read syllabus Note questions Complete survey and submit via Canvas

	Basic ASL grammar review PH 13: Conditional sentences PH 21: Rhetorical questions	Purchase text 7 index cards: NMMs
8/26 (W)	PH 13: Conditional sentences PH 21: Rhetorical questions SN 14 vocab: pp 50-53 PH 22 vocab Lab: NMMs, table completed Self-care and schedules	Gloss 5 conditional sentences Practice signing all sentences Gloss 5 rhetorical questions Self-care semester plan Weekly life schedule plan Read SN 14 p 37 Practice SN 14 vocab Review PH 22 vocab
8/31 (M)	10 sentences, self-care plan, weekly life schedule plan due Presentation options Temporal inflection introduced PH 19 & 20 SN 14 vocab p 54 Lab: Sentence types, vocab by category,	Begin finding movies for scene selection Practice PH 19A – 20C Review time signs Review notes Prepare for quiz
9/2 (W)	Quiz #1 opens (sentence type identification – 6 basic sentences, basic glossing) Temporal inflection completed Complaint structure introduced SN 14 Vocab pp. 55-58 Lab: PH 19A – 20C	Take Quiz #1 by due date SN 14 video workbook p 38 5 complaints you can sign Read SN 14 pp 39-40 Practice SN 14 vocab Practice PH 19, 20, 22 vocab
9/7 (M)	NO CLASS – LABOR DAY	Attend TR class, or watch Zoom video
9/8 (T)	Lecture: 3 types of special verbs SN 14 Vocab p 58 PH 17 vocab Lecture: ASL requests Lab: Complaints, inflection	Review for quiz Practice SN 14 vocab SN 14 video workbook pp 41-43
9/9 (W)	Quiz #2 opens (verbal inflection, complaints) Quiz #3 opens (requests – structure and content, responses – structure and content) Lecture: Responding to ASL requests Lab: Requests, responding to requests	Take Quiz #2 by due date Take Quiz #3 by due date Practice SN 14 vocab Practice PH 17, 19, 20, 21 vocab SN 14 workbook pp 35-37, 44

9/14 (M)	<p>Quiz #4 (Response type and content) SN 14 video workbook questions & answers Responding to requests reviewed Cumulative review Study guide Exam #1</p>	<p>Take Quiz #4 by due date Gloss request and responses to the situation given Review for Exam #1 Practice for Exam #1</p>
9/16 (W)	<p>Rotations for Exam #1 EXAM #1 opens (SN 14, PH 13, 17, 20-22, basic ASL grammar, sentence type identification, conditional sentences, rhetorical, locative verbs, directional verbs, requests, responding to requests, complaints)</p>	<p>Take Exam #1 by due date and time Come back</p>
9/21 (M)	<p>SN 17 vocab pp 134 – 140 Narrating and transitions Review of inflections Signing dates Lab: SN 17</p>	<p>Read SN 17 pp 117-119 Do video workbook SN 17 pp 125 -127 Practice SN 17 vocab Practice signing dates Read CL packet as assigned</p>
9/23(W)	<p>SN 17 vocab pp 141-146 Review and practice vocab CL introduction Presentation Lab #1 specs: Disrupted plans Lab: CL exercises and SN 17, signing dates</p>	<p>Practice SN 17 vocab Review for Quiz #5 Review CL notes Begin developing Presentation Lab #1</p>
9/28 (M)	<p>Quiz #5 opens (SN 17) CL reviewed CL rules & CL glossing Dates and events introduced Lab: Presentation Lab #1, SN 17</p>	<p>SN video homework: pp 117-129 Read CL packet as assigned Practice Presentation Lab #1</p>
9/30 (W)	<p>Presentation Lab #1 (disrupted plans) Feedback CL review WHEN clauses Vocab SN 15 pp 61, 77-79 Lab: WHEN clauses, CL, dates and events</p>	<p>Read p 60, watch video p 61 Practice SN 15 & SN 17 vocab Review CL notes 10 sentences with WHEN clauses 10 dates & events</p>
10/5 (M)	<p>Quiz #6 (CL – written only) Quiz #7 (CL – receptive) Transitions in ASL Presentation Lab #2 specifics (WHEN clauses)</p>	<p>Take Quiz #6 Take Quiz #7 SN video workbook pp 62-64 Develop Presentation Lab #2</p>

	SN 15: Country vocab, dates & events Lab: WHEN clauses, Lab #2, PH 15 vocab	Practice Presentation Lab #2 Practice SN 15 vocab
10/7(W)	Presentation Lab #2 (WHEN clauses) Quiz #8 (WHEN clauses, country vocab) Feedback Describing ethnic background Presentation Lab #3 explained (ethnic background) Lab: Lab #2 prep	Take Quiz #8 Practice WHEN clauses Review SN 15 vocab pp 80-84 SN 15 video workbook p 59 Practice country vocab Prepare Lab #3: cultural background
10/12(M)	Quiz #9 (ethnic background) Model Quiz #9 Exam #1 study guide Lab: Presentation Lab #3 ready, ethnic background, review for Exam #1, dates and events	Take Quiz #9 SN 15 video workbook: pp 65-73 Study for Exam #1 Practice for Exam #1 Review for Exam #1 Practice Presentation Lab #3 Decide which scene for presentation
10/14(W)	Presentation Lab #3 (ethnic background) Video scene for presentation: selection due Discuss video homework Rotations for Exam #1 prep Practice Exam #1 Questions for Exam #1 SN 16 vocab: pp 107 Review signing money	
10/19(M)	Exam #2 opens (SN 15, SN 17, WHEN clauses, ethnic background, dates and events, CL types, CL identities, CL descriptions) SN 16, vocab: pp 105-119 CL types: ICLs (pp 107-108) Pluralizing classifiers Presentation Lab #4 discussed (ICL lab) Lab: SN 16 vocab, Exam #1 last chance review	Take Exam #1 by due date SN 16 video workbook p. 98 Review SN 16 vocab Practice SN 16 vocab Consider Presentation Lab #4
10/21 (M)	Presentation Lab #4 development & modeling DCLs & 3d shapes	Develop Presentation Lab #4 Practice Presentation Lab #4

	<p>Patterns Signer’s perspective and CL Physical description sequence Lab: SN 16 vocab, physical description, patterns, 3D shapes, Presentation Lab #4, signing money, signer’s perspective and CL</p>	<p>Read SN 16 pp 88-92 (watch video)</p>
10/26 (M)	<p>Quiz #10 (food prep) Presentation Lab #4 due Mouth morphemes Glossing characters in your scene Presentation Lab #5 (DCL and mouth morphemes) introduced Lab: DCLs, mouth morphemes, SN 16 vocab</p>	<p>Take Quiz #10 SN 16 video workbook pp 87-102 Analyze your scene for ICLs Practice mouth morphemes Integrate mouth morphemes into your presentation Begin prepping Lab #5</p>
10/28 (W)	<p>SN 16 video workbook due Presentation Lab #5 development Signing movie titles Initial character descriptions and placement Lab: Character descriptions, movie groups coordination, character description coordination, mouth morphemes, DCLs</p>	<p>Begin review for Exam #2 Study for mouth morpheme quiz Develop & practice Lab #5 Analyze character descriptions for your presentation</p>
11/2 (M)	<p>Quiz #11(mouth morphemes) Presentation Lab #5 (DCLs – mouth morphemes) due Presentation Lab #6 (Character from scene – DCLs, mouth morphemes, & topics) introduced SN 13 vocab Lab: SN 13 vocab, character descriptions, movie groups, character descriptions, signing titles</p>	<p>Gloss DCLs for 1 character in your scene Read CL packet assigned pages Develop Lab #6, practice Lab #6 Practice SN 13 vocab</p>
11/4 (W)	<p>Eye gaze: general and specific (your presentation) Role shift: general and specific (your pres.) Room layouts Study guide for Exam #3 Lab: Role shift, eye gaze, Presentation Lab #6 prep, movie groups, ICLs and DCLs, initial</p>	<p>Practice Lab #6 Be able to describe all initial characters in your presentation Check mouth morphemes for characters Try to run the presentation</p>

	character descriptions, SN 13 vocab, room layouts	Begin review for Exam #3
11/9 (M)	Presentation Lab #6 (character descriptions – mouth morphemes & topics) due Lab #7 specs (SCLs and room layout) explained Lab: Exam #3 prep	SN video homework: pp Draw room layout diagram Develop and Practice Lab #7 Review for Exam #3 Practice for Exam #3 Study for Exam #3 Practice presentation
11/12 (R) OR Skip a class (But not an exam!)	EXAM #3 (SN 16 CL packet, SN 13, room layout, floor plans, eye gaze, role shift) Room layout diagram due Practice Exam #3 Rotations for Exam #3 Presentation practice	Take Exam #3 by due date Practice SN 13 vocab Practice room layout lab Video homework Integrate eye gaze into pres. Integrate role shift into pres. Practice presentation
11/11 (W)	NO CLASS – VETERANS DAY OBSERVED	See above
11/16 (M)	Lab #7 due (SCLs & room layout) Presentation practice	Practice presentation Begin review for Exam #3
11/18 (W)	Presentation practice: small groups by movie scenes	Practice presentation Begin review for Exam #3
11/23,11/25	NO CLASS – THANKSGIVING/FALL BREAK	
11/30 (M)	Final presentation practice	Practice presentation Improve via feedback
12/2 (W)	PRESENTATION FEEDBACK QUIZ	KEEP PRACTICING
12/7, 12/9	FINALS: PRESENTATIONS	ENJOY YOUR BREAK!!!

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

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.

What does it mean to "attend" an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

Classroom Etiquette

My classroom rules remain the same, regardless of online or on ground:

- 1 – No cell phones, unless I say to use them or you are using them to screen shot the notes. (And then you still need to write the notes down, or you'll never remember the info.)
 - 2 – If you have a question, ask the instructor, not your classmates. Of course you will have an opportunity to discuss things with your classmates in the Zoom classroom, and you may clarify things with each other. But if you have a significant question, you should probably ask the person who is going to give you the grade, not your classmate.
 - 3 – **NO CHEATING!!!!!!!!!! There is not a strong enough English word to tell you how I feel about cheating.** It is far better to leave an answer blank or to tell me a joke or draw me a picture when you don't know the answer. This is even more important during this time of online learning. I do not want to have to have you record yourself taking exams, or to administer them live to monitor all of you. Please do not make me. Your honor is something that no one can take from you. Don't give it away. **Please see the section on Academic Honesty below.**
- 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, only students enrolled in the class may attend; children are not allowed.

How do I act differently if I have an on-ground class during COVID?

- 1. DO NOT COME TO CAMPUS OR ATTEND AN OFF-CAMPUS CLASS IF YOU FEEL SICK, HAVE A FEVER, OR HAVE A COUGH**
 - a. Even if your symptoms are mild, stay home.
 - b. Email your instructor to explain why you are missing class.
 - c. [If you are sick with COVID-19 or think you might have COVID-19](#), provides CDC guidance.
 - d. If you have tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-face interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.
 - e. If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit negative COVID-19 test results prior to returning to any face-to-face interaction.
- 2. ARRIVE AT CAMPUS EARLY (at least 15 minutes early is advised).**
 - a. All people entering the IVC campus will need to pass a screening process, which will occur at the gates as your drive onto campus. You will need to take a short questionnaire and get your temperature taken (the screening is completely touchless and will take place while you remain in your car).
- 3. BRING A MASK TO CLASS (and always wear it).**
 - a. Be sure that your mask covers both your nose and mouth. If your mask is cloth, then wash it each day. If your mask is disposable, then use a new one each day.
- 4. GO DIRECTLY TO YOUR CLASSROOM.**
 - a. The IVC campus is mostly closed so you should not visit other areas or seek any face-to-face services. Services are available to students online and can be accessed through www.imperial.edu.
- 5. WASH YOUR HANDS FREQUENTLY (and use the provided sanitation supplies).**
 - a. Your classroom is equipped with cleaning supplies. Use them as needed.
- 6. BE SURE TO SOCIAL DISTANCE (stay at least 6 feet from other).**
 - a. The number of students in a classroom at any one time is very limited so you have plenty of space to spread and ensure that you stay at least 6 feet from others.
- 7. BRING YOUR OWN FOOD AND DRINKS.**
 - a. There is no food service currently offered on campus.

Online Netiquette

[Required Information for web-enhanced, hybrid and online courses: Describe your policies regarding netiquette. The below is suggested language and may be modified for your course.]

- 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 (!!!)].

How am I expected to act in an online “classroom” (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

1) Be RESPECTFUL

- a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)

- a. People walking around and pets barking can be a distraction.

3) EAT AT A DIFFERENT TIME.

- a. Crunching food or chugging drinks is distracting for others.
- b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU

- a. It is hard to see you in dim lighting so find a location with light.
- b. If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.

5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING

- a. If you are using the camera, show your face; it helps others see your non-verbal cues.
- b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

6) Be READY TO LEARN AND PAY ATTENTION

- a. Catch up on other emails or other work later.
- b. If you are Zooming, silence your phone and put it away.
- c. If you are in a room with a TV – turn it off.

7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS

- a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise **MUTE** your laptop.

8) REMEMBER TO UNMUTE WHEN SPEAKING

- a. Follow your instructor's directions about using the “**raise hand**” icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
- b. Do not speak when someone else is speaking.

9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING

- a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
- b. Do not use the Zoom meeting to meet with your peers or put on a “show” for them.

10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING

- a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

Academic Honesty

[Required language.] 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.

How do I show academic honesty and integrity in an online “classroom”?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
 - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
 - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;

- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

Additional Services for Students

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.

How do I access services now that we are mostly online?

- **CANVAS LMS.** Canvas is Imperial Valley College's 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.** In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- **Career Services Center.** The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- **Child Development Center.** The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the

California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

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. When campus is open, the DSP&S office is 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, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128, or when campus reopens, visit 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 for appointments, or when campus reopens visit Room 1536, 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 in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is 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, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing 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 about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

Student Equity Program

The Student Equity & Achievement 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. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives 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 enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

What if I cannot afford food, books, or need other help?

We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

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.