



### Basic Course Information

Semester:	<b>Spring 2023</b>	Instructor Name:	<b>Liisa Mendoza</b>
Course Title & #:	<b>American Sign Language 2 – AMSL 102</b>	Email:	<b>liisa.mendoza@imperial.edu</b>
CRN #:	<b>20487</b>	Webpage (optional):	<b>N/A</b>
Classroom:	<b>4000</b>	Office #:	<b>2910 (in DSPS buikding)</b>
Class Dates:	<b>2/13/23 – 6/9/23</b>	Office Hours:	<b>Via Zoom: MW 9 – 10 am TR 9-10 am (on ground)</b>
Class Days:	<b>TR</b>	Office Phone #:	<b>(760) 355-6120</b>
Class Times:	<b>10:15 am – 12:45 pm</b>	Emergency Contact:	<b>Email</b>
Units:	<b>4</b>	Class Format:	<b>Real time, synchronous, online</b>

### 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.

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

Recommended preparation: AMSL 100 (American Sign Language 1)

### 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) 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 new vocabulary signs per week.
2. Recognize commonly fingerspelled words up to five letters at a beginning-intermediate pace.
3. Demonstrate basic knowledge of number incorporation relating to time signs.
4. Discuss in ASL topics related to employment, sports, activities, health and illness, classes, and current events.
5. Express skill, opinions, satisfaction, beliefs and advice with the selection of the appropriate signs.
6. Politely decline an ASL request or invitation.
7. Give directions to specified locations and describe the locations using classifiers.
8. Demonstrate knowledge of Deaf Culture's use of modern technology for accessible communication.
9. Describe important events in American Deaf history, including the Congress of Milan.
10. Display and recognize correct facial grammar for conditional sentences and rhetorical questions.

## Textbooks & Other Resources or Links

**Required text:** Learning American Sign Language. (Second Edition). Humphries. T. & C. Padden. ISBN 0-205-27553-2

**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 be teaching on ground. **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.

The instructor will generally be teaching with a voice off approach, after the first few weeks. 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.

**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.**



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 not This will require a time commitment, so please read the statement below from the Department of Education.

You will quiz weekly in this class, and will take 3 exams over the course of the semester. Most quizzes will be given in class. There is no way to make up quizzes given in class. Some quizzes will be given through the Canvas system, but not using the Canvas quiz feature. You will be given the question file and a link to a recording. You will then click on the recording and start the quiz. The exams will be administered the same way. **There are no time limits on exams or quizzes taken in Canvas,** as you may need to watch the recordings a few times if your wifi glitches or goes down.

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 Canvas to the instructor. No other late homework will be accepted.

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

Participation	150 (includes participation, no voice, following class rules)
Homework	175 (includes written and signed homework)
Exams	300
Quizzes	150
Presentations	50 (2 @ 25 points each)
Section finals	75 (3 @ 25 points each)
Interactive final	50 (signing one on one with the instructor)
Deaf Event report	50

**TOTAL 1,000**



**Very little extra credit will be given in class during the semester. Extra credit opportunities will consist of either attending an event where you use your ASL, or you observe upper level signers using their ASL. These are called Deaf events, as there are usually Deaf people attending. There will be at least 9 Deaf events during this semester, most offered via Zoom. You are REQUIRED to attend 1 Deaf event, and type a report about it. You may attend a second event for extra credit.**

## Course Policies

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

**1 – Pay attention to the best of your ability** – Turn on your cameras when in the Zoom room. I need to see you to know if you are even there. If you are having camera tech difficulties, let me know via the Chat or email. If you have to turn off your camera, let me know why. 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. The only stupid question is the one you don't ask – and it will probably show up on the test!

**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.

**Students will be expected to follow IVC's online netiquette policy:**

- 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 (!!!!)].

## Other Course Information

Your instructor believes that we can still create a learning community – and a signing community - on Zoom. We will be interacting, and you will get to know your classmates and possibly make some new friends. ASL belongs to the Deaf community, and the Deaf community is a friendly group of people, who enjoy interacting.



You don't have to be a "people person" to take ASL. You do have to be willing to communicate with your classmates. There will be times that your grade will depend on your classmates and your interaction with them. Make sure that you are polite and supportive: EVERYONE is learning, and ANYONE can be having a bad day, and may not be signing as well as they can.

### IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

### Anticipated Class Schedule/Calendar

PH = Padden & Humphries (blue book)

DATE	IN CLASS	HOMEWORK
2/14 (T)	Syllabus, course expectations PH 11: Vocab PH 11: To be out of Number review	Purchase text Read syllabus Review PH 11 vocab Practice numbers 1-100 Read PH 11
2/16 (R)	<b>Quiz #1 (syllabus)</b> PH 11 Grammar: Contractions and compounds, Depth CL Signing money review Grocery shopping model	Make grocery list of 10 Practice shopping pattern Practice signing money Practice PH 11 & 12 vocab Practice PH 11A – 12B
2/21 (T)	PH 12: Vocab PH 12: To not work Lab: Signing money, numbers, food ASL NMMs review	
2/23 (R)	<b>Quiz #2 (PH 11 &amp; 12)</b> Grocery list due PH 12: Requests, refusing requests In class practice Basic glossing review	Gloss PH 12C – ASL correct Practice PH 12C Read PH 13
2/28 (T)	<b>Quiz #3 (grocery shopping)</b> PH 12C due PH 13: Vocabulary PH 13 grammar: Conditional sentences, satisfaction Lab: PH 11, 12, 13	Practice PH 13A – 13C Gloss & practice PH 13B Practice 5 sentence types Read PH 15 6 NMM index cards
3/2 (R)	PH 13B due PH 15 vocabulary	Practice PH 15A – 15C Review NMMs, PH 13



	PH 15 grammar: more refusals	Practice PH 15 vocab
3/7 (T)	<b>Quiz #4 (PH 12, requests &amp; refusals in ASL)</b> Cumulative review: PH 11, 12, 13, 15 PH 14 vocab	Review PH 11, 12, 13, 15 Review for exam
3/9 (R)	<b>Quiz #5 (PH 13, NMMs)</b> PH 14 vocab Study guide for Exam #1 Review for Exam #1	Review PH 11-13, 15 Practice for interactives Study for Exam #1 Practice for Exam #1 Practice PH 14 Read PH 14
3/14 (T)	<b>Interactive Section Finals (rotations)</b> Practice Exam #1 PH 14 grammar: Skills continuum, conjunctions	Practice, study, and review
3/16 (R)	Questions about Exam #1 answered Additional practice and review Signing time: clock time, number incorporation Classifier types <b>EXAM #1 (PH 11, 12, 13, 15; NMMs, basic ASL grammar, requests, refusing requests, grocery shopping, sentence types, conditionals )</b>	Read PH 16 Practice PH 14A – 14C Practice signing clock time Read PH 14 Practice PH 14 vocab Review notes
3/21 (T)	PH 14 review Presentation #1 specifics Lecture: Congress of Milan, oralism Calendars and time in ASL	Practice PH 14 Review notes Begin script for Presentation #1
3/23 (R)	<b>Quiz #6 (PH 14)</b> PH 16 vocab PH 16 grammar: spatial location, signer's perspective Lab #5: PH 14 & 16 Events and calendars in ASL	Practice PH 16A – 16C Calendar Practice calendar Script for Presentation #1 Read PH 17
3/28 (T)	<b>Quiz #7 (Congress of Milan)</b> Calendar due, Presentation #1 script due PH 17 vocab PH 17 grammar: suggestions and advice in ASL Use of BORED in ASL Lab #6: Calendar and events	Practice PH 14, 16, 17 Practice events and calendar Read PH 18
3/30 (R)	<b>Quiz #9 (PH 16 &amp; 17)</b> Review: PH 14 -17 Lab #7: PH 14 – 17 Model calendar quiz	Practice PH 14A – 17C Gloss Presentation #1 Review PH 1 - 17 Practice signing events and calendar
4/4 (T)	Presentation #1 gloss due PH 18 vocab	Practice PH 18 vocab PH 18A – 18C Begin review Exam #2



	PH 18 grammar: attitudes and opinions in ASL, quantifiers	Review PH 14 - 18
4/6 (R)	<b>Quiz #10 (Calendar)</b> Review Vocab for Presentation #1 Study guide for Exam #2	Review PH 14, 16, 17, 18 Practice Presentation #1 Study for Exam #2 Begin review PH 1 - 18
<b>4/11, 4/13</b>	<b>NO CLASSES: Spring Break</b>	As assigned
4/18 (T)	<b>Interactive section finals #2 (rotations)</b> Practice Exam #2 Vocab for Presentation #1 Practice for Presentation #1	Study for Exam #2 Gloss Presentation #2 Practice Presentation #2
4/20 (R)	<b>EXAM #2 (PH 14 -18; suggestions and advice, opinions and attitudes, quantifiers, time signs, conjunctions, calendar and events, Congress of Milan)</b> Presentation #1 practice	Read PH 19 Practice Presentation #1
4/25 (T)	PH 19: vocab PH 19 grammar: facial adverbs Presentation #1 practice	Practice Presentation #2 Practice PH 19A – 19C Read PH 20
4/27 (R)	<b>Presentation #1</b> PH 19: Temporal inflection Lab #7: facial adverbs, temporal inflection	Review PH 19 vocab Practice facial adverbs, temporal inflection
5/2 (T)	<b>TBA</b>	As assigned
5/4 (R)	PH 20: Temporal inflection, intensity inflection PH 20: Vocabulary Lab: facial adverbs, temporal inflection, intensity inflection, PH 19 & 20	Practice PH 20A – 20C Practice PH 20 vocab Read PH 21
5/9 (T)	<b>Quiz #9 (PH 19 &amp; 20, facial adverbs, temporal inflection)</b> PH 21: Vocabulary PH 21: Rhetorical questions Presentation #2 Specifications	Review PH 11 – 20 Practice PH 21 vocab Gloss and practice 10 rhetorical sentences Read PH 22 Pick Presentation #2 topic
5/14 (R)	PH 22: Vocabulary PH 22: Symptoms, denials, ICLs Presentation #2 topic and source due Lab: PH 19-21, Presentation #3 vocab	Outline Presentation #2 Practice PH 22 vocab Study for Quiz #10 Read PH 23
5/16 (T)	<b>Quiz #10 (PH 21 &amp; 22)</b> Presentation #2 outline due PH 23: Vocabulary PH 23: Clauses as topics, use of WORSE	Review PH 1-22 Practice PH 23 Presentation #2 structure id Review PH 19-22



		Read PH 24
5/18 (R)	<b>Quiz #11 (PH 21 &amp; 22)</b> Presentation #2 structure identification due PH 24: Vocabulary PH 24 grammar Lab: PH 19-23, Presentation #2 vocab	Practice Presentation #2 Review PH 1-24 Practice PH 24 Review for Exam #3 Conversational review
5/23 (T)	<b>Quiz #12 (PH 23)</b> Study guide for Exam #3 Lab: PH 1 – 24 Presentation #3 vocab Practice Presentation #3	Review for Exam #3 Practice PH 19A – 24C Practice Presentation #2 Conversational review Study for Exam #3 Review PH 1-24
5/25 (R)	<b>Interactive Section Finals #3 (rotations)</b> <b>EXAM #3 (PH 19 – 24, 6 sentence types, glossing, facial adverbs, temporal inflection, intensity inflection, etc.)</b>	Practice Presentation #2 Review PH 1 -24 Breathe easier Type up remaining deaf event reports
5/30 (T)	<b>Final Deaf Event Reports due</b> Presentation #2 practice Peer feedback Lab: Cumulative PH 1 - 24 Guidelines for finals	Practice Presentation #2
6/1 (R)	<b>Presentation #2</b> Review for finals, cumulative labs, prep for finals Sign up for finals	Practice for final
<b>6/6, 6/8</b>	<b>FINALS: Interactive conversations with instructor, by appointment only</b>	

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