



### Basic Course Information

Semester:	<b>Spring 2025</b>	Instructor Name:	<b>Liisa Mendoza</b>
Course Title & #:	<b>American Sign Language 4 AMSL 202</b>	Email:	<b>liisa.mendoza@imperial.edu</b>
CRN #:	<b>20416</b>	16Webpage (optional):	<b>N/A</b>
Classroom:	<b>Via ZOOM</b>	Office #:	<b>312</b>
Class Dates:	<b>2/10/25 – 6/6/25</b>	Office Hours:	<b>Via Zoom: MW 9 - 10 am On campus: TR 9:00– 10:00 am (312)</b>
Class Days:	<b>MW</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

The course is a continuation of the American Sign Language skills in fluency developed in AMSL 200. The course increases or strengthens students' expressive and receptive vocabulary competency; however, the major focus of the course continues to be on the expansion of students' skills in the idiomatic usage of conversational ASL, awareness of ASL grammar, usage and syntax, and facility in expressive sign language at the intermediate level. The students will expand their knowledge and understanding of Deaf Culture. (CSU/UC)

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

Recommended preparation: AMSL 200 (American Sign Language 3)

### 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. Incorporate a variety of ASL spatial structure correctly into narrations. [ILO1, ILO2]
2. Incorporate a variety of ASL spatial structures correctly into narrations. [ILO1,ILO2]
3. Display understanding of elements of ASL fictional storytelling techniques.[ILO1, ILO2]



## Course Objectives

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

1. Demonstrate a strengthened vocabulary competency of ASL vocabulary.
2. Demonstrate ASL receptive and expressive competency-including appropriate use of ASL signs, grammar, usage, idioms, conventions, and expressions-through the use of topics spontaneously selected by the instructor, prepared solo presentations, and prepared group presentations.
3. Compose and present narratives that demonstrate a mastery of targeted lexicon, and structures.
4. Demonstrate advanced role shifting techniques.
5. Demonstrate correct usage of a variety of advanced classifiers.
6. Compose and present narratives and informative presentations that reflect targeted grammatical structures.
7. Be able to discuss, in ASL, the content and significance of assigned readings and videos.
8. Demonstrate the ability to express special factual information in ASL, including correct structures for whole-part discussions, listing, comparisons, and unique facts.
9. Prepare and present a personal narrative related to an incident involving a vehicle, using correct ASL narrative structure, role shift and classifiers.
10. Analyze a video selection, identifying the specific ASL linguistic features represented in the video.
11. Attend and interact at events where ASL is the sole method of communication. Produce papers analyzing the experiences and comparing and contrasting their experiences with previous interactions.
12. Produce a 7 minute minimum capstone presentation, using ASL fictional narrative elements and techniques. Demonstrate advanced use of: role shifting for multiple characters, ASL vocabulary, ASL syntax, multiple classifiers, spatial structures and narrative structure.

## Textbooks & Other Resources or Links

**Required text:** Mikos,K., Smith, C., Lentz, E. 2003. *Signing Naturally: Student Workbook/DVD: Level 3 1st* (Discipline Classic). San Diego, CA. Dawn Sign Press, Inc. ISBN: 158121135x.

**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 synchronously via Zoom. This class was listed in the catalog as real time, with time blocks given. **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. 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 related to linguistics 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. **In ASL 4, most of the quizzes are expressive than receptive.** Most quizzes will be given in the Zoom classroom. **MANY of your quizzes will be done in small groups, where 1 person will represent your group.** Your group will have an opportunity to offer corrections and suggestions and the person will have an opportunity to sign it again. This is like a modified Deaf way of taking an exam. This means your grade will often depend on your peers. You don't have to like all of your classmates – though I don't know why not, since they are very cool people who also made it to ASL 4 – and you do need to work cooperatively and supportively to get a good grade. Welcome to the Deaf world.

**You will also have some one on ones with Liisa this semester.** While terrifying, these will make you a better signer. You will also receive individual feedback on your presentations BEFORE you present, so you can improve them.

**You have NO exams in this class. You took your last exam in ASL 3. (Do the happy dance.)**



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.

Labs	225 (available via Zoom attendance: includes lab participation, following class rules. Make ups to be determined on an individual basis)
Homework	225 (includes written homework from text, presentation prep work, video feedback)
Quizzes	275 (includes group quizzes and 1:1s)
Presentations	100 (3 presentations: 2 @25, 1 @ 60)
Deaf Event Reports	75 (4 events @ 25 each, credit given by response paper)
Meeting goals	100 (Meeting SLOs, meeting individual goals)
<b>TOTAL</b>	<b>1,000</b>

**Very little extra credit will be given in class during the semester. Extra credit opportunities will consist of attending an extra Deaf event. You will be REQUIRED to attend 3 Deaf events, and type a report about each one. There will be at least 11 Deaf events during this semester, some offered via Zoom.**

**Academic Honesty (Artificial Intelligence -AI)**

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.



## Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through DSPS, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.

## 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.

### **Your instructor's perspective on attending class via Zoom:**

Learning via Zoom can be challenging. Many of you will be attending from your home or your workplace. That means there may be many different, important things competing for your attention. I personally don't care if you bring your dog, cat, or baby/younger sibling into the Zoom room. They are a part of your life too.

I don't care if you're in your jammies in the Zoom room – as long as you don't sleep nude! I don't care if you have your makeup on or not. I don't care if you have your hair done or the worst bad hair day ever. I DO care that you make it in to class. (In clothes. Please wear clothes. Something that covers all of you, even if we don't see it!)



**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**

**Please note: This is the ANTICIPATED course calendar, subject to change**

DATE	IN CLASS	HOMEWORK
2/10(M)	Syllabus, welcome back Individual goals SN 18 orientation Role shift and classifier review Role shift exercises LCLs introduced Exercise 1 introduced and modeled Presentation #1 discussed	Read syllabus, note questions Read SN 3 and watch video pp 8-13 Prepare Exercise 1 (p 2)
2/12 (W)	Exercise 2 sequence modeled and introduced ECLs introduced	Prepare Exercise 2 (p 3) Read and watch video pp 16-21



	Lab: SN 18 Exercises 1 & 2 More role shift exercises ASL narrative structure introduced Video: First Day on the Job	Improve Exercise 1 Outline Presentation #1
<b>2/17 (M)</b>	<b>NO CLASS: President's Day</b>	As assigned
2/19 (W)	Lab: SN 18 Exercise 1 & 2 practiced Tripping and falling exercises Video: Down Cactus Hill	Prepare Exercises 1 & 2
2/24 (M)	<b>Quiz #1 (SN 18: Exercise 1 &amp; 2 expressive)</b> <b>Presentation #1 Outline due</b> Lab: SN 18 Exercise 1 & 2 practiced Exercise 3 introduced and modeled Exercise 4 introduced and modeled Lab: Exercises 3 & 4 practiced	Read SN 18: Exercise 3 & 4 Begin developing Presentation #1 Prepare Exercise 3 Prepare Exercise 4 Review Exercises 1& 2
2/26 (W)	<b>Quiz #2 (SN 18: Exercises #1 &amp; 2 receptive)</b> Lab: Practice Exercises 3 & 4 Review Exercises #1-4 Additional role shift exercises Videos: Caught in the Act, Taken for a Ride Lab: Start practicing Presentation #1	Improve Exercises 3 & 4 Presentation #1 practiced
3/3 (M)	<b>Quiz #3 (SN 18: Exercises #3 &amp; 4 expressive)</b> Lab: SN 18 Exercises 3 & 4 Lab: Presentation #1 Aid with Presentation #1 vocab or classifiers	Practice SN 18: Exercises 1-4 Practice Presentation #1
3/5 (W)	Continuum review and ASL review Video feedback discussed Sign up for 1:1s	Practice for one on ones
<b>3/10, 3/12</b>	<b>1:1 with Liisa</b> <b>SN 18: Exercises 1-4</b> <b>Presentation #1</b>	Improve presentation Practice presentation Read SN 19 p 31
3/17 (M)	<b>Video feedback due and discussed</b> Presentation #1 practice (small groups) Group feedback SN 19: Exercise 1 (Whole- Part) introduced Lab: SN 19 exercise 1	Last chance to improve Presentation #1 Read SN 19 Exercise 1 Determine Whole AND Part Read SN 19 pp 41-52
3/19 (W)	<b>PRESENTATION #1 (Embarrassing Moment)</b> SN 19: Ex 2 (Listing) introduced Lab – SN 19: Exercise #2 Video Feedback #1 due and discussed	Practice SN 19: Exercise 1 Practice SN 19: Exercise 2 Read SN 19: Exercise 3 Fill out SN 19: Exercise #3 Watch video SN 19 pp 44-52
3/24 (M)	<b>Quiz #4 (SN 19: Exercise 1)</b>	Practice SN 19: Exercise 3



	<b>Quiz #5 (SN 19: Exercise 2)</b> SN 19: Ex 3 (Comparisons) introduced SN 19: Ex 4 (Illustrate A Fact) Lab: Exercises 3 & 4 SN 21 introduced	Practice SN 19: Exercise 4 Read SN 21 p 71
3/26 (W)	<b>Quiz #6 (SN 19: Exercises 3 &amp; 4)</b> SN 21: Exercise 1 (Horse Incidents) introduced Lab – SN 21: Exercise 1 Videos: Missy’s Horse Incident Horse movement exercises Movement Agreement introduced Presentation #2 discussed	Practice SN 21: Exercise 1 Pick Presentation #2 topic Read and watch video examples SN 21 pp 73-82 Video homework pp 118-122
3/31(M)	SN 21: Exercise 2 (Bicycle Incidents) introduced Lab – SN 21: Exercises 1 & 2 Videos: Missy’s Horse Incident, Missy’s Bicycle Incident, Nikki’s Dirt Bike	Practice SN 21: Exercise 1 Practice SN 21: Exercise 2
4/2 (W)	<b>Quiz #7 (SN 21: Exercises 1 &amp; 2)</b> Presentation #2 topic due Outline for Presentation #2 discussed Lab – SN 21: Exercises 1 & 2	Outline Presentation #2 Develop Presentation #2 Video homework: pp 95-104 Practice SN 21 Ex 1 & 2 Video feedback #2
4/7 (M)	SN 21: Car Incidents Video: Byron’s Motorcycle Incident Lab: Movement Agreement with autos Presentation #2 development Lab: One on one prep	Develop Presentation #2 Practice SN 21 Exercises 1 & 2
4/9 (W)	Presentation #2 practice Sign up for one on ones SN 22 orientation and vocab introduction Lab #1: Presentation #2 Lab #2: SN 21 Ex 1 & 2	Practice SN 21 Exercises 1 & 2 Practice Presentation #2
<b>4/14, 4/16</b>	<b>1:1 with Liisa (Presentation #2, SN 21 SN 21: Ex 1 &amp;2)</b>	Improve Presentation #2 based on feedback from one on one
<b>4/21, 4/23</b>	<b>NO CLASSES – SPRING BREAK</b>	
4/28 (M)	<b>Video feedback 3 due</b> SN 22 vocab pp 123-136 Lab #1: Presentation #2 Lab #2: SN 22 vocab	Watch video pp 123-136 Practice vocab SN 22
4/30 (W)	<b>PRESENTATION #2</b> <b>Quiz #8 (SN 22 vocab - receptive)</b> <b>Video homework pp 118-122 due &amp; discussed</b> Presentation #3 specifics discussed	Practice SN 22 vocab Video homework TBA
5/5 (M)	<b>Quiz #9 (SN 22 vocab – expressive)</b>	Read pp 195-197, 209-220





	<p>SN 25: Key Elements of An ASL Fictional Narrative                  Presentation #3 selection due                  Story card discussed                  Character Placement                  Special feature discussed                  Video: The Frog Prince</p>	<p>Prepare story summary (p 209)                  Prepare story card (p 197)</p>
5/7 (W)	<p><b>Quiz #10 (Elements of an ASL Fictional Narrative)</b>  <b>Story card due, story summary ready</b>                  Movement of Characters &amp; Objects                  Video: The Bridge of Magpies                  Identifying scenes</p>	<p>Character map                  Begin practicing movement of characters &amp; objects in your pres.                  Identify scenes pp 198-200                  Read Magic Mirror of Rabbi Adam</p>
5/12 (M)	<p><b>Character map due</b>  <b>Scene identification due</b>                  Maintaining Continuity                  Practice Presentation #3: placement and movement of characters, maps                  Video: The Magic Mirror of Rabbi Adam</p>	<p>Prepare Presentation #3                  Work on maintaining continuity in presentation</p>
5/14 (W)	<p>Translation of passage and concept                  One on one question and assistance opportunity                  Video: The Merchant’s Daughter &amp; The Slanderer</p>	<p>Work on translation of concept                  Work on special feature in Presentation #3  <b>Video #1 due (Presentation #3)</b>                  Video identification: Elements of an ASL fictional narrative</p>
5/19 (M)	<p><b>Quiz: Elements of A Story (video quiz)</b>                  Practice Presentation #3                  Video review</p>	<p>Work on improving Presentation #3</p>
5/21(W)	<p>Presentation #3 practice and feedback  <b>QUIZ: Presentation #3 feedback to peers</b></p>	<p>Improve presentation based on feedback from your peers                  Improve presentation based on feedback from Video #1                  Make Video #2</p>
<b>5/26 (M)</b>	<b>NO CLASS: MEMORIAL DAY</b>	Practice Presentation #3
5/28 (W)	<p>Presentation #3 practice                  Last chance questions and comment                  Last chance feedback</p>	<p>Liisa releases run order for finals (Liisa will decide which day and what order for Presentation #3.                  You must attend class both days if you want to receive a grade for Presentation #3)</p>
<b>6/2, 6/4</b>	<b>FINAL: PRESENTATION #3</b>	



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