

### Basic Course Information

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|------------------|--|--|---|
| Semester         | <b>Spring 2015</b>                         | Instructor Name                                    | <b>Liisa Mendoza</b>                              |
| Course Title & # | <b>AMSL 202 - American Sign Language 4</b> | Email  | <b>liisa.mendoza@imperial.edu</b>                 |
| CRN #            | <b>20116</b>                               | Webpage (optional)                                 |   |
| Room             | <b>1602</b>                                | Office   | <b>314 D</b>                                      |
| Class Dates      | <b>2/17 – 6/12/15 (includes finals)</b>    | Office Hours                                       | <b>MW 10:00 – 11:30 am<br/>TR 9:30 – 10:00 am</b> |
| Class Days       | <b>MW</b>                                  | Office Phone #                                     | <b>760-355-6120</b>                               |
| Class Times      | <b>11:50 am – 1:15 pm</b>                  | Office contact if student will be out or emergency | <b>Phone or email</b>                             |
| Units            | <b>3</b>                                   |  |   |

### Course Description

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.

### Student Learning Outcomes

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

- 1) Incorporate a variety of ASL spatial structures correctly into narrations.
- 2) Narrate your personal stories involving multiple people and events in an ASL manner.
- 3) Examine ASL literary devices and American Deaf humor.

### Course Objectives

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

1. Demonstrate a strengthened vocabulary competency of ASL vocabulary.
2. Increase their receptive and expressive ASL vocabulary at the 85% level.
3. Increase their understanding of Deaf cultural values and behaviors in relation to language usage in various setting.
4. Increase their receptive fingerspelling skills to the 85% competency level.
5. Develop and refine over the semester two five-minute ASL presentations of an event in their lives.
6. Increase their understanding about Deaf culture by watching the video "Signing Stories" and answer the questions about the story.
7. Compose narratives with demonstrate a mastery of targeted lexicon,
8. Demonstrate advanced role shifting techniques.
9. Demonstrate correct usage of a variety of classifiers.

### 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.

Signing Naturally, Level 3. (Text and DVD). Lentz, E.M., Mikos, K. & C. Smith. ISBN 978-1-58121-135-1.

**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 comprehension. 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.

### Course Grading Based on Course Objectives

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.

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| Participation      | 300 (participation, no voice, following class rules, Deaf interaction) |
| Homework           | 150 (includes written and signed homework)                             |
| Exams & quizzes    | 325 (includes written and signed, individual and group)                |
| Presentations      | 100 (2 @ 50 points each)   |
| Deaf event reports | 75 (3 events @ 25 points each)   |
| Meeting SLOs       | 50 (teacher assessment of overall master of SLOs)                      |
| <b>TOTAL</b>       | <b>1,000</b>   |

### 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.
- 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.

- 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.

### Academic Honesty

- Plagiarism is to take and present 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 correctly 'cite a source', 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, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or 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 School 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) use of a commercial term paper service

### Additional Help

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- Library Services: There is more to our library than just books. You have access to tutors in the learning 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 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. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at [http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

**Information Literacy**

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

**Anticipated Class Schedule / Calendar**

| <u>DATE</u> | <u>IN CLASS</u>  | <u>HOMEWORK</u>   |
|-------------|--|---|
| 2/18 1      | Syllabus, basic road map<br><br>Review sentence types<br><br>Vocab SN 15 p 61, 77-79   | Purchase texts if necessary<br><br>Review NMMs<br><br>Read p 60, watch video p 61   |
| 2/23 2      | Transitions<br><br>WHEN clauses<br><br>Basic NMMs<br><br>Basic ASL grammar   | SN video workbook pp 62-64<br><br>10 sentences with WHEN clauses<br><br>Lab #1: WHEN clauses<br><br>Practice vocab SN 15 pp 77-79 |
| 2/25        | <b>Lab #1 (WHEN clauses) due</b><br><br><b>Quiz #1 (Sentence type identification)</b><br><br>Review WHEN clauses<br><br>SN 15: Country vocab<br><br>Describing ethnic background | Practice WHEN clauses<br><br>Review SN 15 vocab pp 80-84<br><br>Prepare Lab #2: cultural background                               |
| 3/2 3       | <b>Lab #2: Cultural background</b><br><br>Practicing ethnic background<br><br>Remaining vocab SN 15<br><br>Lab feedback, practice for Q#2  | Study for Quiz #2<br><br>SN 15 video workbook p 59, 66, 69-70<br><br>Practice vocab SN 15<br><br>Review SN 15 vocab               |
| 3/4         | <b>Quiz #2 (WHEN clauses)</b><br><br>Number review: 1-100, 100+  | Practice numbers  |

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**(3/4)**      Signing dates      Lab #3: 5 events and dates, descriptions  
              Signing money      Finish SN 15 video workbook: p 65, 67-73

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3/9      4      **SN 15 Video workbook due**  
              **Lab #3 (dates & events) due**      Review numbers  
              Dates and events practices      Study

3/11      **Quiz #3 (Cultural background)**      Read SN 17 pp 117-119  
              SN 17 vocab pp 134-139      Do video workbook SN 17 pp 125-127  
              Practice for dates and events      Practice SN 17 vocab

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3/16      5      Lab #4 assigned      Prepare Lab #4  
              SN 17 vocab pp 140-146      Practice SN 17 vocab  
              Review and practice

3/18      **Quiz #4 (Dates & Events)**  
              Narrating and transitions  
              Review of inflections      Do video workbook SN 17 pp 120-124

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3/23      6      **Lab #4 due**      Review and practice SN 15 & 17  
              SN 17 wrap up      Begin studying for Exam #1  
              Review SN 15 & 17      Study for Quiz #5

3/25      **Quiz #5 (SN 17 vocab)**      Finish SN 17 video workbook  
              Exam #1 study guide      Study for Exam #1

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3/30      7      **Interactive Section Finals #1 (SN 15, SN 17)**

**SN 17 video workbook due**

Practice Exam #1

Study for Exam #1

4/1 **EXAM #1 (SN 15, SN 17, WHEN clauses, cultural background, etc.) (NO FOOLING!!!)**

**4/6 – 4/10 NO CLASSES – SPRING BREAK**

**Don't forget your ASL**

4/13 8 **SN 18 (SN 3 - yellow book)**  
 Role shift  
 Classifier review

Prepare Exercise 1 (p 2)  
 Read Exercise 2 (p 3)  
 Read SN 18 pp 16-21, 22-30  
 Watch video pp 3-5  
 Prepare Exercise 1

4/15 **Exercise 1 due**  
 Exercise 2 sequence modeled and lectured  
 More role shift  
 Presentation #1 options

Prepare Exercise 2 (p 3)  
  
 Read pp 8-13  
 Pick Unforgettable Moment story

4/20 9 **Exercise #2 due**  
**Presentation #1 topic due**  
 Exercise #3 modeled and lectured  
 Presentation #1 specs  
 ASL narrative structure  
 Classifiers reviewed  
 Exercise #4 introduced

Prepare Exercise3  
  
 Practice Exercises 1-3  
 Outline Presentation #1  
 Prepare Exercise #4  
 Prepare Exercise 3

4/22 **Quiz # 5 (Exercise 1& 2 receptive due)**  
**Exercise #3 due**  
**Outline for Presentation #1 due**  
 Practice Presentation #1  
 Group review SN 18: Exercises 1-4

Practice SN 18: Exercises 1-4  
 Practice Presentation #1

4/27 10 **1:1 w/Liisa (Exercises 1-3, Presentation #1)**  
**By appointment**

Improve Presentation #1

4/29 **1:1 w/Liisa (Exercises 1-3, Presentation #1)**  
**By appointment**

Improve Presentation #1

5/4 11 **PRESENTATION #1 due**  
 Deaf Humor - Jokes

TBA

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| 5/6  | Make up presentations<br>Exam #1 analysis<br>Dates & Events<br><br>WHEN clauses reviewed<br>Deaf Humor          | Read pp 137-154<br>Practice Dates and Events<br>Read SN 18 Exercise 4<br><br>Review and practice WHEN clauses<br>Review notes and examples |
| 5/11 | 12<br>SN 18: Exercise 3 reviewed<br>SN 18: Exercise 4<br>Dates and Events practice                              | Practice SN 18 Exercise 3<br>Practice SN 18 Exercise 4<br>HW: 10 more dates and events   |
| 5/13 | <b>1:1 Quiz (SN 18: Exercise 3)</b><br><b>Group Quiz SN 18: Exercise 4</b><br>Lab: dates & events               | Read pp 64 - 69  |
| 5/18 | 13<br><b>Quiz: Dates and events</b><br>SN 20: Rules we live by<br>SN 20: Cultural Rules<br>SN 20: Driving Rules | Pick game for Presentation #2<br>Read pp 64-69, watch video<br>Prepare to explain a cultural rule<br>Practice SN 20: Ex 1                  |
| 5/20 | <b>Lab: SN 20 – Exercise 1 due</b><br><b>Cultural rule due</b><br>Game choice due<br>SN 20: Explaining Games    | Keep practicing SN 20: Exercise #1<br>Gloss game presentation<br>Begin practicing presentation   |
| 5/25 | <b>NO CLASSES – MEMORIAL DAY</b>  |  |
| 5/27 | 14<br><b>Group Quiz: Exercise #1</b><br>Game gloss due<br>ASL Literature<br>Questions regarding Presentation #2 | Practice mini-presentation<br>Review notes   |
| 6/1  | 15<br>Presentation #2 practice<br>Final questions for Presentation #2   | Practice Presentation #2<br>Practice Presentation #2   |
| 6/3  | <b>Quiz: Deaf Humor, ASL Literature</b><br>Final practice for Presentation #2                                   |  |
| 6/8  | 16<br><b>FINAL: GAME DAY (Presentation #2)</b>  |  |