

**Basic Course Information**

Semester:	<b>Spring 2018</b>	Instructor Name:	<b>Liisa Mendoza</b>
Course Title & #:	<b>AMSL 100 - American Sign Language 1</b>	Email:	<b>liisa.mendoza@imperial.edu</b>
CRN #:	<b>20438</b>	Webpage (optional):	<b>None</b>
Classroom:	<b>313A</b>	Office #:	<b>314D</b>
Class Dates:	<b>2/12/18 – 6/8/18 (includes finals)</b>	Office Hours:	<b>MW 8 – 9:30 am TR 9:30 – 10:00 am</b>
Class Days:	<b>TR</b>	Office Phone #:	<b>760-355-6120</b>
Class Times:	<b>2:00 – 4:30 pm</b>	Emergency Contact:	<b>Phone or email</b>
Units:	<b>4</b>		

**Course Description**

An introduction to American Sign Language and fingerspelling. The course will focus on conversational skills, grammar, and vocabulary as it used in Deaf community. Deaf culture will be examined.

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

Recommended preparation: None

**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) Differentiate between basic similar signs.
- 2) Recognize basic differences between simple ASL and English sentence structures.
- 3) Identify basic differences between Deaf and Hearing cultures.

**Course Objectives**

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

1. Demonstrate how to sign numbers zero to one hundred using the cardinal and ordinal numbering systems correctly.
2. Express and receive fingerspelled words at basic skill level.
3. Recall and produce basic sign vocabulary, approximately 25 - 30 signs per week, being able to distinguish between signs that are produced similarly.
4. Recognize and produce specific grammatical structures, including personal and possessive pronouns, directional verbs and noun-verb pairs.
5. Express a basic knowledge of American Sign Language syntax.
6. Sign presentations, following the criteria and topics indicated by the instructor.
7. Participate in in class signing activities - including physical and emotional descriptions, discussing daily routines, and requesting in ASL.
8. Demonstrate a basic use of simple classifiers.
9. Sign using the correct facial grammar and syntax for forming questions in ASL.
10. Discuss basic Deaf culture issues including: differences between Deaf and Hearing cultures; how to navigate a signing environment; appropriate greetings and attention getting behaviors.

### 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 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.**

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.

Participation	150 (includes participation, no voice, following class rules)
Homework	125 (includes written and signed homework)
Labs	50 (voice off practice on Thursdays)
Exams	300
Quizzes	150
Paper	50
Presentations	50 (2 @ 25 points each)
Section finals	75 (3 @ 25 points each)
Interactive final	50 (signing one on one with the instructor)

**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](mailto: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](mailto: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

DATE	IN CLASS	HOMEWORK
2/13 (T)	Syllabus, course expectations, ASL v English Fingerspelling introduction, signer's perspective, shapes Introduction to fingerspelling	Buy text Read syllabus, note questions List of 10 items, name
2/15 (R)	<b>Quiz #1 (Shapes, syllabus)</b> Shapes, fingerspelling Deaf Intro – Part B PH 1 vocab	Practice Deaf Intro Read PH 1 Practice PH 1 vocab List of 10 items for F/S
2/20 (T)	NMMs, sentence types PH 1 vocab Deaf Intro – Part A Lab #1: Deaf Intro	Practice PH 1 & 2 Read PH 2 Practice Deaf Intro
2/22 (R)	<b>Quiz #2 (fingerspelling, PH 1 vocab)</b> ASL Grammar PH 2 vocab PH 1 & 2 review Lab #2: Presentation #1 practice, PH 1 & 2	Gloss Practice Sentences Read PH 3 Practice PH 1 & 2 Practice Presentation #1 Read Packet as assigned
2/27 (T)	Practice Sentences due PH 3: Vocabulary Practice Presentation #1	Practice PH 3 vocab Practice Presentation #1

3/1 (R)	<p><b>Quiz #3 (PH 1 &amp; 2, NMMs)</b>                      PH 3 Grammar: Directional verbs and noun-verb pairs                      Presentation #1 practice                      Lab #3: PH 1 – 3 review, Presentation #1</p>	<p>Practice Presentation #1                      Review PH 1-3</p>
3/6 (T)	<p><b>Presentation #1</b>                      Review PH 1-3                      Numbers 1- 20                      Paper discussion                      Review for Exam #1</p>	<p>Read PH 4                      Practice PH 3A – 3C</p>
3/8 (R)	<p><b>Quiz #4 (PH 3, etc.)</b>                      Study guide for Exam #1                      PH 4: Physical Description sequence introduced                      Supercharacter introductions                      Lab #4</p>	<p>Study for Exam #1                      Practice for Exam #1                      Get supercharacter visuals</p>
3/13 (T)	<p><b>Supercharacter visuals due</b>                      Practice Exam #1                      Review for Exam #1                      Presentation #2 discussed                      Physical description sequence reviewed                      PH 4 vocab</p>	<p>Study for Exam #1                      Practice for Exam #1</p>
3/15 (R)	<p><b>EXAM #1 (PH 1-3, packet, ASL grammar, NMMs, fingerspelling, shapes, numbers 1-20)</b></p>	<p>Decide who for Presentation #2                      Practice PH 4 vocab</p>
3/20 (T)	<p><b>Quiz #5 (Classmates)</b>                      Physical descriptions reviewed; questions                      PH 4 vocab reviewed                      Pronominalization                      Presentation #2 gloss explained                      PH 8 vocab</p>	<p>Read PH 4                      Practice PH 4 vocab                      Read PH 8                      Practice PH 8 vocab                      Gloss Presentation #2                      Practice Supercharacters</p>
3/22 (R)	<p><b>Quiz #6 (Faces)</b>                      Extra credit opportunity: Supercharacter description                      PH 6 vocabulary                      Presentation #2 gloss due                      Select vocabulary for Presentation #2                      Presentation #2 modeled                      Lab #5: Presentation #2, physical description, supercharacters</p>	<p>Practice Supercharacters                      Practice PH 4 vocab                      Read PH 6                      Practice PH 6 vocab                      Practice Presentation #2</p>
3/27 (T)	<p><b>Quiz #7 (Outfits)</b>  <b>Quiz #8 (Supercharacters – Liisa picks)</b>                      Lab #6: Presentation #2, Supercharacters, physical description, PH 4, 6, 8</p>	<p>Practice PH 6 vocab                      Presentation #2 gloss                      Practice Presentation #2                      Locate pictures for Presentation #2</p>
3/29 (R)	<p><b>Presentation #2</b>                      PH 6: Negation in ASL, modals                      PH 8: tense, use of FINISH                      Numbers: 21 - 66                      Who whats                      Face page distributed and explained                      Lecture: Connecticut School</p>	<p>Practice PH 1- 4, 6, 8                      Read PH 5                      Gloss and practice 10 who whats                      Practice numbers 1 - 66                      Complete and practice face page                      Review notes from lecture                      Consider paper topic</p>



4/3, 4/5	<b>NO CLASS: SPRING BREAK</b>	See above
4/10 (T)	Face page due Who whats due PH 5 vocabulary PH 5: ASL Requests Noun-verb pairs and trios	Gloss and practice 5 ASL requests Review PH 4, 6, 8 Practice PH 5 vocab Pick paper topic
4/12 (R)	<b>Quiz #9 (Who whats – PH 4, 6, 8)</b> <b>Paper topic due</b> ASL requests due Study Guide for Exam #2 Begin review for Exam #2 Lab #6: Deaf Culture interaction	Review notes, questions Review for PH 4-6, 8
4/17 (T)	<b>Interactive Section Finals #1</b> Practice Exam #2 Review for Exam #2	Study for Exam #2
4/19 (R)	<b>EXAM #2 (PH 1-6, 8, pronominalization, noun-verb pairs, ASL requests, physical description, supercharacters, Connecticut School, face page, Deaf culture interaction, fingerspelling, numbers 1-66)</b>	Read PH 7 Find 2 sources for paper
4/24 (T)	PH 7 vocabulary PH 7: Classifiers Numbers 67 – 100, number incorporation Quantifiers	Practice CL PH 7A – 7C Read PH 8 Study for quiz Practice numbers 1-100 Find 2 sources for paper
4/26 (R)	<b>Quiz #10 (2 sources due)</b> PH 10: vocabulary PH 10 classifiers Lab #7: PH 7 & 8	Practice PH 7 vocab Read PH 10 Practice PH 10B, 10C Research paper Practice PH 10 vocab
5/1 (T)	<b>Quiz #11 (CL)</b> Lab CL review and clarification PH 10: FLS, reverse directional verbs, routines	Research paper 10 routines glossed and practiced Practice PH 10 vocab
5/3 (R)	<b>Quiz #12 (PH 7 &amp; 8)</b> Lecture: Congress of Milan Numbers 31 - 66 Lab #8: PH 10, begin review	Read PH 9 Work on paper
5/8 (T)	PH 9 vocabulary PH 9: signing clock time, signing age Numbers 67 -98	Gloss and sign 10 when what whos Practice PH 9A – 9D Practice numbers 1-100 Review notes for Congress of Milan Work on paper
5/10 (R)	<b>Quiz #13 (PH 10)</b> PH 9 & 10 wrap up When what who's Lab #9: PH 1-10	Practice 1A – 10D Review notes, PH 7A-10D Gloss & practice 10 when what who's

		Finish paper
5/15 (T)	<b>PAPER DUE</b> <b>Quiz #14 (Congress of Milan)</b> Review for Exam #3 Practice Exam #3 Review PH 1- 10	Review for Exam #3 Finish paper Begin review PH 1-10
5/17 (R)	<b>Interactive Section Finals #2</b> <b>EXAM #3 (PH 1-10, focus on 7-10, classifiers, numbers 1-100, FLS, routines, when what whos, etc.)</b>	Study for Exam #3 Practice for Exam #3
5/22 (T)	PH 11: vocabulary, grammar PH 11: signing money Grocery shopping pattern	Get grocery flyer Make list of 10 Practice list, read PH 11
5/24 (R)	Grocery shopping list due Grocery shopping list practice PH 12: vocabulary, grammar Lab: PH 11 & 12, grocery shopping, signing money, etc.	Practice PH 11A – C Read PH 12 Practice PH 12 vocab Practice PH 12A – 12C
5/29 (T)	PH 11 & 12 review Lab: PH 1 & 12 Receptive practice for big quiz	Review PH 11 & 12 Prepare for final quiz
5/31 (R)	<b>Interactive Section Finals #3</b> <b>FINAL QUIZ: PH 11 &amp; 12</b> Preparation for finals	Prepare for final
<b>6/5, 6/7</b>	<b>FINALS – interactive conversations with instructor by appointment</b>	

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

**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, and at least 4 of them will be offered on campus.**