

Basic Course Information

Semester:	Fall 2019	Instructor Name:	Liisa Mendoza
Course Title & #:	AMSL 200 - American Sign Language 3	Email:	liisa.mendoza@imperial.edu
CRN #:	10448	Webpage (optional):	None
Classroom:	304B	Office #:	314D
Class Dates:	8/19/19 – 12/13/19 (includes finals)	Office Hours:	MW 8 – 9:30 am TR 9:30 – 10:00 am
Class Days:	TR	Office Phone #:	760-355-6120
Class Times:	8:00 am – 9:25 am	Emergency Contact:	760-355-6337
Units:	3		

Course Description

Continues development of American Sign Language conversational skills. Techniques of facial expression, body movement, and specialization as it relates to American Sign Language and Deaf Culture will be studied.(CSU,UC)

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. Distinguish between different types of spatial structures essential to ASL. [ILO1,ILO2]

Course Objectives

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

1. Demonstrate receptive comprehension of fingerspelled words of up to six letters embedded in a sentence produced at a high intermediate speed.

2. Demonstrate knowledge of approximately 25-30 signs per week.
3. Demonstrate appropriate role shifting, both physically and emotionally.
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.
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 appropriate facial grammar for specific descriptions.
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.

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. **Please turn off your voice and begin signing when you enter the classroom.** This will increase your receptive and expressive 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. You will be asked to do video homework based on the DVD with your text. This will require a time commitment, so please read the statement below.

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. Extra credit will be given by submission of a third Deaf event report.

Participation	300 (participation, no voice, following class rules, Deaf interaction)
Homework	200 (includes written and signed homework)
Exams & quizzes	350 (includes written and signed, individual and group)
Presentation	50 (1 @ 50 points)
Deaf event reports	50 (2 events @ 25 points each)
Meeting SLOs	50 (teacher assessment of overall master 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.

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.

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.

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

PH = Padden and Humphries (blue book used in ASL 1 and ASL 2)

SN = Signing Naturally Level 2

DATE	IN CLASS	HOMEWORK
8/20 (T)	Welcome, syllabus NMM review 4 basic sentence types	Read syllabus Purchase books

8/22 (R)	PH 13: Conditional sentences Basic ASL grammar PH 21: Rhetorical questions	Gloss 5 conditional sentences Practice signing all sentences Gloss 5 rhetorical questions
8/27 (T)	10 sentences due SN 14 vocabulary: pp 50-53 PH 22 vocab	Read SN 14 p 37 Practice SN 14 vocab Review PH 22 vocab
8/29 (R)	Quiz #1 (sentence type identification – 6 basic sentences) Presentation options Verbal inflection PH 20 & 21 SN 14 vocab p 54	Begin watching movies for scene selection SN 14 video workbook p 38 Read SN 14 pp 39-40
9/3 (T)	Complaint and Accusation Vocab SN 14 pp 55-58 PH 17 Directional verbs	Review SN 14 vocab Review PH 17 vocab SN 14 video workbook pp 35-37
9/5 (R)	Quiz #2 (verbal inflection) Locative verbs ASL requests Responding to ASL requests	SN 14 video workbook pp 41-44 Gloss 5 ASL requests you can sign
9/10 (T)	ASL requests Responding to ASL requests	Finish SN 14 video homework Review SN 14 material Gloss given requests and responses Review for Exam #1
9/12(R)	Cumulative review Study guide Exam #1	
9/17 (T)	Quiz #3 (requests, responding to requests) Practice Exam #1	Select scene for presentation Finish SN 14 video homework
9/19 (R)	SCENE SELECTION DUE FOR PRESENTATION Video homework due Interactive Section Finals	Study for Exam #1
9/24 (T)	TBA	As assigned
9/26 (R)	EXAM #1 (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)	Read CL packet assigned pages Analyze ICLs & DCLs for your presentation

10/1 (T)	Classifiers: intro, rules, types SN 16 vocab: pp 105-119 CL types: ICLs (pp 107-108) Lab #1 guidelines	Review class notes Practice SN 16 vocab Review CL packet Begin Lab #1
10/3 (R)	SN 16 vocab: pp 107 Review signing money ICLs: PH 24	Prepare Lab #1 SN 16 video workbook pp 98-99
10/8 (T)	Lab #1 (food preparation lab – ICLs) Classifiers and signer’s perspective Signing shapes and patterns Lab #2 guidelines	Begin Lab #2 Review SN 16 vocab Integrate shapes & patterns into your presentation
10/10 (R)	Quiz #3 (food prep) 3d shapes Pluralizing classifiers	Read SN 16 pp 88-92 (watch video) Prepare Lab #2 Review SN 16 vocab
10/15 (T)	Lab #2 (object lab – DCLs) Physical description sequence DCLs	Gloss DCLs for 1 character in your scene Read CL packet assigned pages
10/17 (R)	Quiz #4 (CL types, CL identities, SN 16 vocab) Mouth morphemes Lab #3 guidelines CL review	SN 16 video workbook Practice mouth morphemes Integrate mouth morphemes into your presentation Prepare Lab #3
10/22 (T)	Lab #3 (character descriptions – mouth morphemes & topics) Study guide for Exam #2 Review	Begin review for Exam #2 Study for quiz SN 16 video homework
10/24 (R)	Quiz #5 (mouth morphemes) Practice Exam #2 Lab #5 (room layout) discussed	Review for Interactive Finals Study for Exam #2
10/29 (T)	INTERACTIVE SECTION FINALS (rotations) SN 16 video workbook due	Review and study Finish all SN 16 video homework
10/31 (R)	EXAM #2 (PH 11, 24, SN 16M CL packet through mouth markers)	Study for Exam #2 Draw room layout diagram

11/5 (T)	SN 13 vocab Room layout diagram due In class room layout SCLs & ICLs	Practice SN 13 vocab Practice room layout lab Video homework SN pp 4-5
11/7 (R)	Lab #4 (room layout lab) SN 13 vocab remaining Instructions for Lab #5 Eye gaze: general and specific (your presentation) Role shift: general and specific (your pres.) Study guide for Exam #3	Begin Lab #5 preparation Integrate eye gaze into pres. Integrate role shift into pres. Study for quiz Finish all SN 13 video homework
11/12 (T)	NO CLASS – LIISA OUT	As assigned
11/14 (R)	SN 13 video homework due Quiz #7 (room layout) Floor plan Presentation practice SUB: Liisa out	Practice presentation Begin review for Exam #3
11/19 (T)	Interactive Section Finals #3	Practice Presentation Study for Exam #3
11/21 (R)	EXAM #3 (SN 13, room layout, floor plans, eye gaze, role shift)	Practice presentation and avoid turkey coma
11/26,11/28	NO CLASS – THANKSGIVING/FALL BREAK	
12/3 (T)	Final presentation practice	Practice presentation Improve via feedback
12/5 (R)	PRESENTATION FEEDBACK QUIZ	KEEP PRACTICING
12/10, 12/12	FINALS: PRESENTATIONS	ENJOY YOUR BREAK!!!

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