

Imperial Valley College Course Syllabus American Sign Language 100 – AMSL 100



Thank you for choosing IVC! We are so happy to join you in your educational journey.

Basic Course Information

Semester:	Fall 2020	Instructor Name:	Reyna Gutierrez
Course Title & #:	AMSL 100	Email:	reyna.gutierrez@imperial.edu
CRN #:	10440	Webpage:	imperial.edu
Classroom:	Online – Canvas/Video Conf.	Office Phone #:	(760) 235-1852
Class Dates:	8/17-12/12/2020	Office Hours:	Zoom- M/W 6:00-6:30 PM
Class Days:	Online	Class Times:	Online
Units	4 Units	Emergency Contact:	(760) 355-6337

Course Description

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

Student Learning Outcomes

Upon completing this course with a grade C or better, you will be 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 20-60 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 online video signing activities- including physical and emotional descriptions, discussing daily routines, and requesting in ASL.
- 8) Demonstrate a basic use of simple classifiers and categorization of classifiers.
- 9) Sign using the correct facial grammar and syntax for forming questions and sentences 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:

- *Learning American Sign Language*, 2nd Edition, Tom Humphreys and Carol Padden, Pearson Education, Inc, Boston, MA and/or DVD.
- *American Sign Language Handshape Dictionary*, Author: Tennant, 2nd Edition

Materials Needed:

- Notebook/writing paper/ pen or pencil to take notes on lectures/videos/etc.
- Access to a camera (in laptop, computer, cell phone) to record videos to submit via Canvas.

Course Requirements and Instructional Methods

The instructor will generally be teaching with a voice-off approach. At times, there will be spoken lectures. This will increase your receptive and expressive comprehension, as you will be expected to respond and converse in ASL. You will participate in a variety of online class exercises designed to increase both your receptive and expressive skills. New vocabulary will be introduced weekly and applied through a variety of exercises. Students will learn grammatical structures weekly as units in the book are completed. ASL assignments will require to be done in Canvas (online). Clear instructions will be given by the instructor to produce successful assignments. Students will sign with instructor through video submissions/uploads. One-on-one Zoom conversational assessment meetings will be announced throughout the semester. During lecture, students will be given specific exercises and instructions to focus on improving their signing skills. All presentations will be signed (do not voice or whisper when signing). You must practice offline.

Canvas Online 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.

What if I need to borrow technology or access to WIFI?

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>
2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

Guidelines for using parking WIFI:

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available
- For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants **MUST** remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect

-Please do not leave any trash behind

-No parking permit required

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

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.

What does it mean to "attend" an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

Classroom Etiquette

How do I act differently if I have an on-ground class during COVID?

- 1. DO NOT COME TO CAMPUS OR ATTEND AN OFF-CAMPUS CLASS IF YOU FEEL SICK, HAVE A FEVER, OR HAVE A COUGH**
 - a. Even if your symptoms are mild, stay home.
 - b. Email your instructor to explain why you are missing class.
 - c. [If you are sick with COVID-19 or think you might have COVID-19](#), provides CDC guidance.
 - d. If you have tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-face interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.

- e. If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit negative COVID-19 test results prior to returning to any face-to-face interaction.
- 2. ARRIVE AT CAMPUS EARLY (at least 15 minutes early is advised).**
 - a. All people entering the IVC campus will need to pass a screening process, which will occur at the gates as your drive onto campus. You will need to take a short questionnaire and get your temperature taken (the screening is completely touchless and will take place while you remain in your car).
- 3. BRING A MASK TO CLASS (and always wear it).**
 - a. Be sure that your mask covers both your nose and mouth. If your mask is cloth, then wash it each day. If your mask is disposable, then use a new one each day.
- 4. GO DIRECTLY TO YOUR CLASSROOM.**
 - a. The IVC campus is mostly closed so you should not visit other areas or seek any face-to-face services. Services are available to students online and can be accessed through www.imperial.edu.
- 5. WASH YOUR HANDS FREQUENTLY (and use the provided sanitation supplies).**
 - a. Your classroom is equipped with cleaning supplies. Use them as needed.
- 6. BE SURE TO SOCIAL DISTANCE (stay at least 6 feet from other).**
 - a. The number of students in a classroom at any one time is very limited so you have plenty of space to spread and ensure that you stay at least 6 feet from others.
- 7. BRING YOUR OWN FOOD AND DRINKS.**
 - a. There is no food service currently offered on campus.

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 (!!!)].

How am I expected to act in an online "classroom" (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

1) Be RESPECTFUL

- a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)

- a. People walking around and pets barking can be a distraction.

3) EAT AT A DIFFERENT TIME.

- a. Crunching food or chugging drinks is distracting for others.
- b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU

- a. It is hard to see you in dim lighting so find a location with light.
- b. If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.

5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING

- a. If you are using the camera, show your face; it helps others see your non-verbal cues.
- b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

6) Be READY TO LEARN AND PAY ATTENTION

- a. Catch up on other emails or other work later.
- b. If you are Zooming, silence your phone and put it away.
- c. If you are in a room with a TV – turn it off.

7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS

- a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It’s best if you conference in a private space, but if you can’t find a quiet place, when noises arise **MUTE** your laptop.

8) REMEMBER TO UNMUTE WHEN SPEAKING

- a. Follow your instructor’s directions about using the “**raise hand**” icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
- b. Do not speak when someone else is speaking.

9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING

- a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
- b. Do not use the Zoom meeting to meet with your peers or put on a “show” for them.

10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING

- a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

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.

How do I show academic honesty and integrity in an online “classroom”?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
 - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
 - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

Additional Services for Students

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.

How do I access services now that we are mostly online?

- **CANVAS LMS.** Canvas is Imperial Valley College's 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](#).** In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether

you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).

- [Library Services](#). Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- [Career Services Center](#). The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- [Child Development Center](#). The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

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. When campus is open, the DSP&S office is 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, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128, or when campus reopens, visit 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 for appointments, or when campus reopens visit Room 1536, for 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 in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is 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, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing 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 about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

Student Equity Program

The Student Equity & Achievement 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. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives 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 enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

What if I cannot afford food, books, or need other help?

We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

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.

Course Grading Based on Course Objectives

CATEGORY	CONTENT	POINTS WORTH
PARTICIPATION AND COURSE EVALUATIONS	Class Participation – 25 points Student Learning Outcomes – 30 points Course Objectives – 20 points	75 POINTS (6%)
QUIZZES	11 Quizzes – 220 points Points value will vary in every quiz.	220 POINTS (17.6%)
PRESENTATIONS	Self-Disclosure – 40 points Three Interesting Things – 50 points	90 POINTS (7.2%)
EXAMS	Exam 1 – 60 points Midterm: Exam 2 – 60 points Conversational Midterm – 40 points Exam 3 – 60 points Final: Exam 4 – 60 points Conversational Final – 40 points	320 POINTS (25.6%)
ASSIGNMENTS	11 Discussions – 110 points Classwork – 110 points Videos – 250 points	470 POINTS (37.6%)
WRITTEN ASSIGNMENT	Through Deaf Eyes Report – 75 pts (Must be essay style – won't accept bulleted or numbered answers)	75 POINTS (6%)
TOTAL		1250 PTS = 100%

A= 90-100, B= 80-89.9, C= 70-79.9, D= 60-69.9, F= 59.9 and Lower

1125-1250 Pts = A, 1000-1124 Pts = B, 875-999 Pts = C, 750-874 Pts = D, 0-749 Pts = F

Anticipated Class Schedule/Calendar

Students, it is important that you complete assignments, videos, and homework on time since no late work will be accepted. I strongly recommend that you use your cell phones, electronic devices with a calendar system, or your computer calendars to set up alerts that can remind you of class work deadlines. Also, when taking quizzes and exams make sure you have a reliable internet connection and keep in mind that once you start taking a quiz/exam you will need to answer all the questions before submitting the final answers. Once you begin the quiz/exam you will not have a second chance to re-open or re-take the quiz/exam. As a reminder, it takes time for me to grade student's work and I have instructor deadlines to meet as well. If you have any concerns, please send me a message directly to discuss it further. All deadline information regarding assignments, quizzes, exams, video presentations, and class information will be found in your canvas calendar. I recommend that log into your Canvas on a regular basis so you can keep up with your assignments and review any upcoming assignments.

Canvas Discussions Important: AMSL 100 Canvas Discussions require complete answers/information (at least 5-7 sentences long) also you must reply to two other classmates. Your responses must be well-thought and provide college-level opinions.

MODULE WEEK 1	TO DO: 1. Join the Zoom Conference 2. Read Course Syllabus 3. Complete Discussion on Canvas 4. Watch the Alphabet Video 5. Read Fingerspelling Handout 6. Practice Signing “MY NAME _____” 7. Memorize Basic Vocabulary Words 8. Know and Memorize Glossing Definition 9. Memorize and Practice the Traditional ASL Grammar Rule 10. Watch Numbers 1-10 Video and Memorize Signing the Numbers 11. Watch HOW-ARE-YOU / Feelings Conversation Video 12. Watch Dictionary Usage Videos (Declarative/Negation Sentences, Yes/No Qs)	FROM THE TEXTBOOKS: 1. Practice Unit 1 Dialogues 2. Practice Unit 1 Exercises 1A-1C 3. Unit 1 (back of unit) Vocabulary Words in the Back of Unit 1 4. Practice Vocabulary List 1-20, Use Your Dictionary *All Dialogues and Exercises from Unit 1 are Posted in Canvas on Module 1. Please refer to the Module to Practice Unit 1.	GRADED ASSIGNMENTS: 1. Discussion (10 pts) 2. Glossing and Grammar Assignment (5 pts) 3. Feelings Assignment (10 pts) 4. Alphabet/MY NAME Video (10 pts) 5. Unit 1 Dialogue/Numbers 1-10/Fingerspelling Video Submission (15 pts) 6. Quiz 1: Syllabus, Glossing, ASL Grammar Rule (10 pts) Total Points This Week: 60
	Discussion Topic: Posted in CANVAS under “Discussions”.		

MODULE WEEK 2	TO DO: 1. Gloss 5 Simple Sentences From English to ASL Complete 2. Read Handout: “Parameters of ASL” 3. Choose 10 Words From Unit/Vocabulary List and Practice Fingerspelling Them 4. Discussion on Canvas 5. Practice Signing Your Glossed Sentences 6. Importance of Facial Expressions / Non-Manual Markers (Watch Video) 7. Intro to Non-Manual Markers (Wh) 8. Watch Numbers 11-20 Video and Memorize Signing (WH- Questions)	FROM THE TEXTBOOKS: 1. Practice Unit 2 Dialogues 2. Practice Unit 2 Exercises 2A-2D 3. Unit 2 (back of unit) Vocabulary Words in the Back of Unit 2 4. Practice Vocabulary List 21-40, Use Your Dictionary 5. Start Reading Pages 9-36 From Your Dictionary *All Dialogues and Exercises from Unit 2 are Posted in Canvas on Module 2. Please refer to the Module to Practice Unit 2.	GRADED ASSIGNMENTS: 1. Discussion (10 pts) 2. Unit 2 Dialogue/Numbers 11-20/Fingerspelling Video Submission (15 pts) 3. Quiz 2: Glossing, ASL Grammar Rule, Expressive / Receptive Fingerspelling, NMM, Parameters (20 pts) Total Points This Week: 45
	Discussion Topic: Posted in CANVAS under “Discussions”.		

MODULE WEEK 3	TO DO: 1. Complete Discussion on Canvas 2. Read the Instructions and Guidelines for Presentation 1: Self-Disclosure 3. Read Handout: “Number Rules Part 1” 4. Gloss five Wh- Questions and five Yes / No Questions 5. Create an Introduction Dialogue Video 6. Read Handout: “Directional Verbs” 7. Watch Numbers 21-30 Video and Memorize Signing 8. Practice and Study for Exam 1 (Units 1-3)	FROM THE TEXTBOOKS: 1. Practice Unit 3 Dialogues 2. Practice Unit 3 Exercises 3A-3D 3. Unit 3 (back of unit) Vocabulary Words in the Back of Unit 3 4. Practice Vocabulary List 41-60, Use Your Dictionary *All Dialogues and Exercises from Unit 3 are Posted in Canvas on Module 3. Please refer to the Module to Practice Unit 3.	GRADED ASSIGNMENTS: 1. Discussion (10 pts) 2. Unit 3 Dialogue/Numbers 21-30/Fingerspelling Video Submission (15 pts) 3. Self-Disclosure Gloss (10 pts) 4. Introduction Video (30 pts) 5. Quiz 3: Yes / No Questions, Number Rules, Directional Verbs, NMM Wh-, Pages 9-36 (15 pts) Total Points This Week: 80
	Discussion Topic: Posted in CANVAS under “Discussions”.		

Cumulative Exam 1 – Units 1-3 Dialogues/Exercises/Vocabulary, Numbers #1-30, Vocabulary List 1-60, Dict. Pgs. 9-36, Fingerspelling, Feelings, Receptive, Glossing from English to ASL Grammar, Declarative/Negation Sentences, Yes/No and Wh- Questions, Parameters, NMMs, Directional Verbs, Number Rules.

Exam #1 can be found at the very top of Module “Module Week 4” in Canvas. (60 points)

MODULE WEEK 4	<p>TO DO:</p> <ol style="list-style-type: none"> 1. Complete Exam 1 2. Read Handout: “Rules on Presenting” 3. Read Handout: “Number Rules Part 2” 4. Intro to Descriptive Classifiers (CL: B, F, G, 4, 5) (Read Handout and Watch Video on Classifiers) 5. Read Handout: “Adjectives to Describe People & Characters”, Practice Signing the Adjectives 6. Watch Video and Read Handout on “Physical Description Sequence” 7. Watch Video and Read Handout on NMMs 8. Watch Numbers 31-40 Video and Memorize Signing 9. Complete Discussion on Canvas 10. Practice Presentation 1: Self-Disclosure 	<p>FROM THE TEXTBOOKS:</p> <ol style="list-style-type: none"> 1. Practice Unit 4 Dialogues 2. Practice Unit 4 Exercises 4A-4D 3. Unit 4 (back of unit) Vocabulary Words in the Back of Unit 4 4. Practice Vocabulary List 61-80, Use Your Dictionary <p>*All Dialogues and Exercises from Unit 4 are Posted in Canvas on Module 4. Please refer to the Module to Practice Unit 4.</p>	<p>GRADED ASSIGNMENTS:</p> <ol style="list-style-type: none"> 1. Exam 1 (60 pts) 2. Discussion (10 pts) 3. Unit 4 Dialogue/Numbers 31-40/Fingerspelling Video Submission (15 pts) 4. Quiz 4: Rules on Presenting, Number Rules, DCLs, Physical Description Sequence, NMMs, and Adjectives (15 pts) <p>Total Points This Week: 100</p>
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Discussion Topic: Posted in CANVAS under “Discussions”.

MODULE WEEK 5	<p>TO DO:</p> <ol style="list-style-type: none"> 1. Submit Final Presentation #1: Self-Disclosure Video 2. Watch Video and Read Handout on Rhetorical Questions (RhQ) and Conditional Statements (CS) 3. Unit 4 Exercise 4A selection to Describe Using DCLs and NMMs 4. Gloss 4A Description 5. Video Tape Yourself Describing Your Selection 6. Complete RhQ/CS Assignment 	<p>FROM THE TEXTBOOKS:</p> <p>*Nothing from your textbooks this week; however, keep studying units 1-4 because exam 2 (midterm) is coming up.</p> <p>No Discussions This Week.</p>	<p>GRADED ASSIGNMENTS:</p> <ol style="list-style-type: none"> 1. Presentation 1 (40 pts) 2. Submission of Exercise 4A Sequence Gloss (10 pts) 3. Exercise 4A Description Video (10 pts) 4. RhQ/CS Assignment (10 pts) <p>Total Points This Week: 70</p>
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MODULE WEEK 6	<p>TO DO:</p> <ol style="list-style-type: none"> 1. Complete Discussion on Canvas 2. Read Handout: “Noun-Verb Pairs” 3. Read Handout: “History of ASL and Fingerspelling” 4. Read and Review the “Deaf Culture” PowerPoint Presentation 5. Read Guidelines to Presentation 2: Three Interesting Things 6. Start Your English to ASL Gloss of Presentation 2 7. Watch Numbers 41-50 Video and Practice the Numbers 8. Practice for Conversational Midterm 	<p>FROM THE TEXTBOOKS:</p> <ol style="list-style-type: none"> 1. Practice Unit 5 Dialogues 2. Practice Unit 5 Exercises 5A-5D 3. Unit 5 (back of unit) Vocabulary Words in the Back of Unit 5 4. Practice Vocabulary List 81-100, Use Your Dictionary <p>*All Dialogues and Exercises from Unit 5 are Posted in Canvas on Module 6. Please refer to the Module to Practice Unit 5.</p>	<p>GRADED ASSIGNMENTS:</p> <ol style="list-style-type: none"> 1. Discussion (10 pts) 2. Unit 5 Dialogue/Numbers 41-50/Fingerspelling Video Submission (15 pts) 3. Quiz 5: Rhetoricals, Conditionals, Deaf Culture, Noun-Verb Pairs (15 pts) <p>Total Points This Week: 40</p>
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Discussion Topic: Posted in CANVAS under “Discussions”.

MODULE WEEK 7	TO DO: 1. Complete Discussion on Canvas 2. Finish Presentation 2: 3 Interesting Things Gloss 3. Watch Numbers 51-60 Video and Memorize the Numbers 4. Join the Mandatory Zoom Conference 5. Practice for Exam 2 7. Students Finalize Expressive Midterm Questions Video	FROM THE TEXTBOOKS: 1. Practice Unit 6 Dialogues 2. Practice Unit 6 Exercises 6A-6D 3. Unit 6 (back of unit) Vocabulary Words in the Back of Unit 6 4. Practice Vocabulary List 101-120, Use Your Dictionary *All Dialogues and Exercises from Unit 6 are Posted in Canvas on Module 7. Please refer to the Module to Practice Unit 6.	GRADED ASSIGNMENTS: 1. Discussion (10 pts) 2. Unit 6 Dialogue/Numbers 51-60/Fingerspelling Video Submission (15 pts) 3. Presentation 2 Gloss (15 pts) 4. Conversational Midterm (40 pts) Total Points This Week: 80
	Discussion Topic: Posted in CANVAS under "Discussions".		

Exam 2: Midterm – Units 1-6 Dialogues/Exercises/Vocabulary, Numbers 31-60, Vocabulary List 60-120, Fingerspelling, Receptive, Character Description, Glossing from English to ASL Grammar, Rhetorical Questions, Conditional Statements, Number Rules, Descriptive Classifiers, NMMs, Physical Description Sequence, Rules on Presenting, ASL History/Deaf Culture, Noun-Verb Pairs.

Exam #2 can be found at the very top of Module "Module Week 8" in Canvas. (60 points)

MODULE WEEK 8	TO DO: 1. Complete Midterm: Exam 2 3. Complete Discussion on Canvas 4. Review Classifiers Handout: Locative Classifier (CL: C, F, L, 1, A, 5); Instrumental (CL: O, 5, S) – Watch Video 5. Read Handout: "Quantifiers" 6. Read Handout: "Number Rules Part 3" 7. Watch Numbers 61-70 Video and Memorize the Numbers 8. Start Watching Documentary on YouTube: "Through Deaf Eyes"	FROM THE TEXTBOOKS: 1. Practice Unit 7 Dialogues 2. Practice Unit 7 Exercises 7A-7D 3. Unit 7 (back of unit) Vocabulary Words in the Back of Unit 7 4. Practice Vocabulary List 121-140, Use Your Dictionary *All Dialogues and Exercises from Unit 7 are Posted in Canvas on Module 8. Please refer to the Module to Practice Unit 7.	GRADED ASSIGNMENTS: 1. Exam 2 (60 pts) 2. Discussion (10 pts) 3. Unit 7 Dialogue/Numbers 61-70/Fingerspelling Video Submission (15 pts) 4. Quiz 6: Quantifiers, LCLs, ICLs, Number Rules (15 pts) Total Points This Week: 100
	Discussion Topic: Posted in CANVAS under "Discussions".		

MODULE WEEK 9	TO DO: 1. Finish "Through Deaf Eyes" Report Paper 2. Finish Gloss to Presentation 3 3. Read Handout: "Symmetry Condition and Iconic Signs" 4. Read Handout: "Idioms" 5. Submit Final Presentation #2: "Three Interesting Things" Video	FROM THE TEXTBOOKS: *Nothing from your textbooks this week; however, keep studying unit 7 and handouts because exam 3 is coming up. No Discussions This Week.	GRADED ASSIGNMENTS: 1. Through Deaf Eyes Report (75 pts) 2. Presentation 2 (50 pts) Total Points This Week: 125
	Discussion Topic: Posted in CANVAS under "Discussions".		

MODULE WEEK 10	TO DO: 1. Complete Discussion on Canvas 2. Review Non-Manual Marker Handout 3. Complete Grammar Activity (CLs, NMMs, TTDAD, Sentence Types) 4. Watch Video and Read Handout on Fingerspelled Loan Signs (FLS) 5. Practice Signing Fingerspelled Loan Signs 6. Watch Numbers 71-80 Video and Memorize the Numbers 7. Practice ASL Gloss to English Grammar Translation Sentences	FROM THE TEXTBOOKS: 1. Practice Unit 8 Dialogues 2. Practice Unit 8 Exercises 8A-8D 3. Unit 8 (back of unit) Vocabulary Words in the Back of Unit 8 4. Practice Vocabulary List 141-160, Use Your Dictionary *All Dialogues and Exercises from Unit 8 are Posted in Canvas on Module 11. Please refer to the Module to Practice Unit 8.	GRADED ASSIGNMENTS: 1. Discussion (10 pts) 2. Grammar Activity (20 pts) 3. Unit 8 Dialogue/Numbers 71-80/Fingerspelling Video Submission (15 pts) 4. Quiz 7: "Through Deaf Eyes", Symmetry Condition, Iconic Signs, Number Rules, FLS, ASL-English, Grammar Review (35 pts) Total Points This Week: 80
	Discussion Topic: Posted in CANVAS under "Discussions".		

MODULE WEEK 11	TO DO: 1. Complete Discussion on Canvas 2. Review Classifier Handout: Semantic CLs and Plural CLs 3. Watch Video and Read Handout: "Conjunctions" 4. Submit Final Presentation #3: "Family Story" Video 5. Watch Numbers 81-90 Video and Memorize the Numbers 6. Practice for Exam 3	FROM THE TEXTBOOKS: 1. Practice Unit 9 Dialogues 2. Practice Unit 9 Exercises 9A-9D 3. Unit 9 (back of unit) Vocabulary Words in the Back of Unit 9 4. Practice Vocabulary List 161-180, Use Your Dictionary *All Dialogues and Exercises from Unit 9 are Posted in Canvas on Module 12. Please refer to the Module to Practice Unit 9.	GRADED ASSIGNMENTS: 1. Discussion (10 pts) 2. Unit 9 Dialogue/Numbers 81-90/Fingerspelling Video Submission (15 pts) 3. Quiz 8: SCLs, PCLs, Conjunctions (25 pts) Total Points This Week: 50
	Discussion Topic: Posted in CANVAS under "Discussions".		

Cumulative Exam 3 – Units 7-9 Dialogues/Exercises/and Vocabulary, Numbers 61-90, Vocabulary List 121-180, Fingerspelling, Receptive, Glossing from English to ASL Grammar, Number Rules, Instrumental Classifiers, Locative Classifiers, Semantic Classifiers, Plural Classifiers, Non-Manual Markers, Quantifiers, Symmetry Condition, Iconic Signs, Fingerspelled Loan Signs, Conjunctions, Idioms, ASL to English.
Exam #3 can be found at the very top of Module "Module Week 13" in Canvas. (60 points)

MODULE WEEK 12	TO DO: 1. Complete Exam 3 2. Watch Video and Read Handout: "Temporal Inflection" 3. Read Guidelines to Final Expressive Exam 4. Complete Activity: Gloss Unit 10 Exercises 5. Watch Numbers 91-100 Video and Memorize the Numbers No Discussion this Week.	FROM THE TEXTBOOKS: 1. Practice Unit 10 Dialogues 2. Practice Unit 10 Exercises 10A-10D 3. Unit 10 (back of unit) Vocabulary Words in the Back of Unit 10 4. Practice Vocabulary List 181-200, Use Your Dictionary *All Dialogues and Exercises from Unit 10 are Posted in Canvas on Module 13. Please refer to the Module to Practice Unit 10.	GRADED ASSIGNMENTS: 1. Exam 3 (60 pts) 2. Unit 10 Dialogue/Numbers 91-100/Fingerspelling Video Submission (15 pts) 3. Gloss Unit Exercises (15 pts) 4. Quiz 9: Temporal Inflection, Unit Exercises (25 pts) Total Points This Week: 115

MODULE WEEK 13	TO DO: 1. Review Classifier Handout: Element Classifiers, Body Classifiers, and Body Part Classifiers 2. Review Handout: "6 Types of Sentences" 3. Complete Discussion on Canvas 4. Watch Numbers 100-1000 Video and Memorize the Numbers 5. Read Handout: "Number Rules Part 4" 6. Gloss Shopping Exercise and Create Mini Video	FROM THE TEXTBOOKS: 1. Practice Unit 11 Dialogues 2. Practice Unit 11 Exercises 11A-11D 3. Unit 11 (back of unit) Vocabulary Words in the Back of Unit 11 4. Practice Vocabulary List 201-220, Use Your Dictionary *All Dialogues and Exercises from Unit 11 are Posted in Canvas on Module 14. Please refer to the Module to Practice Unit 11.	GRADED ASSIGNMENTS: 1. Discussion (10 pts) 2. Shopping Exercise (20 pts) 3. Unit 11 Dialogue/Numbers 100-1000/Fingerspelling Video Submission (15 pts) 4. Quiz 10: ECLs, BCLs, BPCLs, Number Rules, Shopping(25 pts) Total Points This Week: 70
	Discussion Topic: Posted in CANVAS under "Discussions".		

THANKSGIVING BREAK

MODULE WEEK 14	TO DO: 1. Watch Video and Read Handout on 8 Types of Classifiers 2. Review ASL Grammar Rules 3. Review Non-Manual Markers 4. Complete Grammar Activity 5. Read Handout on Deaf Events Timeline 6. Read Handout on The Congress of Milan 7. Complete Discussion on Canvas Practice for Exam 4 and Final Expressive Exam.	FROM THE TEXTBOOKS: 1. Practice Unit 12 Dialogues 2. Practice Unit 12 Exercises 12A-12D 3. Unit 12 (back of unit) Vocabulary Words in the Back of Unit 12 4. Practice Vocabulary List 221-240, Use Your Dictionary *All Dialogues and Exercises from Unit 12 are Posted in Canvas on Module 15. Please refer to the Module to Practice Unit 12!	GRADED ASSIGNMENTS: 1. Discussion (10 pts) 2. Grammar Activity (20 pts) 3. Unit 12 Dialogue/Fingerspelling Video Submission (10 pts) 4. Quiz 11: Deaf Timeline, Congress of Milan (20 pts) Total Points This Week: 60
	Discussion Topic: Posted in CANVAS under "Discussions".		

Exam 4: Final – Units 7-12 Dialogues, Exercises, and Vocabulary, Numbers 91-100 and 100-1,000, Vocabulary List 180-240, Fingerspelling, Receptive, Glossing from English to ASL Grammar, Temporal Inflection, Conjunctions, Element Classifiers, Body Classifiers, Body Part Classifiers, 8 Types of Classifiers, Six Sentence Types, Number Rules, Shopping, Deaf Timeline, Congress of Milan, Grammar Rules.

Exam #4 can be found at the very top of Module "Module Week 16" in Canvas. (60 points)

MODULE WEEK 15	TO DO: 1. Conversational Final 2. Complete Final: Exam 4	FROM THE TEXTBOOKS: Nothing from your textbooks this week. No Discussions This Week.	GRADED ASSIGNMENTS: 1. Conversational Final (40 pts) 2. Final: Exam 4 (60 pts) Total Points This Week: 100
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Additional Evaluations – As per mandated by the academic institution, I will be evaluating student's performance in the following categories at the end of the semester:

- Student Learning Outcomes (30 pts)
- Course Objectives (20 pts)

Total Points: 50 Points (see syllabus for SLOs and C.O.)

Important Due Dates

	Due Date
Weekly Unit/Number/Fingerspelling Videos	every Thursday at 8:30 pm
Weekly Quizzes	every Friday at 8:30 pm
Weekly Discussions	dates will vary throughout the week (Check Canvas)
Assignments (any assignment scheduled in the modules)	dates will vary throughout the week (Check Canvas)
Presentation 1	Monday, September 21, 2020 at 9:00 pm
Presentation 2	Wednesday, October 21, 2020 at 9:00 pm
Exam 1	Monday, September 14, 2020 at 9:00 pm
Conversational Midterm	TBA
Exam 2 (written midterm)	Monday, October 12, 2020 at 9:00 pm
Exam 3	Monday, November 9, 2020 at 9:00 pm
Conversational Final	TBA
Exam 4 (written final)	Wednesday, December 9, 2020 at 9:00 pm
Through Deaf Eyes Report (Essay Format)	Monday, October 19, 2020 at 8:30 pm

Nothing will be due Saturdays and Sundays. Schedule is tentative, subject to change without prior notice.