

Basic Course Information

Semester:	Fall 2021	Instructor Name:	Alejandra Galaviz
Course Title & #:	AMSL 102	Email:	alejandra.galaviz@imperial.edu
CRN #:	10200	Webpage (optional):	None
Classroom:	Canvas (Online)	Office #:	Canvas (Online)
Class Dates:	Aug. 16, 2021 – Dec. 11, 2021	Office Hours:	Friday 3-5 PM Canvas (Online)
Class Days:	Online	Office Phone #:	None
Class Times:	Online	Emergency Contact:	None
Units:	4.0		

Course Description

This course is a continuation of American Sign Language I. Receptive and expressive skills will be further developed through vocabulary enrichment, grammar, practice and interactive conversational exercises. Deaf Culture norms and traditions will be studied in this class. (CSU, UC)

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

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. Distinguish the correct facial grammar for six basic sentence types, recognizing the type of sentence that is being produced. (ILO1, ILO2)*
- 2. Convert simple written English sentences to grammatically correct ASL sentences. (ILO1, ILO2)*
- 3. Identify some historical features and developments in American Deaf culture. (ILO2, ILO5)*

Course Objectives

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

- 1. Demonstrate knowledge of approximately 30-35 vocabulary signs per week.*
- 2. Demonstrate the knowledge of sight recognizable commonly fingerspelled words up to five letters.*
- 3. Demonstrate the use of lexicalized loan signs.*
- 4. Explain their knowledge of the legal rights of the Deaf people to the employment of interpreters.*
- 5. Give directions to specified locations and describe location using classifiers.*

6. Express uncertainty and ask for clarification.
7. Describe the physical appearance of others.
8. Explain needs and make requests.
9. Talk about family and occupations.
10. Describe the basic activities in which they are involved.
11. Demonstrate knowledge of Deaf Culture's use of modern technology for accessible communication.
12. Demonstrate knowledge of clubs and organizations available to members of the Deaf Community

Textbooks & Other Resources or Links

Humpheries, Tom, and Carol Padden (2004). *Learning American Sign Language. Levels I & II- Beginning & Intermediate.* (2nd/e). Boston, MA Pearson Education. ISBN: 9780205275533

Tennant, R. A. & Brown, M. G. (2010). *The American Sign Language Handshape Dictionary* (2nd Ed.). Gallaudet University Press. ISBN: 9781563684449

Course Requirements and Instructional Methods

Exam-

There will be one exam worth 100 points.

Modules-

There are 14 Modules (Module 0-12 and Module Final Project) in total and most of them have a discussion assignment and self-check quiz. There will be two projects: Deaf Culture Presentation and Final Video Project. Each module contains a presentation and a video with vocabulary signs.

Each Module opens on the Monday of the week listed. All assignments are due by the end of that same week on Sunday by 11:59 PM.

Deaf Culture Presentation-

Instructions: Choose a topic regarding Deaf Culture or Deaf History that you would like to research. Instructor will provide a list of topics for students to choose from, each student will be assigned a different topic. Students must create a Prezi © about the topic. The presentation must be 10-12 slides and include a title slide and reference slide. A minimum of 3 references (at least one print publication) must be used for you research topic and presentation. The introduction of your presentation will be a video of yourself signing in American Sign Language and should be no less than 5 minutes. The rest of the presentation can be in spoken English and should be 5-7 minutes. Please submit a copy of your references to the instructor.

Final Project-

Students MUST successfully complete and turn in the Final Project to pass the course.

Using ASL you will create a 10-12-minute video recording of yourself signing a narrative about a childhood memory. This ASL final project consists of three steps:

1. English transcription
2. ASL transcription
3. Submit the video file through a sharing website provided by the instructor

EXPRESSIVE SKILLS will be assessed on:

- Production of Signs/Fingerspelling/Numbers
- Language Function (ASL grammatical structures)
- Clarity/Fluency
- Use of facial expressions, prosodic features and body movements

Recommendations for students:

- Pair up with a classmate when possible so that he or she can help with the technical aspect of the video recording and you can concentrate on signing.
- Find a recording location with good lighting and a simple background.
- Wear clothing without checks, lines, or busy patterns.
- Create multiple video clips and choose the one you are most satisfied with.
- Make a back-up copy of the video before submitting it.

***Do not delay in getting help for this assignment. If you need help with this assignment please contact the instructor in advance.**

Course Grading Based on Course Objectives	
CORE CONTENT	APPROX. % OF COURSE
Knowledge of approximately 30-45 vocabulary signs per week.	35.00%
General knowledge of certification for sign language interpreters and the importance of providing qualified interpreter to the Deaf.	5.00%
Knowledge of sign-recognizable commonly fingerspelled words up to five letters.	10.00%
Classifiers showing size, shape and location.	10.00%
Deaf culture issues including captioned videos, TV, films, Deaf clubs, organizations and bowling leagues from the book Learning American Sign Language	10.00%
Receptive and expressive skills will be further developed through vocabulary enrichment, grammar practice and interactive conversational exercises.	25.00%
Culture, Language and Grammar notes from the Signing Naturally book.	5.00%
Total: American Sign Language grammar and vocabulary; Deaf culture; instructor demonstration, student practice, student group work, instructor or/student interactive conversation practice.	0%
TOTAL	100%

1. Discussions (assignments).....	720
2. Quizzes	200
3. Exam.....	100
4. Deaf Culture Presentation	100
5. Final Project Video	200
Total Points	1220

A =	90-100%
B =	80-89%
C =	70-79%
D =	60-69%
F =	0-59%

- A student who fails to attend respond to the first Discussion assignment found in Module 0 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

Students shall assume an obligation to conduct themselves in a manner compatible with the college's function as an educational institution. Students shall observe the rules and regulations of the College and shall refrain from conduct which interferes with the College's teaching and administration, or which unreasonably interferes with the rights of others. Misconduct while on the college campus or at a College-sponsored function for which students and student organizations are subject to disciplinary action.

Mastering Sign Language requires much time and commitment. You will need to practice outside of the 90 hours that we will spend in class

- 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](#).

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

Date (Module Opens on Monday of each week)	Module/Textbook Unit/Tasks	Due by Sunday at 11:59 PM
Weeks 1-2	Module 0- Course Orientation (Opens the first day of the semester) Tasks: Discussion & Self-Check Quiz	Due Week 2
Weeks 3-4	Module 1- More Ways to Express Yourself (Opens on Week 3-Monday) Read Presentations: <i>Temporal Inflections</i> <i>TTDAD</i> Tasks: Discussion, Project and Self-Check Quiz	Due Week 4
Week 5	Module 2- Experiences and Current Activity (Opens on Week 5-Monday) Read Presentations: <i>Conjunctions</i> <i>Number Incorporation</i> Tasks: Discussion & Self-Check Quiz	Due Week 5
Week 6	Module 3- Future Plans and Obligations (Opens on Week 6-Monday) Read Presentation: <i>Time Signs</i> Tasks: Discussion & Self-Check Quiz	Due Week 6
Week 7	Module 4- Directions and Instructions (Opens on Week 7-Monday) Read Presentations: <i>Possession</i> <i>Money Number Signs</i> Tasks: Discussion & Self-Check Quiz	Due Week 7
Week 8	Module 5- Suggestions and Advice (Opens on Week 8-Monday) Read Presentation: <i>Suggestions and Advice</i> Tasks: Discussion & Self-Check Quiz	Due Week 8

Date (Module Opens on Monday of each week)	Module/Textbook Unit/Tasks	Due by Sunday at 11:59 PM
Week 9	Module 6- Attitudes and Opinions (Opens on Week 9-Monday) Read Presentations: <i>Quantifiers</i> <i>Medical Signs</i> Tasks: Discussion & Self-Check Quiz	Due Week 9
Week 10	Module 7- Recreational Activities (Opens on Week 10-Monday) Read Presentation: <i>Facial Adverbs</i> Tasks: Discussion & Self-Check Quiz	Due Week 10
Week 11	Module 8- Travel- Places and Experiences (Opens on Week 11-Monday) Read Presentations: <i>Verb Directionality</i> <i>Descriptive and Instrumental Classifiers</i> Tasks: Discussion & Self-Check Quiz	Due Week 11
Week 12	Module 9- Occupations and Professions (Opens on Week 12-Monday) Read Presentations: <i>Types of ASL Sentences</i> Tasks: Discussion & Self-Check Quiz	Due Week 12
Week 13	Module 10- The Body, Health and Emergencies (Opens on Week 13-Monday) Read Presentation: <i>Plurality</i> Tasks: Discussion & Self-Check Quiz	Due Week 13
Week 14	Module 11- Current Events (Opens on Week 14-Monday) Read Presentation: <i>Role-Shift</i>	Due Week 14

Date (Module Opens on Monday of each week)	Module/Textbook Unit/Tasks	Due by Sunday at 11:59 PM
Week 15	Tasks: Discussion & Exam Module 12- (TBD) How Things Are Done (Opens on Week 15-Monday) Read Presentations: <i>Locational Classifiers</i> Tasks: Discussion & Course Evaluation Survey	Due Week 15
Week 16	Module Final Project- Final Project Video (Opens on Week 14-Monday) Tasks: English and ASL Transcription and Video	Due Week 16