



Basic Course Information

Semester:	Fall 2021	Instructor Name:	Liisa Mendoza
Course Title & #:	American Sign Language 3 – AMSL 200	Email:	liisa.mendoza@imperial.edu
CRN #:	10202	Webpage (optional):	N/A
Classroom:	Via ZOOM	Office #:	N/A
Class Dates:	8/16/21 – 12/11/21	Office Hours:	Via Zoom: MW 10 – 11:30 am Via email: TR 9:30 – 10:00 am
Class Days:	TR	Office Phone #:	(760) 355-6120
Class Times:	1:00 – 3:30 PM	Emergency Contact:	Email
Units:	4	Class Format:	Real time, synchronous, online

Course Description

This course continues the development of American Sign Language conversational skills, and awareness of specific ASL linguistic structures. Techniques of facial grammar, role shift, and classifier use as it relates to American Sign Language and Deaf Culture will be studied. Students will expand their knowledge of ASL grammar, usage of space, and syntax.

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

Recommended preparation: AMSL 102 (American Sign Language 2)

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. Examine ASL literary devices and American Deaf humor. [ILO1,ILO2, ILO5]



Course Objectives

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

1. Demonstrate receptive comprehension of fingerspelled words at a high intermediate level.
2. Demonstrate knowledge of approximately 25-30 signs per week.
3. Demonstrate appropriate role shifting, both physically and emotionally, at an intermediate-advanced level.
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, including vocabulary targeted for complex conversations and topics.
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 receptive and expressive ability to identify and produce basic, intermediate, and intermediate-advanced facial grammar.
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.
15. Compose and present narratives that display a mastery of the targeted lexicon.
16. Increase understanding of Deaf culture through examination of Deaf humor, including ASL jokes and stories.
17. Increase cultural awareness through learning signs for different countries, including signs used by that country's sign language.

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 be teaching synchronously via Zoom. This class was listed in the catalog as real time, with time blocks given. **There are many advantages to attending the live class. It is the easiest way to earn lab points, you will have access to the embedded tutor during that time, and some exercises you CANNOT do individually.** Language is about communication and interaction, and you cannot do that signing to yourself into a camera.

The instructor will generally be teaching with a voice off approach, after the first few weeks. 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.

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.

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 not This will require a time commitment, so please read the statement below from the Department of Education.

You will quiz weekly in this class, and will take 3 exams over the course of the semester. A few quizzes will be given in the Zoom classroom. Most quizzes will be given through the Canvas system, but not using the Canvas quiz feature. You will be given the question file and a link to a recording. You will then click on the recording and start the quiz. The exams will be administered the same way. **There are no time limits on exams or quizzes,** as you may need to watch the recordings a few times if your wifi glitches or goes down.

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 Canvas 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.

Labs	150 (participation, no voice, following class rules, Deaf interaction, achieved via attending Zoom class, or meeting with the tutor, or some video submissions)
Presentation labs	75 (presenting in class or video submission)
Homework	225 (includes written and signed homework)
Exams & quizzes	400 (includes written and signed)
Presentation	50 (1 @ 50 points)
Deaf event reports	50 (2 events @ 25 points each)
Meeting SLOs	50 (teacher assessment of overall mastery 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.

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 7 Deaf events during this semester, some offered via Zoom and some on ground at various locations. You are REQUIRED to attend 2 Deaf events, and type a report about it. You may attend a second event for extra credit.

Course Policies

My classroom rules remain the same, regardless of online or on ground:



1 – Pay attention to the best of your ability – Turn on your cameras when in the Zoom room. I need to see you to know if you are even there. If you are having camera tech difficulties, let me know via the Chat or email. If you have to turn off your camera, let me know why. No cell phones, unless I say to use them or you are using them to screen shot the notes. (And then you still need to write the notes down, or you'll never remember the info.)

2 – If you have a question, ask the instructor, not your classmates. Of course you will have an opportunity to discuss things with your classmates in the Zoom classroom, and you may clarify things with each other. But if you have a significant question, you should probably ask the person who is going to give you the grade, not your classmate. The only stupid question is the one you don't ask – and it will probably show up on the test!

3 – NO CHEATING!!!!!!!!!! There is not a strong enough English word to tell you how I feel about cheating. It is far better to leave an answer blank or to tell me a joke or draw me a picture when you don't know the answer. This is even more important during this time of online learning. I do not want to have to have you record yourself taking exams, or to administer them live to monitor all of you. Please do not make me. Your honor is something that no one can take from you. Don't give it away.

Your instructor's perspective on attending class via Zoom:

Learning via Zoom can be challenging. Many of you will be attending from your home or your workplace. That means there may be many different, important things competing for your attention. I personally don't care if you bring your dog, cat, or baby/younger sibling into the Zoom room. They are a part of your life too.

I don't care if you're in your jammies in the Zoom room – as long as you don't sleep nude! I don't care if you have your makeup on or not. I don't care if you have your hair done or the worst bad hair day ever. I DO care that you make it in to class. (In clothes. Please wear clothes. Something that covers all of you, even if we don't see it!)

Students will be expected to follow IVC's online netiquette policy:

- 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 (!!!!!)].

Other Course Information

Your instructor believes that we can still create a learning community – and a signing community - on Zoom. We will be interacting, and you will get to know your classmates and possibly make some new friends. ASL belongs to the Deaf community, and the Deaf community is a friendly group of people, who enjoy interacting.



You don't have to be a "people person" to take ASL. You do have to be willing to communicate with your classmates. There will be times that your grade will depend on your classmates and your interaction with them. Make sure that you are polite and supportive: EVERYONE is learning, and ANYONE can be having a bad day, and may not be signing as well as they can.

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

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
8/17 (T)	Welcome, syllabus Facial grammar v facial expression NMM review 4 basic sentence types review Basic ASL grammar review PH 13: Conditional sentences PH 21: Rhetorical questions	Read syllabus Note questions Complete survey and submit via Canvas Purchase text 7 index cards: NMMs
8/19 (R)	PH 13: Conditional sentences PH 21: Rhetorical questions SN 14 vocab: pp 50-53 PH 22 vocab Lab: NMMs, table completed Self-care and schedules	Gloss 5 conditional sentences Practice signing all sentences Gloss 5 rhetorical questions Self-care semester plan Weekly life schedule plan Read SN 14 p 37 Practice SN 14 vocab Review PH 22 vocab
8/24 (T)	10 sentences, self-care plan, weekly life schedule plan due Presentation options Temporal inflection introduced PH 19 & 20 SN 14 vocab p 54	Begin finding movies for scene selection Practice PH 19A – 20C Review time signs Review notes Prepare for quiz



	Lab: Sentence types, vocab by category,	
8/26 (R)	Quiz #1 opens (sentence type identification – 6 basic sentences, basic glossing) Temporal inflection completed Complaint structure introduced SN 14 Vocab pp. 55-58 Lab: PH 19A – 20C	Take Quiz #1 by due date SN 14 video workbook p 38 5 complaints you can sign Read SN 14 pp 39-40 Practice SN 14 vocab Practice PH 19, 20, 22 vocab
8/31 (T)	Lecture: 3 types of special verbs SN 14 Vocab p 58 PH 17 vocab Lecture: ASL requests Lab: Complaints, inflection	Review for quiz Practice SN 14 vocab SN 14 video workbook pp 41-43
9/2 (R)	Quiz #2 opens (verbal inflection, complaints) Quiz #3 opens (requests – structure and content, responses – structure and content) Lecture: Responding to ASL requests Lab: Requests, responding to requests	Take Quiz #2 by due date Take Quiz #3 by due date Practice SN 14 vocab Practice PH 17, 19, 20, 21 vocab SN 14 workbook pp 35-37, 44
9/7 (T)	Quiz #4 (Response type and content) SN 14 video workbook questions & answers Responding to requests reviewed Cumulative review Study guide Exam #1	Take Quiz #4 by due date Gloss request and responses to the situation given Review for Exam #1 Practice for Exam #1
9/9 (R)	Rotations for Exam #1 EXAM #1 opens (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)	Take Exam #1 by due date and time Come back
9/14 (T)	SN 17 vocab pp 134 – 140 Narrating and transitions Review of inflections Signing dates Lab: SN 17	Read SN 17 pp 117-119 Do video workbook SN 17 pp 125 -127 Practice SN 17 vocab Practice signing dates Read CL packet as assigned
9/16(R)	SN 17 vocab pp 141-146	Practice SN 17 vocab



	Review and practice vocab CL introduction Presentation Lab #1 specs: Disrupted plans Lab: CL exercises and SN 17, signing dates	Review for Quiz #5 Review CL notes Begin developing Presentation Lab #1
9/21 (T)	Quiz #5 opens (SN 17) CL reviewed CL rules & CL glossing Dates and events introduced Lab: Presentation Lab #1, SN 17	SN video homework: pp 117-129 Read CL packet as assigned Practice Presentation Lab #1
9/23 (R)	Presentation Lab #1 (disrupted plans) Feedback CL review WHEN clauses Vocab SN 15 pp 61, 77-79 Lab: WHEN clauses, CL, dates and events	Read p 60, watch video p 61 Practice SN 15 & SN 17 vocab Review CL notes 10 sentences with WHEN clauses 10 dates & events
9/28 (T)	Quiz #6 (CL – written only) Quiz #7 (CL – receptive) Transitions in ASL Presentation Lab #2 specifics (WHEN clauses) SN 15: Country vocab, dates & events Lab: WHEN clauses, Lab #2, PH 15 vocab	Take Quiz #6 Take Quiz #7 SN video workbook pp 62-64 Develop Presentation Lab #2 Practice Presentation Lab #2 Practice SN 15 vocab
9/30 (R)	Presentation Lab #2 (WHEN clauses) Quiz #8 (WHEN clauses, country vocab) Feedback Describing ethnic background Presentation Lab #3 explained (ethnic background) Lab: Lab #2 prep	Take Quiz #8 Practice WHEN clauses Review SN 15 vocab pp 80-84 SN 15 video workbook p 59 Practice country vocab Prepare Lab #3: cultural background
10/5(T)	Quiz #9 (ethnic background) Model Quiz #9 Exam #1 study guide Lab: Presentation Lab #3 ready, ethnic background, review for Exam #1, dates and events	Take Quiz #9 SN 15 video workbook: pp 65-73 Study for Exam #1 Practice for Exam #1 Review for Exam #1 Practice Presentation Lab #3



		Decide which scene for presentation
10/7(R)	<p>Presentation Lab #3 (ethnic background) Video scene for presentation: selection due Discuss video homework Rotations for Exam #1 prep Practice Exam #1 Questions for Exam #1 SN 16 vocab: pp 107 Review signing money</p>	
10/12(T)	<p>Exam #2 opens (SN 15, SN 17, WHEN clauses, ethnic background, dates and events, CL types, CL identities, CL descriptions) SN 16, vocab: pp 105-119 CL types: ICLs (pp 107-108) Pluralizing classifiers Presentation Lab #4 discussed (ICL lab) Lab: SN 16 vocab, Exam #1 last chance review</p>	<p>Take Exam #1 by due date SN 16 video workbook p. 98 Review SN 16 vocab Practice SN 16 vocab Consider Presentation Lab #4</p>
10/14 (R)	<p>Presentation Lab #4 development & modeling DCLs & 3d shapes Patterns Signer's perspective and CL Physical description sequence Lab: SN 16 vocab, physical description, patterns, 3D shapes, Presentation Lab #4, signing money, signer's perspective and CL</p>	<p>Develop Presentation Lab #4 Practice Presentation Lab #4 Read SN 16 pp 88-92 (watch video)</p>
10/19 (T)	<p>Quiz #10 (food prep) Presentation Lab #4 due Mouth morphemes Glossing characters in your scene Presentation Lab #5 (DCL and mouth morphemes) introduced Lab: DCLs, mouth morphemes, SN 16 vocab</p>	<p>Take Quiz #10 SN 16 video workbook pp 87-102 Analyze your scene for ICLs Practice mouth morphemes Integrate mouth morphemes into your presentation Begin prepping Lab #5</p>
10/21 (R)	<p>SN 16 video workbook due Presentation Lab #5 development</p>	<p>Begin review for Exam #2</p>



	<p>Signing movie titles Initial character descriptions and placement Lab: Character descriptions, movie groups coordination, character description coordination, mouth morphemes, DCLs</p>	<p>Study for mouth morpheme quiz Develop & practice Lab #5 Analyze character descriptions for your presentation</p>
10/26 (T)	<p>Quiz #11(mouth morphemes) Presentation Lab #5 (DCLs – mouth morphemes) due Presentation Lab #6 (Character from scene – DCLs, mouth morphemes, & topics) introduced SN 13 vocab Lab: SN 13 vocab, character descriptions, movie groups, character descriptions, signing titles</p>	<p>Gloss DCLs for 1 character in your scene Read CL packet assigned pages Develop Lab #6, practice Lab #6 Practice SN 13 vocab</p>
10/28 (R)	TBA	
11/2 (T)	<p>Eye gaze: general and specific (your presentation) Role shift: general and specific (your pres.) Room layouts Study guide for Exam #3 Lab: Role shift, eye gaze, Presentation Lab #6 prep, movie groups, ICLs and DCLs, initial character descriptions, SN 13 vocab, room layouts</p>	<p>Practice Lab #6 Be able to describe all initial characters in your presentation Check mouth morphemes for characters Try to run the presentation Begin review for Exam #3</p>
11/4 (R)	<p>Presentation Lab #6 (character descriptions – mouth morphemes & topics) due Lab #7 specs (SCLs and room layout) explained Lab: Exam #3 prep</p>	<p>SN video homework: pp Draw room layout diagram Develop and Practice Lab #7 Review for Exam #3 Practice for Exam #3 Study for Exam #3 Practice presentation</p>



11/9 (T)	EXAM #3 (SN 16 CL packet, SN 13, room layout, floor plans, eye gaze, role shift) Room layout diagram due Practice Exam #3 Rotations for Exam #3 Presentation practice	Take Exam #3 by due date Practice SN 13 vocab Practice room layout lab Video homework Integrate eye gaze into pres. Integrate role shift into pres. Practice presentation
11/11 (R)	NO CLASS – VETERANS DAY	
11/16 (T)	Lab #7 due (SCLs & room layout) Presentation practice	Practice presentation Begin review for Exam #3
11/18 (R)	Presentation practice: small groups by movie scenes	Practice presentation Begin review for Exam #3
11/23,11/25	NO CLASS – THANKSGIVING/FALL BREAK	
11/30 (T)	Final presentation practice	Practice presentation Improve via feedback
12/2 (R)	PRESENTATION FEEDBACK QUIZ	KEEP PRACTICING
12/7, 12/9	FINALS: PRESENTATIONS	ENJOY YOUR BREAK!!!

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