



## Basic Course Information

|                   |                               |                     |                                     |
|-------------------|-------------------------------|---------------------|-------------------------------------|
| Semester:         | <b>Fall 2023</b>              | Instructor Name:    | <b>Reyna Gutierrez</b>              |
| Course Title & #: | <b>AMSL 100</b>               | Email:              | <b>reyna.gutierrez@imperial.edu</b> |
| CRN #:            | <b>10196</b>                  | Webpage (optional): | <b>www.imperial.edu</b>             |
| Classroom:        | <b>#3112</b>                  | Office #:           | <b>760-235-1852</b>                 |
| Class Dates:      | <b>8/15/23-12/7/23</b>        | Office Hours:       | <b>6:00-6:30 pm -Room 2723</b>      |
| Class Days:       | <b>Tuesday &amp; Thursday</b> | Office Phone #:     | <b>760-235-1852</b>                 |
| Class Times:      | <b>06:30-9:00 pm</b>          | Emergency Contact:  | <b>760-355-6337</b>                 |
| Units:            | <b>4</b>                      | Class Format:       | <b>Face-to-Face (on campus)</b>     |

## 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.

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

None

## Student Learning Outcomes

Upon course completion, the successful student will:

1. Differentiate between basic similar signs.
2. Recognize basic differences between simple ASL and English sentence structure.
3. Identify basic differences between Deaf and Hearing cultures.

## Course Objectives

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

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



## Textbooks & Other Resources or Links

Required: ***“Learning American Sign Language. Levels I & II- Beginning & Intermediate”. 2<sup>nd</sup> Edition.*** Tom Humphries & Carol Padden. Boston, MA Pearson Education. ISBN: 9780205275533

***Random House Webster's American Sign Language Dictionary*** - ISBN: 9780679780113

3 ring binder (1/2-1 inch), paper, pen/pencil

## Course Requirements and Instructional Methods

The instructor will generally be teaching with a voice-off approach. This will increase students receptive and expressive comprehension. Students will participate in a variety of course exercises designed to be able to respond and converse in ASL. New vocabulary will be introduced weekly and applied through a variety of assignments. Students will learn grammatical rules and structures as book units are completed in the required books. ASL assignments will be required to be done in class, outside of class, and in the Canvas platform. Detailed instructions will be given by the instructor to produce successful assignments. Students will converse in ASL with instructor, with classmates and in front of class. During lecture, students will be given specific exercises and instructions to focus on improving their signing skills. All presentations will be signed.

**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

| Category                            | Content  | Points Worth |
|-------------------------------------|--|--------------|
| Participation/Attendance            |  | 50 points    |
| Quizzes                             | 12 Unit quizzes  | 240          |
| ASL Presentations                   | Physical Description                                     | 200          |
|                                     | Self-Disclosure- 100<br>3 Reasons Why? – 100             | 50           |
| Exams                               | Midterm- 100   | 200          |
|                                     | Final- 100   |              |
| Homework Assignments                | Book exercise, lecture, Power Point homework assignments | 200          |
| Written Assignment                  | written reports  | 200          |
| SLO & Course Objectives Evaluations | Individual Evaluation                                    | 50           |
| Total points                        |  | 1190         |

A=100-90, B=89.9-80, C=79.9-70, D=69.9-60, F=59.9-0

## Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to



do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

## Course Policies

- Maintain eye contact
- Ask instructor to repeat when you don't understand.
- Students who arrive late will give reason for arriving late using American Sign Language.
- Check email and Canvas correspondence from instructor before attending class. (Recommended: Regularly)
- No makeups on any assignments, performances, tests, exams unless arrangements have been made with the instructor.
- Before taking the Midterm or Final make sure to use the restroom and have something to write with. You will not be allowed to leave the classroom during finals/tests unless previous arrangements have been made with the instructor.
- Please refrain from making any noises or distraction when students are signing their performances.

Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.

## Other Course Information/ Work-Based Learning

Career possibilities in American Sign Language: Work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experiences. These opportunities will provide with a deeper, more engaging and relevant learning environment. This semester, I will be offering the following WBL activities in order to provide you with the opportunity to explore career options in American Sign Language.

| WBL Activity  | WBL Activity Description  |
|---|---|
| Guest Speaker   | Sign Language Interpreter will talk about her experience becoming an interpreter at Imperial Valley College and Independent Contractor.   |
| Interpreting from Voice to ASL and from ASL to Voice. | Students will experience watching the skills an interpreter uses to interpret from American Sign Language to Voice a from Voice to American Sign Language in a professional setting.  |
| Career Exploration                                    | Students will be given a list of ASL Careers/Professions to choose from. The student will seek out to interview a professional in that career and write about what they learned. Instructor will provide of agencies, non-profit organizations, and school institutions that they can reach out to. |
| Guest Speakers  | Students will be meet professional individuals that are Deaf and meet former ASL 100 students. Former ASL students will share how they use their ASL skills.  |

## 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

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| Manual Alphabet, Fingerspelling Rules, Introductions/greetings. Read course syllabus  | What is ASL?, Traditional ASL Grammar Rule, Glossing Canvas  | Watch documentary "Through Deaf Eyes" Documentary Gloss 5 sentences   |
| <p><b>Textbooks/Canvas reading:</b></p> <p>Unit 1 dialogues &amp; exercises. Practice unit 1 vocabulary words in <b>pgs. 8-11</b>, Dictionary vocabulary list 1-20 Dialogue videos available in Canvas. Follow along with the book as well.)</p> <p><b>**Note: Read all culture and grammar notes found throughout the unit. They will be on the quiz</b></p> | <p><b>Tasks to Complete</b></p> <p>Manual Alphabet, Numbers 1-10, Handout Canvas: Begin Unit 1, Grammar notes, Unit Exercises, and vocabulary. Canvas: <b>The importance of Facial Expressions &amp; Non-Manual Markers (NMM). 5 Parameters of ASL</b></p> | <p><b>Submit typed report, "Through Deaf Eyes" via-Canvas.</b></p> <p>Read Rules when presenting live or submitting videos</p> <p><b>Manual Alphabet video and Numbers 1-10 (Live in class or submit via-video)</b></p>   |
| <p><b>Textbooks/Canvas reading:</b></p> <p>Unit 2 dialogues &amp; exercises <b>Pgs. 13-22</b>. Unit 2 vocabulary words in <b>pgs. 20-22</b>. Dictionary vocabulary list 21-40 Numbers 11-20 Videos in CANVAS. Follow along with book</p>  | <p><b>Tasks to Complete</b></p> <p>Watch: <b>HOW-YOU?-Feelings activity. Directional Verbs</b></p>   | <p><b>Unit 1 Quiz</b> in class</p> <p>Begin Unit 2</p> <p>Greet/Intro video (Live in class or submit via-video)</p> <p>Presentation: Self-Disclosure-Instructions and Guidelines</p>                                      |
| <p><b>Textbooks/Canvas reading:</b></p> <p><b>Begin</b> Unit 3 Dialogues, Exercises, vocabulary, dictionary vocab., #'s 21-30. in <b>pgs. 30-33</b>. Practice dictionary vocab list 41-60</p>   | <p><b>Tasks to Complete</b></p> <p>Read Canvas pg.: <b>Classifiers in ASL Descriptive Classifiers NMM: Mouth Morphemes (ASL Mouthings) Physical Description Sequence Rule Self-Disclosure</b> gloss.</p>   | <p><b>Quiz Unit 2</b> – in class</p> <p><b>Parameters Exercise Assignment Spell 5 words and sign the word after spelled (Live in class or submit via-video)</b></p> <p><b>Submit</b> Self-Disclosure gloss via-CANVAS</p> |
| <p><b>Textbooks/Canvas reading:</b></p> <p><b>**Note: Read all culture and grammar notes found throughout the unit.</b></p> <p><b>Begin</b> unit 4 dialogues and exercises 4A-4D. Unit 4 vocabulary words. Dictionary vocabulary list 61-80 Numbers 31-40</p>   | <p><b>Tasks to Complete</b></p> <p>Self-Disclosure Presentation (do not look at notes/must be memorized)</p>   | <p><b>Submit</b> a list of feelings via CANVAS. <b>Bring</b> copy to class. Practice feeling signs with instructor</p> <p><b>Quiz Unit 3</b>-in class</p>   |
| <p><b>Textbooks/Canvas reading:</b></p> <p><b>Begin</b> Unit 5 dialogues and exercises 5A-5D. Unit 5 vocabulary words, Practice dictionary vocabulary list 81-100.</p>  | <p><b>Tasks to Complete</b></p> <p>Gloss five Simple Sentences with directional verbs. <b>Non-verb Pairs.</b> Watch video: <b>#s41-50</b> practice &amp; memorize</p>  | <p><b>Graded Assignments (pts)</b></p> <p>Five sentences with directional verbs in class, submit via-CANVAS</p> <p><b>Quiz Unit 4</b>- in class.</p> <p>Classifiers assignment.</p>                                       |
| <p><b>Textbooks/Canvas readings</b></p> <p><b>**Note: Read all culture and grammar notes found throughout the unit.</b></p> <p><b>Begin</b> Unit 6 dialogue &amp; exercises 6A-6D. Practice unit 6 vocabulary words. Practice dictionary vocabulary list 101-120. Numbers 51-60</p>   | <p><b>Tasks to Complete</b></p> <p>Instructions and guidelines for Presentation 2: <b>Three Reasons Why</b> Start writing <b>Three Reasons Why</b> gloss. Read Canvas page and watch video: <b>Rhetorical Questions &amp; Conditional Statements</b></p>   | <p><b>Introduction</b>- Presentation 2: <b>Three Reasons Why?</b> Gloss</p> <p><b>Quiz Unit 5</b> – in class</p>  |



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| <p><b><u>Textbooks/Canvas readings</u></b><br/> Unit 7 dialogues &amp; exercises 7A-7D. <b>Pgs. 83-95</b><br/> Unit 7 vocabulary words in <b>pgs. 92-95</b><br/> Dictionary vocab. list 121-140<br/> Numbers 61-70<br/> Videos in CANVAS. Follow along with the book.<br/> <b>**Note: Read all culture and grammar notes found throughout the unit.</b></p> | <p><b><u>Tasks to Complete</u></b><br/> Complete ASL Grammar activity<br/> Practice signing <i>Three Reasons Why</i><br/> Read canvas page: <i>History of ASL and Fingerspelling</i>. PowerPoint on canvas page: <i>Deaf Culture</i></p>  | <p>ASL Grammar Activity (30)<br/> Weekly Video/Live Presentation: Dialogue/#51-60/FS<br/> <b>Quiz Unit 6</b> – in class</p>                     |
| <p><b><u>Midterm Study- Group Activity</u></b></p>  |   | <p><b><u>Midterm</u></b></p>  |
| <p><b><u>Textbooks/Canvas readings</u></b><br/> Unit 7 dialogues &amp; exercises 7A-7D. <b>Pgs. 83-95</b><br/> Unit 7 vocabulary words in <b>pgs. 92-95</b><br/> Dictionary vocab. list 121-140<br/> Videos in CANVAS. Follow along with the book.<br/> <b>**Note: Read all culture and grammar notes found throughout the unit.</b></p>                    | <p><b><u>Tasks to Complete</u></b><br/> Read canvas page: <i>Locative and Instrumental Classifiers</i><br/> Watch video: <i>#s71-80</i>, practice &amp; memorize the number signs</p>   | <p><b><u>Graded Assignments (pts)</u></b></p>   |
| <p><b><u>Textbooks/Canvas readings</u></b><br/> Unit 8 dialogue &amp; exercises 8A-8D. <b>Pgs. 97-110</b><br/> Unit 8 vocabulary words in <b>pgs. 106-110</b><br/> Practice dictionary vocab. list 141-160<br/> Numbers 81-90<br/> <b>**Note: Read all culture and grammar notes found throughout the unit.</b></p>   | <p><b><u>Tasks to Complete</u></b><br/> Submit presentation two: <i>Three Reasons Why (do not use notes &amp; be memorized)</i>. Read canvas page: Number Rules. Complete grammar activity: <i>CLs and MMs</i>. Read canvas page: <i>Conjunctions</i> Read page: <i>Symmetry Condition &amp; Iconic Signs</i></p> | <p><b><u>Graded Assignments (pts)</u></b><br/> <i>Three Reasons Why</i><br/> Classifiers Activity<br/> <b>Quiz Unit 7</b>- in class</p>         |
| <p><b><u>Textbooks/Canvas readings</u></b><br/> Unit 9 dialogues &amp; exercises 9A-9D. <b>Pgs. 111-123</b>. Unit 9 vocabulary words in <b>pgs. 119-123</b><br/> Dictionary vocabulary list 161-180<br/> Numbers 91-100<br/> Videos in canvas. Follow with the book<br/> <b>**Note: Read all culture and grammar notes found throughout the unit.</b></p>   | <p><b><u>Tasks to Complete</u></b><br/> Gloss five simple sentences with conjunctions and create video signing them – use correct NMMs: <i>ASL Gloss to English Grammar</i></p>   | <p>Five sentences with conjunctions and video<br/> ASL sentences w/conjunctions<br/> Expressive Activity<br/> <b>Quiz Unit 8</b> – in class</p> |
| <p><b><u>Textbooks/Canvas readings</u></b><br/> Unit 10 dialogues and exercises 10A-10D. <b>Pgs. 125-139</b><br/> Unit 10 vocabulary words in <b>pgs. 135-139</b><br/> Practice dictionary vocabulary list 181-200. Videos in canvas. Follow with the book.</p>   | <p><b><u>Tasks to Complete</u></b><br/> Read canvas page and watch video: <i>Temporal Inflection</i><br/> Read canvas page and watch video: <i>Fingerspelled Loan Signs (FSL)</i><br/> Review <i>#s1-50</i>,</p>  | <p>Expressive Activity<br/> <b>Quiz Unit 9</b>- in class</p>  |
| <p><b><u>Textbooks/Canvas readings</u></b><br/> Unit 11 dialogues and exercises 11A-11D. <b>Pgs.141-155</b><br/> Unit 11 vocabulary words in <b>pgs.151-155</b><br/> Dictionary vocabulary list 201-220<br/> Videos in canvas. Follow along with the book. <b>**Note: Read all culture and grammar notes found throughout the unit.</b></p>                 | <p><b><u>Tasks to Complete</u></b><br/> Gloss five simple sentences with temporal inflection and create video signing them – use correct NMMs</p>   | <p>Expressive Activity<br/> <b>Quiz Unit 10</b>- in class</p>   |
| <p><b><u>Textbooks/Canvas readings</u></b></p>  | <p><b><u>Tasks to Complete</u></b></p>  | <p><b><u>Graded Assignments (pts)</u></b></p>   |



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| <p>Unit 12 dialogues and exercises 12A-12D.<br/> <b>Pgs. 157-169</b> Follow with ASL book<br/>         Unit 12 vocabulary words in <b>pgs.166-169</b><br/>         Dictionary vocab. list 221-240<br/>         Videos in canvas. Follow along with the book. <b>**Note: Read all culture and grammar notes found throughout the unit.</b></p> | <p>Write five English sentences and gloss in ASL.<br/>         Give feedback in a reply to two peer ASL sentences videos<br/>         Review Numbers 51-100</p> | <p>Expressive Activity<br/> <b>Quiz Unit 11-</b> in class</p>   |
| <p><u><b>Textbooks/Canvas readings</b></u><br/>         Apply your signing following units 7-12, vocabulary from lists 121-240, numbers 61-100<br/> <b>Quiz Unit 12</b></p>   | <p><u><b>Tasks to Complete</b></u><br/> <b>Final Week:</b><br/>         Study group activity for Fina</p>   | <p>Final Exam<br/>         Student Learning Outcomes Evaluation<br/>         Course Objectives Evaluation</p> |

**\*\*\*Weekly Schedule Subject to change without prior notice\*\*\***