



IMPERIAL VALLEY COLLEGE

## Basic Course Information

Semester:	<b>Fall 2024</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>#3112</b>
Class Dates:	<b>8/13/24-12/05/24</b>	Office Hours:	<b>6:00pm-6:30pm</b>
Class Days:	<b>Tuesday/Thursday</b>	Office Phone #:	<b>N/A</b>
Class Times:	<b>6:30pm-9:00pm</b>	Emergency Contact:	<b>760-355-6337</b>
Units:	<b>4</b>	Class Format/Modality:	<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.



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## 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	Self-Disclosure- 100 3 Reasons Why? - 100	200
Exams	Midterm- 100 Final- 100	200
Homework Assignments	Book exercise, lecture, Power Point homework assignments	200
Written Assignment	1 written report	60
SLO & Course Objectives Evaluations	Individual Evaluation	50
Total points		1000

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

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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

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 Speakers	<p>Sign Language Interpreter will talk about her experience becoming an interpreter at Imperial Valley College and Independent Contractor.</p> <p>Deaf guest speaker will talk about her job at CA State Department of Rehabilitation and educational experience.</p> <p>Students will be meeting former AMSL 100 students via-zoom/video. Students will learn how former students use their ASL skills.</p> <p>Former Deaf IVC/Gallaudet University student will share his experience of his educational experience and work experience.</p>
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.



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	Students will create a list of questions to ask guest speakers/professionals/agencies
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## 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

<b>Week 1</b>	<p><b><u>Textbooks/Canvas reading:</u></b> Unit 1 dialogues &amp; exercises 1A 2. Practice unit 1 vocabulary words in <b>pgs. 8-11</b>  Dictionary vocabulary list (Steps 1-3 have videos in CANVAS. Follow along with the book as well.) <b>**Note: Read all culture and grammar notes found throughout the unit.</b></p>	<p><b><u>Tasks to Complete</u></b> Greetings, Introductions, Manual Alphabet, Numbers 1-10, Read course syllabus. Handout Canvas: Read <b>ASL Careers</b>. Begin and practice Unit 1 Watch <b>“Through Deaf Eyes”</b> Search in You Tube <b>“Gallaudet University Through Deaf Eyes”</b></p>	<p><b><u>Graded Assignments:</u></b> <b>Homework:</b> <b>Read syllabus, watch “Through Deaf Eyes” in You Tube.</b> Read: <b>ASL Careers page in CANVAS.</b></p>
<b>Week 2</b>	<p><b><u>Textbooks/Canvas reading:</u></b> Unit 2 dialogues &amp; exercises 2A-2D <b>Pgs. 13-22.</b> Unit 2 vocabulary words in <b>pgs. 20-22.</b> Dictionary vocabulary list 21-40 in <b>pgs. 46-50.</b> Videos in CANVAS. Follow along with book Read <b>Dictionary pgs. 9-36.</b> <b>**Note: Read all culture and grammar notes found throughout the unit. They will be on the quiz</b></p>	<p><b><u>Tasks to Complete</u></b> Practice alphabet. Introduce yourself Read Canvas page: <b>Fingerspelling</b> Practice &amp; memorize the signs in CANVAS page: <b>Signs to Practice</b>. Read CANVAS page: <b>Traditional ASL Grammar Rule</b> Memorize the definition of <b>“Glossing”</b> Watch video: <b>Numbers 1-10</b>, practice and memorize the number signs Watch: <b>HOW-YOU?-Feelings activity Dictionary Usage</b> in CANVAS Study Unit 1 vocab, dialogues, #'s 1-11. vocab list 1-20, and all topic pages</p>	<p><b><u>Graded Assignments (pts)</u></b> Write five simple English sentences and gloss in ASL. Submit in CANVAS. Bring copy to class <b>Unit 1 Quiz</b> in class Test on <b>“Trough Deaf Eyes”</b> due Via-CANVAS on the Web, <b>DO NOT</b> use the app for test taking</p>
<b>Week 3</b>	<p><b><u>Textbooks/Canvas reading:</u></b> <b>Continue</b> Unit 2 dialogues &amp; exercises 2A-2D. Unit 2 vocabulary words. Dictionary vocabulary list 21-40. (Videos in canvas. Follow with the book.) Read dictionary <b>pgs. 9-36.</b> <b>**Note: Read all culture and grammar notes found throughout the unit.</b> <b>Begin</b> Unit 3 Dialogues, Exercises, vocabulary, dictionary vocab., #'s 11-20.</p>	<p><b><u>Tasks to Complete</u></b> Read Canvas pg.: <b>Five Parameters of ASL</b> Practice exercise: <b>Parameters</b> Lecture &amp; video: <b>The importance of Facial Expressions &amp; Non-Manual Markers (NMM)</b>. Watch video: <b>#s11-20</b>, practice and memorize the number signs Watch: <b>HOW-YOU?/Feelings Conversation</b>. Watch video: <b>Dictionary Usage</b>. Review Unit 2 vocab, dialogues, #11-20, vocab list 21-40, and all topic pgs.</p>	<p><b><u>Graded Assignments (pts)</u></b> <b>Quiz Unit 2 – in class Parameters Exercise Assignment</b></p>
	<p><b><u>Textbooks/Canvas reading:</u></b> Continue Unit 3 dialogues and exercises 3A-3D. Unit 3 vocabulary words in <b>pgs. 30-33.</b> Practice dictionary vocab list 41-60 in <b>pgs. 51-55.</b> Videos in canvas. Follow along with book. <b>**Note: Read all culture and grammar notes found throughout the unit.</b></p>	<p><b><u>Tasks to Complete</u></b> Select 10 feelings and sign them with the correct facial expression. You will practice with instructor. Read the instructions and guidelines for Presentation 1: <b>Self Disclosure</b>. Start working on <b>Self Disclosure</b> gloss. Watch video: <b>#s21-30</b>-memorize Read Canvas page: <b>Directional Verbs</b></p>	<p><b><u>Graded Assignments (pts)</u></b> <b>Submit</b> a list of feelings via CANVAS. <b>Bring</b> copy to class. Practice feeling signs with instructor <b>Submit</b> Self-Disclosure gloss via-CANVAS</p>



<p><b>Week 4</b></p>	<p><b>Begin</b> unit 4 dialogues and exercises 4A-4D. Unit 4 vocabulary words. Dictionary vocabulary list 61-80</p>	<p>Study Unit 3 vocab, dialogues, #21-30, vocab list 41-60, and all topic pages</p>	<p><b>Quiz Unit 3</b>-in class</p>
<p><b>Week 5</b></p>	<p><b>Textbooks/Canvas reading:</b> Unit 4 dialogues and exercises 4A-4D. <b>Pgs. 35-48.</b> Unit 4 vocab. in <b>pgs.44-48.</b> Dictionary vocabulary list 61-80 in <b>pgs.55-59.</b> Videos in canvas. Follow along with book <b>**Note: Read all culture and grammar notes found throughout the unit.</b> <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> Gloss five Simple Sentences with directional verbs. Study <b>Self Disclosure</b> presentation. CANVAS page: <b>Classifiers.</b> CANVAS page: <b>Descriptive Classifiers.</b> Memorize singing <b>Self Disclosure</b> Watch video: <b>#s31-40</b>, practice &amp; memorize Memorize <b>Self Disclosure-</b> in sign language/ASL gloss Read Canvas page &amp; video: <b>Physical Description Sequence</b> Review Unit 4 vocab, dialogues, #31-40, vocab list 61-80, and all topic pages Memorizing <b>Self Disclosure in ASL gloss</b></p>	<p><b>Graded Assignments (pts)</b> Five sentences with directional verbs in class, submit via-CANVAS <b>Quiz Unit 4-</b> in class. Classifiers class activity. CANVAS Classifier assignment.</p>
<p><b>Week 6</b></p>	<p><b>Textbooks/Canvas readings</b> Unit 5 dialogues and exercises 5A-5D. <b>Pgs. 49-65.</b> Unit 5 vocabulary words <b>pgs. 61-69.</b> Practice dictionary vocabulary list 81-100 in <b>pgs. 60-64</b> (Steps 1-3 have videos in canvas. Follow along with the book as well.) <b>**Note: Read all culture and grammar notes found throughout the unit.</b> <b>Begin</b> Unit 6 dialogue &amp; exercises 6A-6D. Practice unit 6 vocabulary words. Practice dictionary vocabulary list 101-120</p>	<p><b>Tasks to Complete</b> Submit Pres. 1: <b>Self-Disclosure (do not look at notes/must be memorized)</b> Read canvas page: <b>Noun-verb Pairs</b> Read instructions and guidelines for Presentation 2: <b>Three Reasons Why</b> Start writing <b>Three Reasons Why</b> gloss Watch video: <b>#s41-50</b>, practice &amp; memorize the number signs Continue writing <b>Three Reasons Why</b> gloss Read Canvas page and watch video: <b>Rhetorical Questions &amp; Conditional Statements</b> Review Unit 5 vocab, dialogues, #41-50, vocab list 81-100, and all topic pages Continue writing <b>3 Reasons Why?</b> gloss</p>	<p><b>Graded Assignments (pts)</b> 1. Presentation <b>Self Disclosure</b>  Presentation 2: <b>Three Reasons Why?</b> Gloss  <b>Quiz Unit 5</b> – in class</p>
<p><b>Week 7</b></p>	<p><b>Textbooks/Canvas readings</b> Unit 6 dialogues &amp; exercises 6A-6D. <b>Pgs.67-81</b> Unit 6 vocabulary words in <b>pgs. 78-81</b> Dictionary vocab. list 101-120 in <b>pgs. 64-69</b> Videos in CANVAS. Also follow with the book. <b>**Note: Read all culture and grammar notes found throughout the unit.</b></p>	<p><b>Tasks to Complete</b> Complete ASL Grammar activity Practice signing <b>Three Reasons Why</b> Read canvas page: <b>History of ASL and Fingerspelling</b> Continue practicing/signing <b>Three Reasons Why</b> Watch video: <b>#s51-60</b>, practice &amp; memorize the number signs Read PowerPoint on canvas page: <b>Deaf Culture</b> Continue memorizing/practicing <b>Three Reasons Why</b></p>	<p><b>Graded Assignments (pts)</b> ASL Grammar Activity (30)  Weekly Video: Dialogue/#51-60/FS  <b>Quiz Unit 6</b> – in class</p>



		Review Unit 6 vocab, dialogues, #51-60, vocab list 101-120, and all topic pages Continue memorizing/practicing <b>Three Reasons Why</b>	
<b>Week 8</b>	<p><b>Textbooks/Canvas readings</b> Unit 7 dialogues &amp; exercises 7A-7D. <b>Pgs. 83-95</b> Unit 7 vocabulary words in <b>pgs. 92-95</b> Dictionary vocab. list 121-140 in <b>pgs. 69-73</b> Videos in CANVAS. Follow along with the book. <b>**Note: Read all culture and grammar notes found throughout the unit.</b></p>	<p><b>Tasks to Complete</b> Complete written part of Midterm Complete Expressive part of midterm Read canvas page: <b>Locative and Instrumental Classifiers</b> 2. Watch video: <b>#s61-70</b>, practice &amp; memorize the number signs 3. Continue memorizing/practicing <b>Three Reasons Why</b> Review Unit 7 vocab, dialogues, #61-70, vocab list 121-140, and all topic pages Continue memorizing/practicing <b>Three Reasons Why</b></p>	<p><b>Graded Assignments (pts)</b> Midterm Expressive Activity</p>
<b>Week 9</b>	<p><b>Textbooks/Canvas readings</b> Unit 8 dialogue &amp; exercises 8A-8D. <b>Pgs. 97-110</b> Unit 8 vocabulary words in <b>pgs. 106-110</b> Practice dictionary vocab. list 141-160 in <b>pgs. 74-78</b> Videos in canvas. Follow along with the book. <b>**Note: Read all culture and grammar notes found throughout the unit.</b></p>	<p><b>Tasks to Complete</b> Submit presentation two: <b>Three Reasons Why (do not use notes &amp; be memorized)</b> Read canvas page: Number Rules Complete grammar activity: <b>CLs and MMs</b> Read canvas page: <b>Conjunctions</b> Read page: <b>Symmetry Condition &amp; Iconic Signs</b> Watch video: <b>#s71-80</b>, practice &amp; memorize the number signs Review Unit 8 vocab, dialogues, #71-80, vocab list 141-160, and all topic pages</p>	<p><b>Graded Assignments (pts)</b> <b>Three Reasons Why</b> Classifiers Activity <b>Quiz Unit 7-</b> in class</p>
<b>Week 10</b>	<p><b>Textbooks/Canvas readings</b> Unit 9 dialogues &amp; exercises 9A-9D. <b>Pgs. 111-123</b> Unit 9 vocabulary words in <b>pgs. 119-123</b> Dictionary vocabulary list 161-180 in <b>pgs.78-82</b> Videos in canvas. Follow with the book <b>**Note: Read all culture and grammar notes found throughout the unit.</b></p>	<p><b>Tasks to Complete</b> Gloss five simple sentences with conjunctions and create video signing them – use correct NMMs Give feedback in a reply to two peer ASL sentences with conjunction videos Read canvas page: <b>ASL Gloss to English Grammar</b> Watch video: <b>#s81-90</b>, practice &amp; memorize the number signs Review Unit 9 vocab, dialogues, #81-90, vocab list 161-180, and all topic pages</p>	<p><b>Graded Assignments (pts)</b> Five sentences with conjunctions and video ASL sentences w/conjunctions Expressive Activity <b>Quiz Unit 8</b> – in class</p>
	<p><b>Textbooks/Canvas readings</b></p>	<p><b>Tasks to Complete</b> Complete numbers activity</p>	<p><b>Graded Assignments (pts)</b> 1. Numbers activity</p>



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<b>Week 11</b>	1. Apply your signing following units 1-9 from your textbook 2. Apply your signing using vocabulary from lists 1-180	Complete ASL Grammar activity Complete dictionary voc. activity Complete dialogue activity Complete dialogue activity	2. ASL Grammar 3. Dictionary 4. Dialogue 5. Dialogue <b>Quiz Unit 9-</b> in class
<b>Week 12</b>	<u><b>Textbooks/Canvas readings</b></u> Unit 10 dialogues and exercises 10A-10D. <b>Pgs. 125-139</b> Unit 10 vocabulary words in <b>pgs. 135-139</b> Practice dictionary vocabulary list 181-200 in <b>pgs. 82-87</b> Videos in canvas. Follow with the book. <b>**Note: Read all culture and grammar notes found throughout the unit.</b>	<u><b>Tasks to Complete</b></u> Read canvas page and watch video: <b>Temporal Inflection</b> Read canvas page and watch video: <b>Fingerspelled Loan Signs (FSL)</b> Watch video: <b>#s91-100</b> , practice & memorize the number signs Review Unit 10 vocab, dialogues, #91-100, vocab list 181-200, and all topic pages	<u><b>Graded Assignments (pts)</b></u> Expressive Activity  <b>Quiz Unit 10-</b> in class
<b>Week 13</b>	<u><b>Textbooks/Canvas readings</b></u> Unit 11 dialogues and exercises 11A-11D. <b>Pgs.141-155</b> Unit 11 vocabulary words in <b>pgs.151-155</b> Dictionary vocabulary list 201-220 in <b>pgs. 87-91</b> Videos in canvas. Follow along with the book. <b>**Note: Read all culture and grammar notes found throughout the unit.</b>	<u><b>Tasks to Complete</b></u> Complete interpreting activity Gloss five simple sentences with temporal inflection and create video signing them – use correct NMMs Give feedback in a reply to two peer ASL sentences with temporal inflection videos Review Unit 11 vocab, dialogues, vocab list 201-220, and all topic pgs	<u><b>Graded Assignments (pts)</b></u> Expressive Activity <b>Quiz Unit 11-</b> in class
<b>Week 14</b>	<u><b>Textbooks/Canvas readings</b></u> Unit 12 dialogues and exercises 12A-12D. <b>Pgs. 157-169</b> Follow with ASL book Unit 12 vocabulary words in <b>pgs.166-169</b> Dictionary vocab. list 221-240 in <b>pgs. 92-96</b> Videos in canvas. Follow along with the book. <b>**Note: Read all culture and grammar notes found throughout the unit.</b>	<u><b>Tasks to Complete</b></u> Write five English sentences and gloss in ASL. Give feedback in a reply to two peer ASL sentences videos Watch video: <b>#s91-100</b> , practice and memorize the number signs Review Unit 10 vocab, dialogues, #91-100, vocab list 181-200, and all topic pages	<u><b>Graded Assignments (pts)</b></u> Five ASL Glosses and Two Peer Replies Expressive Activity <b>Quiz Unit 12-</b> in class
<b>Week 15</b>	<u><b>Textbooks/Canvas readings</b></u> 1. Apply your signing following units 1-12 from your textbook 2. Apply your signing using vocabulary from lists 1-240 3. Apply your signing using numbers 61-100	<u><b>Tasks to Complete</b></u> Complete dialogue expressive activity (based on textbook Units 1-12) Practice and Review Units 7-12 Review all informational pages (topics) from weeks 8-16. Review #s 61-100 Submit dialogue expressive activity	<u><b>Graded Assignments (pts)</b></u> Dialogue Expressive Activity  <b>Practice and Review for Final Expressive and Written Exams</b>
<b>Week 16</b>	<u><b>Textbooks/Canvas readings</b></u> Apply your signing following units 7-12 from your textbook	<u><b>Tasks to Complete</b></u> <b>Final Week:</b>	<u><b>Graded Assignments (pts)</b></u> Final Exam



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	Apply your signing using vocabulary from lists 121-240 Apply your signing using numbers 61-100	1) Study for Final and take final	Student Learning Outcomes Evaluation Course Objectives/Eval.
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**\*\*\*Subject to change without prior notice\*\*\***