

**Basic Course Information**

Semester:	<b>Spring 2018</b>	Instructor Name:	<b>Liisa Mendoza</b>
Course Title & #:	<b>AMSL 220 - Linguistics of ASL</b>	Email:	<b>liisa.mendoza@imperial.edu</b>
CRN #:	<b>21212</b>	Webpage (optional):	<b>None</b>
Classroom:	<b>313A</b>	Office #:	<b>314D</b>
Class Dates:	<b>2/12/18 – 6/8/18 (includes finals)</b>	Office Hours:	<b>MW 8 – 9:30 am TR 9:30 – 10:00 am</b>
Class Days:	<b>MW</b>	Office Phone #:	<b>760-355-6120</b>
Class Times:	<b>3:35 – 5:00 pm</b>	Emergency Contact:	<b>Phone or email</b>
Units:	<b>3</b>		

**Course Description**

This course introduces the basic components of linguistics underpinning any language. It focuses on discovering how ASL satisfies these components, and linguistic comparisons between ASL and English. Topics covered include phonology, morphology, syntax, semantics and lexis. This course will focus on comparative and applied linguistics, and also examine structural and theoretical linguistics. Students will learn ASL idioms, advanced mouth morphemes and classifiers, as well as advanced loan signs. This course ultimately aims to apply linguistic knowledge, resulting in increased fluency in ASL, both expressively and receptively. This course will be conducted in ASL. (CSU, UC)

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

**Recommended** preparation: Completion of AMSL 200 (ASL 3).

**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. Students will be able to define the basic components of language: phonology, morphology, syntax, semantics and lexis. (ILO 1, ILO2)
2. Students will be able to compare and contrast ASL and English in a given linguistic category. (ILO 1, ILO 2, ILO 5)
3. Students will demonstrate an ASL example of a given linguistic category. (ILO 1, ILO 2, ILO 5)

## Course Objectives

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

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

1. Define and describe phonology.
2. Define and describe morphology.
3. Define and describe semantics.
4. Define and describe syntax.
5. Define and describe lexis.
6. Compare and contrast the phonology of ASL and English.
7. Compare and contrast the morphology of ASL and English.
8. Compare and contrast the semantics of ASL and English.
9. Compare and contrast the syntax of ASL and English.
10. Compare and contrast the lexis of ASL and English.
11. Provide signed examples of ASL phonology.
12. Provide signed examples of ASL morphology.
13. Provide signed examples of ASL semantics.
14. Provide signed examples of ASL syntax.
15. Provide signed examples of ASL lexis.
16. Demonstrate ability to sign advanced loan signs.
17. Define given ASL idioms.
18. Select and sign appropriate ASL idioms for given situations or meanings.
19. Discuss linguistic structures relating to classifiers.
20. Demonstrate the appropriate mouth morpheme for a given description.
21. Recognize an ASL acronym or abbreviation, and identify its English meaning.

## Textbooks & Other Resources or Links

**Required texts: ASL-English Grammar: A Comparative Linguistics Handbook.** Struxness, Kevin & G. Marble. ISBN 978-0-9891364-0-2-52995.

**American Sign Language: A Teacher's Resource Text on Grammar and Culture.** Baker-Shenk, Charlotte & D. Cokely. ISBN 0-930323-84-X.

## Course Requirements and Instructional Methods

### Teaching Strategy:

The instructor will communicate important information and content via Canvas, IVC's electronic course management system. Please make sure that you access Canvas regularly. Your grades will be posted on Canvas on a regular basis; you will generally be able to calculate your grade at any time during the semester.

The instructor will be teaching with a voice off approach. There is an expectation of a certain level of expressive and receptive ability, consistent with completion of ASL 3. Completion or co-enrollment of ASL 4 is a strong recommendation for taking this course. Please arrive to class on time, ready to start participating via your signing. We will be introducing new concepts weekly, and then applying it through a variety of exercises. **You MUST complete homework 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. This will require a time commitment, so please read the statement below from the Department of Education.

**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.**

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 email directly 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.

The grades will consist of the following categories:

Participation	150 (includes participation, following class rules, engagement in discussions)
Homework	300 (includes book questions, homework assignments, in class discussions and in class presentations, and preparation for discussions, etc.)
Quizzes	100
Exams	350 (Exam #1 – 100; Exam #2 – 100; Exam #3 (cumulative final) = 150 points)
Portfolio	100 (written and video)
<b>TOTAL</b>	<b>1,000</b>

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.

### 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.

### Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- 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](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### INDIVIDUAL CLASS RULES:

- Voice off (no talking, as it excludes our Deaf students and doesn't improve your ASL)
- If you have a question, ask the instructor
- NO CHEATING

### 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](mailto: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](mailto: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**

**Note: GB = Green Book    AEG = ASL-English Grammar    BQ = Book Questions**

**Please note: This is the ANTICIPATED course calendar, subject to change**

DATE	IN CLASS	HOMEWORK
2/12 (M) 1	Syllabus, welcome Basic orientation to course Definitions and basic ideas	Read syllabus, note questions Purchase texts Read GB pp xi – xviii Review notes
2/14 (W)	What is language? What is culture? What is ASL? Symbols for ASL and English in your texts Semantic exercises orientation: AEG pp 87-110	Read GB pp 1-46 (Transcription Symbols, Chapter I) Read AEG xi - xx Semantic exercises as assigned
2/19 (M) 2	<b>NO CLASS: PRESIDENT’S DAY</b>	Read AEG pp 1- 9 BQ AEG as assigned Review for quiz
2/21 (W)	<b>Quiz #1 (Week 1)</b> English in the Deaf Community Parts of speech, forms, sentence parts and sentences Introduction to phonology	Read GB II & III (pp 47-78) BQ GB I & II begun Semantic exercises as assigned
2/26 (M) 3	Phonology in spoken languages Phonology in signed languages Phonology in ASL History of ASL phonological discovery	BQ GB I & II finished Review for quiz Read AEG pp 9 – 17 BQ AEG as assigned
2/28 (W)	<b>Quiz #2 (Week 2, HW)</b> <b>BQ GB I &amp; II due &amp; discussed</b> Sign formation and variation Nouns	Read GB IV & V (pp 79-120) BQ GB III & IV Semantic exercises as assigned

3/5 (M) 4	<b>BQ GB III &amp; IV due &amp; discussed</b> Pluralization of nouns Pronouns and pronominalization in ASL	Read AEG pp 22-30, 39- 43 Review for quiz
3/7 (W)	<b>Quiz #3 (Week 3, HW)</b> Verb types in English Noun-verb pairs Study guide for Exam #1	Read GB VIII & XII BQ GB VIII & XII Begin review for Exam #1 Study for Exam #1
3/12 (M) 5	<b>BQ GB VIII &amp; XII due &amp; discussed</b> <b>Rotations and review for Exam #1</b> Sample questions for Exam #1	Study for Exam #1
3/14 (W)	<b>EXAM #1 (GB I – V, VIII, XII; AEG nouns, pronouns, verbs; noun-verb pairs; phonology; basic definitions and glossing symbols; semantic exercises as assigned)</b>	Read AEG pp 17-22, 30-39, 43-52 Read GB VII BQ GB VII Semantic exercises as assigned
3/19 (M) 6	<b>BQ GB VII due &amp; discussed</b> Verbs: time and tense Adjectives Adverbs	Read AEG pp 118-145 Semantic exercises as assigned
3/21 (W)	Adverbs Introduction to morphology Mouth morphemes in ASL	Begin practicing mouth morphemes Begin learning meanings for mouth morphemes
3/26 (M) 7	Morphology in spoken languages Morphology in signed languages Morphology in ASL	Keep practicing mouth morphemes Read GB XIII & XIV Learn meanings for mouth morphemes
3/28 (W)	<b>Quiz #4 (Week #6, mouth morphemes)</b> Facial grammar	BQ GB XIII & XIV Read GB XI Keep practicing mouth morphemes
<b>4/2, 4/4</b>	<b>NO CLASSES: SPRING BREAK</b>	Begin portfolio Section I
4/9 (M) 8	<b>BQ GB XIII &amp; XIV due &amp; discussed</b> ASL Morphology: Temporal aspect ASL Morphology: Distributional aspect	Review for quiz Practice mouth morphemes Work on portfolio Section I
4/11 (W)	<b>Quiz #5 (Week 7, HW)</b> ASL Morphology: Locatives Study guide for Exam #2	BQ GB XI Begin review for Exam #2 Start studying for Exam #2
4/16 (M) 9	<b>BQ GB XI due &amp; discussed</b> Rotations Sample questions for Exam #2	Study for Exam #2 Work on portfolio Section I
4/18 (W)	<b>EXAM #2 (GB VII, XI, XIII, XIV; time and tense, adjectives, adverbs, morphology, semantic exercises as assigned, mouth morphemes)</b>	Read AEG pp 60-78 Read GB VI BQ GB VI Complete Portfolio Section I
4/23 (M) 10	<b>BQ GB VI due &amp; discussed</b> Phrases and clauses Sentence types Introduction to syntax	Work on portfolio Section II Read AEG as assigned

4/25 (W)	Syntax in English Syntax in ASL	Read GB IX BQ GB IX Work on portfolio Section II
4/30 (M) 11	<b>BQ GB IX due</b> Subjects and objects ASL syntax: Directional verbs	Read AEG pp 110-117 Review for quiz Finish portfolio Section II
5/2	<b>Quiz #6 (Week 10, HW)</b> Introduction to semantics ASL semantics: Classifiers	Read GB X BQ GB X Begin portfolio Section III
5/7 (M) 12	<b>PORTFOLIO CHECK IN DUE (SECTIONS I &amp; II complete, Section III begun)</b> <b>BQ GB X due &amp; discussed</b> Semantics: Idioms from English Semantics: Idioms from ASL	Read AEG pp 87-110 Read AEG pp 83-85 Work on portfolio Section III
5/9 (W)	<b>Quiz #7 (Week 11, HW)</b> Semantics: Culturally relevant abbreviations Definition of lexicon ASL lexicon: FLS	Find ASL idiom examples Practice FLS Work on portfolio Sections III & IV
5/14 (M) 13	<b>ASL idiom examples due &amp; discussed</b> Semantics: Prefixes Semantics: Compound signs	Read AEG pp 85-87 Practice and review idioms and notes
5/16 (W)	<b>Quiz #8 (Week 12, HW)</b> Additional lecture Questions regarding portfolios, etc.	<b>Finish portfolio</b>
5/21 (M) 14	<b>PORTFOLIO PROJECT DUE (NO LATE PORTFOLIOS ACCEPTED)</b> Begin cumulative review	Begin cumulative review Review for quiz
5/23	<b>Quiz #9 (Week 13, HW)</b> Continue review	Continue cumulative review
5/28 (M) 15	<b>NO CLASS: MEMORIAL DAY</b>	Study for Exam #3 Review for Exam #3
5/30 (W)	Sample questions Exam #3 Review for Exam #3	Study for Exam #3 Review
6/4 (M) 16	Rotations More sample questions	
6/6 (W)	<b>EXAM #3 (Cumulative)</b>	

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

**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 9 Deaf events during this semester, and at least 4 of them will be offered on campus.**