



### Basic Course Information

Semester:	<b>Spring 2020</b>	Instructor Name:	<b>Reyna Gutierrez</b>
Course Title & #:	<b>AMSL 100</b>	Email:	<b>reyna.gutierrez@imperial.edu</b>
CRN #:	<b>20922</b>	Webpage:	<b>www.imperial.edu</b>
Classroom:	<b>412</b>	Office Phone #:	<b>(760) 235-1852 Voice/Text</b>
Class Dates:	<b>02/19/20 – 06/10/20</b>	Office Hours:	<b>5:45 pm-6:15pm room 315</b>
Class Days:	<b>Monday-Wednesday</b>	Class Times:	<b>6:30 – 9:00 PM</b>
Units	4 Units	Emergency Contact:	<b>760-355-6337</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.

### Student Learning Outcomes

Upon completing this course with a grade C or better, you will be able to:

- 1) Differentiate between basic similar signs.
- 2) Recognize basic differences between simple ASL and English sentence structures.
- 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 a 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.

### Textbooks & Other Resources or Links

**Required:** Learning American Sign Language, 2nd Edition, Tom Humphreys and Carol Padden, Pearson Education, Inc, Boston, MA and/or DVD.

**Required:** American Sign Language Handshape Dictionary, Author: Tennant, 2nd Edition

**Required:** 3 ring binder (1/2 inch), paper, pen/pencil

**Other ASL Resources/Links:**Online Dictionary: <http://commtechlab.msu.edu/sites/aslweb/browser.htm>Online Dictionary: <http://www.aslpro.com>Registry of Interpreters for the Deaf: <http://www.rid.org>San Diego County Registry of Interpreters for the Deaf: <http://sdcrid.org>National Association for the Deaf: <http://www.nad.org>Online dictionary of Educational signs: <http://needsoutreach.org/Pages/sl.html>Online Dictionary: <http://signingsavvy.com>Online Dictionary: <http://lifeprint.com>**Facebook:**

ASL THAT! , The Daily Moth, Gallaudet University, ASL Grade, RIT/NTID, Convo, SignTalk, Sign Language of the Deaf World, Whyisign, Tru Biz

**Instagram:**

ASL\_NYC, ASLSTORYTELLING, SIGNEDWITHHEART, ASLLESSON, THEASLAPP, ASLSLAM, GALLAUDETETU

Phone App: ProDeaf – translator in sign language (can download from Apple store or Google Play)

**Course Requirements and Instructional Methods**

The instructor will generally be teaching with a non-voice approach. This will increase your receptive comprehension. You will participate in a variety of class exercises designed to increase both your receptive and expressive skills. New vocabulary will be introduced weekly and applied through a variety of exercises. Students will learn grammatical structures weekly as units in the book are completed. ASL assignments will require to be done inside and outside of class. Clear instructions will be given by the instructor to produce successful assignments. Students will sign with instructor, in small groups, or in front of the class. During lecture, students will be given specific exercises to focus on to improve your signing skills. All presentations will be signed. You must practice outside of class.

**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 = 100 pts	100 PTS
QUIZZES	12 Unit Quizzes @ 25 pts = 300 pts	300 PTS
PRESENTATIONS	Self Disclosure Presentation @ 100 pts Family Story Presentation @ 100 pts Scenarios Presentation @ 100 pts	300 PTS
EXAMS	1 Midterm @ 100 pts 1 Final @ 100 pts	200 PTS
HOMEWORK	Assignments/Videos (Homework) = 260 pts	260 PTS
WRITTEN ASSIGNMENT	Report 2 pgs. (limit 3) @ 100 pts	100 PTS
<b>TOTAL</b>		<b>1260 PTS = 100%</b>

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

## 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

- Maintain Eye Contact
- Ask instructor to repeat when you don't understand.
- Students who arrive late will give reason for coming late using sign language.
- Check your IVC student email and Canvas account for any messages from instructor on a continuous basis (recommendation: daily).
- No makeups on performances, assignments or quizzes unless arrangements have been made with instructor.
- Before taking the Midterm and Final make sure you use the restroom, have enough pens/pencils, and tissue if you are sick. You are not allowed to leave the classroom during the Midterm or Final unless previous arrangements or consent has been arranged with the instructor.
- Please refrain from making any noises or distractions when students are signing their performances and/or assignments.

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.

## 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 Instructure Site**. Grades and class information will be posted through Canvas.
- **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 therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for 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, ca/m/pus, 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

DAY	ACTIVITY	HOMEWORK
Day 1	<b>WED</b> - Name Introduction, Course Introduction, Syllabus, Alphabet, Fingerspelling Handout, Start <b>Unit 1</b> .	<b>WED</b> - Buy Textbooks, 1) List of 10 Feelings (10 Pts.), study unit
Day 2	<b>MON</b> – collect homework, Converse w/ students, Continue <b>Unit 1</b> , Vocabulary 1-25, Numbers 1-10, ASL Grammar Rule, Glossing	<b>MON</b> - Study unit 1, Voc, and Number for quiz
Day 3	<b>WED</b> - <b>Greet/Meet, QUIZ 1</b> (Unit 1, Vocab, Numbers 1-10, ASL Grammar, Start <b>Unit 2</b> .	<b>WED</b> - Start reading Dictionary Pages 9-36.
Day 4	<b>MON</b> - Continue <b>Unit 2</b> , Number Rules, , Vocabulary 26-50, Numbers 11-20, Parameters of ASL. Practice Parameters/ASL Grammar	<b>MON</b> - Finish Reading Dictionary Pages 9-36. 2) Write a summary of Pg. 9-36 (10 Pts.) Study Unit 2 Video 1 – Due 3/14 by 8 AM
Day 5	<b>WED-CAMPUS CLOSED</b>	<b>WED</b> ,- Study for quiz 2
Day 6	<b>MON QUIZ 2</b> (Unit 2, Vocab, Numbers 11-20, Number Rules, Parameters), Start/Finish <b>Unit 3</b> , Vocabulary 51-75, Numbers 21-30, 6 sentence type,s Rules on Presenting, Discuss Presentation 1: Self Disclosure,	<b>MON</b> - 3) final Gloss Eng/ASL Self Disclosure (due 3/12. @ 6 pm via Canvas Discussions) (10 Pts.)
Day 7	<b>WED</b> .- Converse w/students- <b>QUIZ 3</b> (Unit 3, Vocab, Numbers 21-30, Rules on Presenting, 6 Sentence Types), Start and Finish <b>Unit 4</b> , Hist. of FS, Classifiers, NMMS, Vocabulary 76-100, Numbers 31-40.	<b>WED</b> - Take home Quiz. Memorize Self Disclosure. Read "Rules on Presenting." <b>MON</b> -
Day 8	<b>MON</b> Presentation 1- Self Disclosure	<b>QUIZ 4 – Take Home</b> (Unit 4, Vocab, Numbers 31-40, Classifiers, NMMS, ASL Grammar)
day 9	<b>WED</b> – Converse w/students, Directional verbs/Symmetry/Iconic handout, Discuss Presentation 2- Family Story, begin writing story, Explain Video 2	<b>WED</b> - Finish writing story, Video 2 – Due 3/21 by 8 pm
Day 10	<b>MON</b> - <b>Start Unit 5</b> , Deaf Culture Lecture, Directional verbs activity, Fam. story Gloss	<b>MON</b> Finish Glossing Family Story Cumulative Questions (20 Pts.)
day 11	<b>WED</b> - Finish <b>Unit 5</b> , Vocabulary 101-125, Numbers 41-50. Family Story grammar review, ASL Grammar Activity Handout	<b>WED</b> - 4) Work on Final gloss for Fam. Story
Day 12	<b>MON</b> - Converse w/students, <b>QUIZ 5</b> (Unit 5, Vocab, Numbers 41-50, ASL Grammar, Directional, Symmetry, Iconic Signs, Deaf Lecture), Start and Finish <b>Unit 6</b> , Vocabulary 126-150, Numbers 51-60. Index Card Handout due 4/1	<b>MON</b> 5) Final GLOSS Family Story Due Fri 4/3 @ 7 pm via Canvas Discussions (10 Pts) Video 3 – Due 4/4 by 9 AM

day 13 Day 14	<b>WED- QUIZ 6</b> (Unit 6, Vocab, Numbers 51-60, Cumulative), Grade Index Cards for Midterm Review (25 Points), Midterm Stations, MIDTERM REVIEW, Pre-midterm test, <b>MON-- MIDTERM</b>	<b>WED-</b> Study for Midterm <b>MON-</b> Continue memorizing Fam. Story
day 15	<b>WED</b> Start <b>Unit 7</b> , Conjunctions Handout, Fingerspelled Loan Signs handout, "Through Deaf Eyes" <b>Spring Break – 4/13/20 to 4/18/20</b>	<b>WED-</b> Watch on YouTube " <b>Through Deaf Eyes</b> " <b>(MUST WATCH = 100 PTS REPORT PAPER)</b>
Day 16	<b>Mon-</b> Converse w/students, Finish Unit 7, Discuss Presentation 3: Scenarios, Vocabulary 151-175, Numbers 61-70. practice Fingerspelled Loan Signs/conjunctions	<b>MON- Prepare for presentation- No make ups</b> egin 7) Conjunctions / FLS Handout (10 Pts)
day 17 Day 18	<b>WED.</b> Presentation 2- Family Story <b>MON – Collect typed report. QUIZ 7</b> (Unit 7, Vocab, Numbers 61-70, Conjunctions, Fingerspelled Loan Signs) Start <b>Unit 8. Explain Scenario Presentation &amp; begin English</b>	<b>WED-Finish Report – TDE (100 Pts)</b> <b>MON-</b> Continue work on Scenario
day 19 Day 20	<b>WED–</b> Converse w/students, Idioms, Continue <b>Unit 8</b> , Vocabulary 176-200, Numbers 71-80. Start unit 9. IDIOMS, Look over English scenario dialogue in class <b>MON-</b> Converse w/students , <b>QUIZ 8</b> (Unit 8, Vocab, Numbers 71-80, Idioms) Start <b>Unit 9</b> , Picture Descriptions 2. Check on Scenario dialogue	<b>WED-</b> Finish Scenario Story in English (5 Pts.) <b>MON-</b> ASL Grammar / ASL – Eng. (10 Pts.)
day 21 Day 22	<b>WED-</b> Converse w/students , <b>Continue Unit 9.</b> Vocabulary 201-225, Numbers 81-90. Pass out Inflection Handout / lecture and homework <b>MON - QUIZ 9</b> (Unit 9, Vocab, Numbers 81-90, ASL - Eng.) Start <b>Unit 10.</b> Collect inflection HW, Lecture Inflections.	<b>WED-</b> Inflection HW <b>MON-</b> Rough Draft for Scenario Due Friday 5/15 @ 6 P.M. via Canvas Discussion (5 Pts)
day 23 Day 24	<b>WED-</b> Continue <b>Unit 10</b> , Vocabulary 226-250, Numbers 91-100. <b>MON- QUIZ 10</b> (Unit 10, Vocab, Numbers 91-100, Time Inflections) Start <b>Unit 11.</b> In Class inflection assignment	<b>WED-</b> Final Gloss Pres 3 Due 5/18 In Class Printed (10 Pts) <b>MON-</b> Time Inflections (15 Pts.)
Day 25 Day 26	<b>WED--</b> Continue <b>Unit 11</b> , Vocab 251-275. Grammar Activities. <b>Monday 5/25/20 Holiday</b> <b>WED- QUIZ 11</b> (Unit 11, Vocab, ASL Grammar), 8 Types of Classifiers, Start and Finish <b>Unit 12</b> , Vocab 276-300.	<b>WED</b> Classifier and NMM (15 Pts.) <b>WED</b> Cumulative Questions (20 Pts)
Day 27	<b>MON—Turn in Cumulative review- QUIZ 12</b> (Unit 12, Vocab, 8 Types of CL), Practice Presentations	<b>MON-</b> Work on Index Cards for Final (25 Pts)
day 28 Day 29	<b>WED-</b> - Scenario Presentations <b>MON-</b> Stations, Final Review, Grade Final Index cards/notebook	<b>WED-</b> Study for final- Organize Notebook Video 4- Video Classifier due 6/6 9am <b>MON-</b> Study for final
Day 30	<b>WED - Final</b>	Final- 6:30 – 9:00 pm

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