

Basic Course Information

Semester:	Spring 2019	Instructor Name:	Liisa Mendoza
Course Title & #:	AMSL 202 - American Sign Language 4	Email:	liisa.mendoza@imperial.edu
CRN #:	20813	Webpage (optional):	None
Classroom:	313A	Office #:	314D
Class Dates:	2/11/19 – 6/7/19 (includes finals)	Office Hours:	MW 8 – 9:30 am TR 9:30 – 10:00 am
Class Days:	MW	Office Phone #:	760-355-6120
Class Times:	9:40 – 11:05 am	Emergency Contact:	Phone or email
Units:	3		

Course Description

The course is a continuation of the American Sign Language skills in fluency developed in AMSL 200. The course increases or strengthens students' expressive and receptive vocabulary competency; however, the major focus of the course continues to be on the expansion of students skills in the idiomatic usage of conversational ASL, awareness of ASL grammar, usage and syntax, and facility in expressive sign language at the intermediate level. The students will expand their knowledge and understanding of Deaf Culture. (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) Incorporate a variety of ASL spatial structures correctly into narrations.
- 2) Narrate your personal stories involving multiple people and events in an ASL manner.
- 3) Examine ASL literary devices and American Deaf humor.

Course Objectives

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

1. Demonstrate a strengthened vocabulary competency of ASL vocabulary.
2. Increase receptive and expressive ASL vocabulary, including vocabulary targeted for complex conversations and topics.
3. Increase understanding of Deaf cultural values and behaviors in relation to language usage in various settings.
4. Increase receptive fingerspelling skills to the intermediate-advanced competency level.
5. Increase understanding of Deaf culture by repeatedly interacting with Deaf people in an environment where ASL is the primary mode of communication.
6. Compose and present narratives that demonstrate a mastery of targeted lexicon,
7. Demonstrate advanced role shifting techniques.
8. Demonstrate correct usage of a variety of advanced classifiers.
9. Demonstrate expressive and receptive ability to identify basic, intermediate and intermediate-advanced facial grammar.
10. Compose and present narratives and informative presentations that reflect targeted grammatical structures.
11. Increase understanding of Deaf culture through examination of Deaf humor, including jokes and stories.

Textbooks & Other Resources or Links

Required text: Signing Naturally, Level 2. (Text and DVD) Lentz, E.M., Mikos, K. & C. Smith. ISBN 0-915035-16-2.

Signing Naturally, Level 3. (Text and DVD). Lentz, E.M., Mikos, K. & C. Smith. ISBN 978-1-58121-135-1.

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 generally be teaching with a voice off approach. 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. 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. 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.

Participation	300 (participation, no voice, following class rules, Deaf interaction)
Homework	150 (includes written and signed homework)
Exams & quizzes	325 (includes written and signed, individual and group)
Presentations	100 (2 @ 50 points each)
Deaf event reports	75 (3 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.

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.

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.

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

DATE	IN CLASS	HOMEWORK
2/11 1	Syllabus, basic road map Review sentence types Review CL types and SCLs Vocab SN 15 PP 61, 77-79	Purchase texts if necessary Review NMMs Review CL notes and packet Read p 60, watch video p 61
2/13	Quiz #1 (CL types, CL identities, CL descriptions) Transitions in ASL WHEN clauses Basic NMMSs & ASL grammar Lab #1 explained	SN video workbook pp 62-64 10 sentences with WHEN clauses Lab #1: WHEN clauses ready Practice vocab SN 15 pp 77-79
2/18 2	NO CLASS: PRESIDENT'S DAY	Finish homework

2/20	Quiz #2 (SCLs – room layouts, sentence types, written knowledge) Lab #1 due and practiced Review WHEN clauses SN 15: Country vocab Describing ethnic background Lab #2 explained	Practice WHEN clauses Review SN 15 vocab pp 80-84 Practice country vocab Practice Lab #1 Prepare Lab #2: cultural background
2/25 3	Lab #1 Lab #2 practiced Practicing ethnic background Remaining vocab SN 15 Lab feedback, practice for Quiz #2	Study and practice for Quiz #2 SN 15 video workbook p 59, 66, 69-70 Practice vocab SN 15
2/27	Quiz #2 (WHEN clauses, cultural background, country vocab) Lab #2: Cultural background Number review: 1-100, 100 and up Signing dates Signing money Lab #3 explained	Practice numbers Lab #3 prepared: 5 events and dates, descriptions Finish SN 15 video workbook: pp 65, 67-73
3/4 4	SN 15 video homework due Lab #3 (dates and events due) Dates and events practices Review for quiz	Practice numbers, dates and events Practice SN 15 vocab Review notes
3/6	Quiz #3 (Dates and events, WHEN clauses, cultural background and country vocab) SN 17 vocab pp 134 – 139 More practice with dates and events	Read SN 17 pp 117-119 Do video workbook SN 17 pp 125 -127 Practice SN 17 vocab
3/11 5	Lab #4 assigned SN 17 vocab pp 140-166 Review and practice vocab	Prepare Lab #4 Practice SN 17 vocab Review for Quiz #4
3/13	Quiz #4 (Dates and events, TBA) Narrating and transitions Review of inflections SN 17 wrap up Lab #4 practice	Do video workbook SN 17 pp 120-124 Review SN 15 & 17 notes and concepts Keep practicing Lab #4 Practice SN 15 & 17 vocab Make sure you bring SN 3 in on Monday
3/18 6	Lab #4 due SN 3 book check Review SN 15 & 17 Begin cumulative review	Review & practice SN 15 & 17 Study for Quiz #5 Finish SN 17 video homework
3/20	Quiz #5 (SN 17 vocab) SN 17 video homework due Exam #1 study guide Presentation #1 options discussed	Study for Exam #1 Practice for Exam #1 Consider Presentation #1 topic
3/25 7	Interactive Section Finals (SN 15, 17) Practice Exam #1	Study and practice for Exam #1 Decide on Presentation #1 topic
3/27	EXAM #1 (SN 15, 17, WHEN clauses, cultural background, dates and events, vocabulary, comprehension, etc.) Presentation #1 topic due	Breathe Read SN 18 pp 22-30 Read SN 18 Exercise 1 (p 2) Read and watch video pp 3-5

4/1 8	SN 18 (SN 3 – yellow book) Role shift and classifier review LCLs introduced Exercise 1 introduced and modeled	Read and watch video pp 8-13 Prepare Exercise 1 (p 2) Read Exercise 2 (p 3)
4/3	SN 18 Exercise 1 practiced Exercise 2 sequence modeled and introduced More role shift exercises ASL narrative structure introduced	Prepare Exercise 2 (p 3) Read and watch video pp 16-21 Improve Exercise 1 Outline Presentation #1
4/8 9	Presentation #1 outline due Quiz #6 (SN 18: Exercise 1 expressive) SN 18: Exercise 2 practiced Classifiers reviewed	Improve Exercise 2 Read SN 18: Exercise 3 & 4 Begin developing Presentation #1
4/10	Quiz #7 (SN 18: Exercise 2 expressive) Exercise 3 introduced and modeled Exercise 4 introduced and modeled	Prepare Exercise 3 Prepare Exercise 4 Review Exercises 1 & 2 Practice Presentation #1
4/15 10	Quiz #8 (SN 18: Exercises #1 & 2 receptive) Practice Exercises 3 & 4 Review Exercises #1-4 Aid with Presentation #1 vocab or classifiers	Improve Exercises 3 & 4 Presentation #1 practiced
4/17	Quiz #9 (SN 18: Exercises #3 & 4 expressive) Deaf Humor introduced Practice Presentation #1 Sign up for 1:1s	Practice SN 18: Exercises 1-4 Practice Presentation #1
4/22, 4/24	NO CLASS: SPRING BREAK	Prepare for 1:1s
4/29, 5/1 11	1:1 with Liisa SN 18: Exercises 1-4 Presentation #1	Improve presentation Practice presentation Review Deaf Humor notes
5/6 12	Deaf Humor review Presentation #1 practice (small groups) Group feedback Presentation #2 specifications	Last chance to improve Presentation #1 Consider Presentation #2 selection
5/8	Presentation #1 SN 20 introduced: Rules we live by	Read pp 64-49, watch video Pick Presentation #2 game
5/13 13	Presentation #2 game selection due SN 20: Cultural Rules (structure and vocab) SN 20: Driving Rules (structure and vocab)	Pick a cultural rule to explain Read SN 20: Exercise 1 (p 54)
5/15	Cultural rule selection due SN 20: Exercise 1 practiced SN 20: Explaining Games (structure and gloss)	Prepare cultural rule presentation Practice SN 20: Exercise 1 Gloss Presentation #2 Develop Presentation #2
5/20 14	Quiz #10 (Cultural rule presentation) Game gloss due Quiz #11 (SN 20: Exercise 1 – expressive)	Practice Presentation #2
5/22	Questions regarding Presentation #2 Presentation #2 practice (small groups)	Practice Presentation #2 Improve Presentation #2
5/27	NO CLASS: MEMORIAL DAY	Keep practicing Presentation #2

		Bring all supplies in
5/30	Presentation #2 practice (bring in game supplies) Final questions for Presentation #2	Keep improving Presentation #2
6/3, 6/5	FINAL: GAME DAYS	Celebrate surviving ASL 4 Sign up for ASL 5

*****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.