

### Basic Course Information

Semester:	<b>Fall 2019</b>	Instructor Name:	<b>Liisa Mendoza</b>
Course Title & #:	<b>AMSL 102 - American Sign Language 2</b>	Email:	<b>liisa.mendoza@imperial.edu</b>
CRN #:	<b>10441</b>	Webpage (optional):	<b>None</b>
Classroom:	<b>313A</b>	Office #:	<b>314D</b>
Class Dates:	<b>8/19/19 – 12/13/19 (includes finals)</b>	Office Hours:	<b>MW 8 – 9:30 am TR 9:30 – 10:00 am</b>
Class Days:	<b>TR</b>	Office Phone #:	<b>760-355-6120</b>
Class Times:	<b>10:15 am – 12:50 pm</b>	Emergency Contact:	<b>760-355-6337</b>
Units:	<b>4</b>		

### Course Description

Receptive and expressive skills will be further developed through vocabulary enrichment, grammar practice, and interactive conversational exercises. Deaf culture norms and traditions will be studied in class.

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

Recommended preparation: AMSL 100

### 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) Distinguish correct facial grammar for six basic sentence types, recognizing the type of sentence that is being produced.
- 2) Convert simple written English sentences to grammatically correct ASL sentences.
- 3) Identify some historical features and developments in American Deaf culture.

## Course Objectives

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

1. Demonstrate knowledge of approximately 30-35 new vocabulary signs per week.
2. Recognize commonly fingerspelled words up to five letters at a beginning-intermediate pace.
3. Demonstrate basic knowledge of number incorporation relating to time signs.
4. Discuss in ASL topics related to employment, sports, activities, health and illness, classes, and current events.
5. Express skill, opinions, satisfaction, beliefs and advice with the selection of the appropriate signs.
6. Politely decline an ASL request or invitation.
7. Give directions to specified locations and describe the locations using classifiers.
8. Demonstrate knowledge of Deaf Culture's use of modern technology for accessible communication.
9. Describe important events in American Deaf history, including the Congress of Milan.
10. Display and recognize correct facial grammar for conditional sentences and rhetorical questions.

## Textbooks & Other Resources or Links

**Required text:** Learning American Sign Language. (Second Edition). Humphries, T. & C. Padden. ISBN 0-205-27553-2

**Required website:** ASL Inside (basic). Fingerspelling website.

**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. Extra credit can be earned by submission of an extra Deaf event report.

Participation	90 (includes participation, no voice, following class rules)
Homework	190 (includes written and signed homework)
Labs	50 (voice off practice on days indicated)
Exams	300
Quizzes	120
Deaf event report	50
Presentations	75 (3 @ 25 points each)
Section finals	75 (3 @ 25 points each)
Interactive final	50 (signing one on one with the instructor)
<b>TOTAL</b>	<b>1,000</b>

**You must attend a Deaf Event during the semester. A Deaf Event is an event where signing is either the primary mode of communication or where you are observing upper level signers or skilled interpreters. You will receive credit for the event by turning in a typed report reflecting on the event. We will have at least 6 events for you to attend during the semester. At least 3-4 events will be on campus. Your event report is due one class week after the event occurs.**

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**

**PH** = Padden & Humphries (blue book)

DATE	IN CLASS	HOMEWORK
8/20 (T)	Syllabus, course expectations Review: NMMs, ASL Grammar PH 11: Vocab PH 11: To be out of Number review	Purchase text Read syllabus Review PH 11 vocab Practice numbers 1-100 Read PH 11 & 12
8/22 (R)	Signing money review Grocery shopping model PH 12: Vocab PH 12: To not work Lab #1: Signing money, numbers, food	Make grocery list of 10 Practice shopping pattern Practice signing money Practice PH 11 & 12 vocab Practice PH 11A – 12B
8/27 (T)	<b>Quiz #1 (PH 11 &amp; 12)</b> Grocery list due PH 12: Requests, refusing requests In class practice Basic glossing review	Gloss PH 12C – ASL correct Practice PH 12C Read PH 13
8/29 (R)	<b>Quiz #2 (grocery shopping)</b> PH 12C due PH 13: Vocabulary PH 13 grammar: Conditional sentences, satisfaction Presentation #1 specifics Lab #2: PH 11, 12, 13	Practice PH 13A – 13C Gloss & practice PH 13B Pick partner for Pres #1 Practice 5 sentence types Read PH 15 6 NMM index cards
9/3 (T)	PH 13B due PH 15 vocabulary PH 15 grammar: more refusals Coordination of Presentation #1: develop script	Practice PH 15A – 15C Review NMMs, PH 13 Practice PH 15 vocab Finish script for Presentation #1
9/5 (R)	<b>Quiz #3 (PH 12, requests &amp; refusals in ASL)</b> Script due Cumulative review: PH 11, 12, 13, 15 Lab #3: Gloss for presentation #1, vocab Presentation #1 coordination	Gloss Presentation #1 Review PH 11, 12, 13, 15 Review for exam
9/10 (T)	<b>Quiz #4 (PH 13, NMMs)</b> Gloss due for Presentation #1 Study guide for Exam #1 PH 14 vocab Lab #4: Presentation #1 practice, PH 15 practice Practice Exam #1 Review for Exam #1 Presentation #1 practice	Practice Presentation #1 Review PH 11-13, 15 Study for Exam #1
9/12 (R)	<b>Interactive Section Finals (rotations)</b> <b>EXAM #1 (PH 11, 12, 13, 15; NMMs, basic ASL grammar, requests, refusing requests, grocery shopping, sentence types, conditionals )</b>	Read PH 14 Practice PH 14 vocab Review notes Practice Presentation #1



	Presentation #1 practice	
9/17 (T)	<b>Presentation #1</b> Signing time: clock time, number incorporation Classifier types PH 14 grammar: Skills continuum, conjunctions	Read PH 16 Practice PH 14A – 14C Practice signing clock time
9/19 (R)	<b>Quiz #5 (PH 14)</b> PH 16 vocab PH 16 grammar: spatial location, signer's perspective Lab #5: PH 14 & 16 Events and calendars in ASL	Practice PH 16A – 16C Prepare calendar Practice calendar Read PH 17
9/24 (T)	Calendar due PH 17 vocab PH 17 grammar: suggestions and advice in ASL Use of BORED in ASL Lab #6: Calendar and events	Practice PH 14, 16, 17 Practice events and calendar Read PH 18
9/26 (R)	<b>Quiz #6 (PH 16 &amp; 17)</b> Lecture: Congress of Milan Review: PH 14 -17 Presentation #2 specifics Lab #7: PH 14 - 17	Practice PH 14A – 17C Pick partner for Presentation #2
10/1 (T)	PH 18 vocab PH 18 grammar: attitudes and opinions in ASL, quantifiers Lecture: AG Bell and oralism Presentation #2 coordination, script development	Practice PH 18 vocab PH 18A – 18C Finish script for Presentation #2 Begin review Exam #2 Review PH 14 - 18
10/3 (R)	<b>Quiz #7 (Calendar)</b> Review Script for Presentation #2 due Study guide for Exam #2 Lab: PH 14, 16, 17, 18	Review PH 14, 16, 17, 18 Finish script Study for Exam #2 Review for Exam #2
10/8 (T)	<b>Quiz #8 (Congress of Milan, AG Bell)</b> Practice Exam #2 Script for Presentation #2 due, vocab modeling Gloss coordination for Presentation #2	Study for Exam #2 Gloss Presentation #2 Practice Presentation #2
10/10 (R)	Presentation #2 gloss due <b>Interactive section finals #2 (rotations)</b> <b>EXAM #2 (PH 14 -18; suggestions and advice, opinions and attitudes, quantifiers, time signs, conjunctions, calendar and events, continuums, Congress of Milan)</b> Presentation #2 practice	Read PH 19 Practice Presentation #2
10/15 (T)	PH 19: vocab PH 19 grammar: facial adverbs Presentation #2 practice	Practice Presentation #2 Review lecture notes Practice PH 19A – 19C

	Lab #6: Presentation #2 practice	Read PH 20
10/17 (R)	<b>Presentation #2</b> <b>Quiz #9 (PH 19, facial adverbs)</b> PH 19: Temporal inflection Lecture: DPN Lab #7: facial adverbs, temporal inflection	Review PH 19 vocab Practice facial adverbs, temporal inflection
10/22 (T)	PH 20: Temporal inflection, intensity inflection PH 20: Vocabulary Lab: facial adverbs, temporal inflection, intensity inflection, PH 19 & 20	Practice PH 20A – 20C Practice PH 20 vocab Read PH 21
10/24 (R)	<b>Quiz #10 (PH 19 &amp; 20, facial adverbs, temporal inflection, intensity inflection)</b> PH 21: Vocabulary PH 21: Rhetorical questions Presentation #3 specifications Lab #8: PH 19 – 21, 1:1 prep	Review PH 11 – 20 Practice PH 21 vocab Gloss and practice 10 rhetorical sentences Read PH 22 Pick Presentation #3 topic
10/29 (T)	<b>1:1 Quiz with Liisa (PH 19 &amp; 20)</b> PH 22: Vocabulary PH 22: Symptoms, denials, ICLs Lab #9: PH 19-22	Outline Presentation #3 Practice PH 22 vocab Study for Quiz #10 Read PH 23
10/31 (R)	<b>Quiz #11 (PH 21 &amp; 22)</b> <b>1:1 Quiz with Liisa (PH 19 &amp; 20)</b> Presentation #3 topic & source due PH 23: Vocabulary PH 23: Clauses as topics, use of WORSE Study guide for Exam #3 Lab #9: PH 19-23, Presentation #3 vocab	Review PH 1-22 Practice PH 23 Presentation #3 structure id Review PH 19-22
11/5 (T)	<b>Quiz #12 (PH 23)</b> Practice Exam #3 Review: DPN Lab #10: PH 1 – 23	Practice PH 19 – 24 vocab Review PH 1-24 Practice PH 19A – 23C Review for Exam #3
11/7 (R)	<b>Interactive Section Finals #3 (rotations)</b> <b>EXAM #3 (PH 19 – 23, 6 sentence types, glossing, facial adverbs, temporal inflection, intensity inflection, DPN, etc.)</b>	Review for Exam #3 Practice PH 19A – 24C Practice Presentation #3 Conversational review Study for Exam #3 Review PH 1-24
11/12 (T)	<b>NO CLASS (Liisa out)</b>	Outline for Presentation #3 List vocab needed for Presentation #3
11/14 (R)	PH 24 vocabulary ( <b>SUB</b> ) Lab: review and conversation PH 1-24	Identify structures in Presentation #3 (Gloss if you want)
11/19 (T)	<b>Presentation #3 outline due</b> <b>Presentation #3 structure identification due</b>	Practice Presentation #3

	<p><b>Presentation #3 vocab needed due</b>                  PH 24 review                  Presentation #3 vocab and assistance                  Presentation #3 practice</p>	
11/21 (R)	<p>Presentation #3 vocab and assistance                  Presentation #3 small group practice                  Presentation #3 big group practice (feedback)                  Cumulative lab PH 1 - 24</p>	<p>Improve Presentation #3 based on feedback</p>
<b>11/26, 11/28</b>	<p><b>NO CLASSES: THANKSGIVING BREAK</b></p>	<p>Avoid turkey coma                  Come back                  Practice Presentation #3</p>
12/3 (T)	<p><b>Final Deaf Event Reports due (except last play)</b>                  Presentation #3 practice                  Group feedback                  Lab #11: Cumulative                  Guidelines for finals</p>	<p>Practice Presentation #3</p>
12/5 (R)	<p><b>Presentation #3</b>                  Review for finals, cumulative labs, prep for finals                  Sign up for finals</p>	<p>Practice for final</p>
<b>12/10, 12/12</b>	<p><b>FINALS: Interactive conversations with instructor, by appointment only</b></p>	

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