Imperial Valley College Syllabus
AMSL 102 4 Units
Prerequisite: AMSL 100

Course Description: (from catalog)
Sign language vocabulary enrichment and fingerspelling drill to increase speed, accuracy, and rhythm in expressive and expressive ability. Emphasis will be bases upon clarity of performance and appropriateness of vocabulary. Ethics, certification, role, and procedures of professional interpreting will be examined. Provides introductory sign to voice and voice to sign interpreting practice. (CSU, UC)

Instructor Info
Alex Garcia
M.A. Education of the Deaf, and Deaf and H.H. Teaching Credential
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Required Text:

Other materials used in class:
ASL University www.lifeprint.com lessons 20-45

Course Objectives:
1. Students will continue to build upon existing vocabulary and sentence structure of ASL
2. Students will learn more about Deaf culture, their community, and values.
3. Students will learn about the field of interpreting

Course Goals:
1. Students will learn about ASL grammatical features such as: ASL five parameters, types of questions, verb vs. noun, iconic vs. arbitrary signs, loan signs.
2. Students will learn to change Basic English sentences into ASL.
3. Students will practice and sign ASL stories.
4. Students will learn to ask and answer questions in ASL.
5. Students will learn to ask and give directions.
6. Students will practice dialogues with the instructor and classmates
7. Students will continue practicing fingerspelling and numbers.

Grading:
Attendance: 31x5= 155
Quizzes: 12x25= 300
Song presentation: 100
Class Binder/notebook: 50
Sing to Voice: 30
Game: 20
Research paper and presentation: 50
Autobiography: 10
Funny Event: 10
Cooking Recipe: 20
Bring 3 items: 15
T.V. Commercial: 10
Children’s Book: 50
Final Examination: 150
Total Points: 1000

Teaching Strategy:
New vocabulary and class activities are introduced using a “No Voice” approach (the Functional-Notional Approach). Most of the class will be conducted in “No Voice”. During times of “No Voice” the class is encouraged to ask for clarification, questions and any comments using sign language, mime and gestures. The instructor needs to know when and what you don't understand so that he can supplement the activity and vocabulary he is trying to introduce. The instructor will decide when to use voice for clarification. Students can lose points for speaking out loud and telling their friends the answer. Please don't be voicing the answers for your friends because you are not helping them out. They need to figure things out for themselves and when the test comes they will not understand because they were relying on someone else to tell them the answer.

Attendance:
Attendance is required. Students who miss class will be deducted 5 points per class. Points will be deducted from students coming late or leaving early from class.

Makeup work:
Only two class assignments and/or projects can be makeup. The student must make up the work within a week.

Recommended books:
For Hearing People Only Matthew S. Moore and Linda Levitan 1993
Signing: How to Speak with Your Hands by Elaine Costello 1995

Disabled Students Programs and Services:
The DSPS program is designed to provide supportive services to students with physical disabilities, learning disabilities, and health problems. The program provides preferential registration, counseling, class scheduling, tutoring, mobility assistance, interpreting, Braille, transcribing, adaptive physical education, special parking and nursing assistance. Phone number: 760-355-6312
Class Schedule

Note: All homework will be due/presented the following class meeting.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Homework/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>April 21</td>
<td>Orientation, Intro, Syllabus, ASL grammar, ASL activities-Quick review Units 1-11</td>
<td>Unit 17, Deaf culture notes干 homework 8: Bring 3 items that are meaningful to you. Game: 1 Game: 2</td>
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<td>2</td>
<td>Feb 17</td>
<td>Deaf Culture notes, Unit 12</td>
<td>Quiz 8, ASL activities dry homework 9: Research about a famous deaf individual. No Hellen Keller Group Presentation: 1</td>
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<tr>
<td>3</td>
<td>Mar 1</td>
<td>Deaf Culture notes, presentations, signing activities</td>
<td>Quiz 9, Unit 19 TV commercial</td>
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<tr>
<td>4</td>
<td>Mar 8</td>
<td>Unit 14                     Work on children's book</td>
<td>Quiz 10, Unit 20 TV Commercial Group 2</td>
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<td>5</td>
<td>Mar 15</td>
<td>Book presentations group 2, Unit Cities/Places</td>
<td>Quiz 11, Unit 22 write a funny/humorous even in your life Story 4 Game: 1</td>
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<td>6</td>
<td>Mar 17</td>
<td>Presentations, ASL activities</td>
<td>Quiz 12, Unit 23</td>
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<td>7</td>
<td>Mar 22</td>
<td>Unit 16 In class activity: Write a play</td>
<td>Review For Final</td>
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<td>8</td>
<td>April 12</td>
<td>Voice to Sign Group 1, ASL activities</td>
<td>Final Exam</td>
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<tr>
<td>9</td>
<td>April 19</td>
<td>Song Presentations(midterm assignment)</td>
<td>Review For Final</td>
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