**American Sign Language & Deaf Studies**

**ASL 2010**

**Fall 2025 Syllabus**

**Instructor:**

**Email:**

**Course Description**

Reviews and builds upon the grammar and conversation skills learned in the first year courses. Concentrates on understanding and acquiring more advanced conversational proficiency in ASL. Emphasizes the use of various kinds of ASL classifiers in the function of describing objects and in providing locative information. Analyzes Deaf culture with an emphasis on the struggles of this linguistic minority with a majority controlled educational establishment with particular attention to the effects on individual Deaf lives.

**Attention Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747. Accessibility Services is located on the Orem Campus in BA 110. Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu) DHH is located on the Orem Campus in BA 112.

**Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work. Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices. Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct.*

**Prohibit Classroom Recordings**

The recording of class lectures and discussions is expressly forbidden (except under disability

accommodations). This prohibition is to preserve a "legitimate pedagogical objective" (e.g., candid classroom discussion). The automated recordings made of this class may be used **only** for personal study. Any other use or distribution is a violation of student conduct and can result in academic discipline and civil repercussions.

**Required Materials**

1. The Deaf Community in America: History in the Making

ISBN: 978-0786463978

Author: Melvia M. Nomeland, Ronald E. Nomeland

Publisher: McFarland

Edition: 2011 (latest)

2. Hill, Brandon, *Signlens Basic,* SmartASL, LLC.

This is an ebook available for Apple Books or Kindle. The Apple Books version much prefered because it includes a variety of animation and video features that the Kindle platform does not allow. (Kindle has links to online versions.) This book is now required for all ASL classes at UVU. It is a one-time purchase that works across all Apple devices and will always automatically update any time there is a new release. There will never be an additional charge for upgrades.

Purchase SignLens Basic here:

* 1. Apple Books (prefered): <https://books.apple.com/us/book/signlens-basic/id1580650900>
  2. Kindle: <https://www.amazon.com/SignLens-Basic-Brandon-R-Hill-ebook/dp/B09DM77WB4/ref=sr_1_1?crid=3UKFYRERV7JKX&dib=eyJ2IjoiMSJ9.R6HPB5RR8rJYf1eWKRYWiQ.8dT1CvKtFO2ZwAAYO-Qa3SvBd0TLqsmJ-e9EFFs6P6M&dib_tag=se&keywords=signlens+basic&qid=1724090065&sprefix=signlens%2Caps%2C110&sr=8-1>

Then further down, after I describe the assignments for the class, I inserted a new

section:

**Video Submissions**  
Video submissions for assignments other than short messages and/or discussion chats must adhere to the video production standards for ASL set forth in the required ebook *SignLens Basic*. This is the 'style' the ASL & Deaf Studies program uses, just as various disciplines require adherence to writing styles like APA, MLA, Chicago, etc. Submissions that do not adhere to these principles will not be eligible for full credit. In cases where the formatting differs significantly, submissions may be rejected outright.

**Course Outline**

* Unit 9 - My Home
* Unit 10 - Finances and the Workplace
* Unit 11 - Wellness and Fitness
* Unit 12 - Destinations

**Course Rationale & Objectives**

Upon successful completion, students should be able to:

1. Demonstrate an advanced conversational use of ASL, specifically in the use of classifiers to describe objects and locative information.
2. Demonstrate increased awareness of Deaf culture and Deaf-world's struggle with oppression and their battle for the right to participate in decision making affairs impacting their community and culture.
3. Describe the effects of current and past educational practices on individual lives within Deaf culture and the Deaf-World.
4. Demonstrate knowledge and recognition of some of the complexities present in Deaf community, Deaf culture and the Deaf-World.
5. Demonstrate the ability to interrelate knowledgeably, responsibly, and respectfully within the context of Deaf society: community, culture and the Deaf-World.
6. Traits Upon successful completion, students should have the following attitude(s)/traits: 1 - An appreciation for the complexity of the four dimensions of the signing medium. 2 - A respect for cultures and interpretive frameworks that differ from the students' own. 3 - A desire to better understand the languages and cultures of the world.

**Assignments and Grades**

Note: All assignments are due at midnight on the assigned date.

**Course Grading System:**

Your comprehension and production skills will be evaluated regularly. You will also be evaluated on your preparation for class activities and your assignments outside of the class.

**Attendance & Participation Discussion (5%)**

Attendance is mandatory and participation is the key to success. Students are responsible for learning the material discussed and finishing assignments given during class whether a student attends class or not. Any changes to the schedule will be announced in class. You may have THREE absences without having it impact your grade. If you can’t come to the class with good reason and email me before the start of class.

**TRUE+WAY ASL (TWA) e-Workbook assignments/ Quiz/ The Deaf Community in America: History in the Making (20%)**

This workbook is designed to retain and reinforce what is learned in the classroom. Complete the assigned workbook assignments by assigned due dates announced in the class.

You are required to read the assigned chapter. All quizzes will be open book, so your responses are expected to be thorough and thoughtful. Quizzes may not be taken late.

**ASL Group/ ASL Lab/ ASL activity (25%)**

You are to meet with an ASL tutor for 15-30 minutes. You can sign up for an appointment here - <https://www.uvu.edu/lang/hub/>

At the end of the semester you are required to have completed a total of five sessions. At the end of the semester, the tutoring lab will send me a document demonstrating your overall attendance which will then be graded. You are not required to upload anything.

You will have practice with an ASL group for 20-30 mins and 7 times in a semester. You have practice conversation with the students who know ASL.

You will have to go ASL activity 2 times in a semester.

Capture moments from your activity with photographs. Submit these images along with a one-page summary on Canvas under “ASL Activity Pictures and Summary.” Your summary should reflect on the learning outcomes, areas for improvement, and your overall experience, highlighting both positive and negative aspects.

ASL is deeply connected to Deaf culture. Activities might include researching Deaf history, participating in Deaf community events, or learning about culturally significant practices. Practicing ASL through assignments helps develop fluency and improves one's ability to communicate effectively with Deaf individuals. It builds skills in both receptive (understanding) and expressive (producing) aspects of the language.

**Unit Tests SOAR & Comprehension & Production (25%)**

The Self-Observation Assessment Review (SOAR) videos at the end of each unit in *TRUE+WAY ASL* e-Workbook website.

Unit tests will cover all material presented to that point of the class. They will include information from quizzes, *TRUE+WAY ASL*, class notes, handouts, lectures, vocabulary videos, as well as your comprehension and production skills. There will be no make-up of the tests except under circumstances I deem to be extreme or unique.

**Final Exam Production (25%)**

This expressive final will include comprehension and production, information from the workbook, videos shown in and out of class, vocabulary videos, class assignments, and discussions. There will be no make-up of the final exam except under circumstances I deem to be extreme or unique.

See below for what is composed of your final grade:

|  |  |
| --- | --- |
| **Assignment** | **Weighted Percentage for Course** |
| Attendance & Participation Discussion | 5% |
| E-Workbook Assignments / Quiz/ For Hearing People Only | 20% |
| ASL Lab(5)/ ASL Group(7) / ASL Activity(2) | 25% |
| Soar & Comprehension & Production Exams  (Unit Test) | 25% |
| Final Production Exam | 25% |
| Total: | 100% |

***COURSE EVALUATION***

Grading Scale Letter grades are based on this breakdown:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | **%** | **Grade** | **%** | **Grade** | **%** |
| A | 94-100 | B- | 80-82 | D+ | 67-69 |
| A- | 90-93 | C+ | 77-79 | D | 63-66 |
| B+ | 87-89 | C | 73-76 | D- | 60-62 |
| B | 83-86 | C- | 70-72 | E | 0-59 |

**ASL Zone**

This class will be taught in ASL. We will maintain a culturally-appropriate and accessible environment at all times. There should be no need for spoken language in the classroom (including before or after class). This is a Deaf space. Please help each other respect the ASL Zone!

**Cell Phones/iPad/Laptop**

Cell Phones/iPad/Laptop are **NOT ALLOWED** in the class at all. But if there is an emergency, please notify your teacher and depart while using the phone. Please RESPECT this rule in the classroom.

**Essential Learning Outcomes**

Upon successful completion of your coursework at Utah Valley University you should have acquired confidence and proficiency in the following areas:

1. Integrated & Applied Learning

2. Intellectual Practical Skills

3. People of Integrity

4. Professional Competency

5. Stewards of Place

6. Knowledge Foundation Learn more about UVU's Essential Learning Outcomes: <https://www.uvu.edu/catalog/> current/policies-requirements/essential-learning-outcomes.html

**Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in

employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education’s Office for Civil Rights or UVU’s Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

**Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities.

Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work. To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict. While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.

**Student Resources**

Student Care Webpage—https://www.uvu.edu/studentcare/

Before we start, I want you to know about two UVU webpages. The first is the Student

Care page. I encourage you to visit it so you are familiar with the many resources

available to students. If your basic needs are not being met, or if life issues are causing

you stress and distracting you from your studies, you won't be able to maximize your

efforts to educate yourself. The resources available here include food, health, housing,

and safety. And watch out for others who might need help but whom might not know

these resources exist. If you or anyone you know needs help, you can email

[care@uvu.edu](mailto:care@uvu.edu) for assistance.

Student Success Webpage—https://www.uvu.edu/success/resources.html

The second is the Student Success page. Here you find resources aimed at helping

you in all sorts of ways ranging from passing your next test, paying for college, and

finding a community on campus.

**Student and Faculty Conduct**

**Student Responsibilities and Behavior**

Students are expected to perform in accordance with the Student Rights and Responsibilities Code - Policy 541 (<https://www.uvu.edu/studentconduct/students.html>). This includes the following:

*•* Attend and actively participate in class regularly.

*•* Learn to use and navigate Canvas through the tutorial and contact the Help Desk (See UVU Policies & Services or Get Help menu to your left) if you

have any problems with "technology-related" aspects of the course.

*•* Learn and use the communication tools in the online course to be present and meaningfully participate.

*•* Be accountable for course requirements, including adequate preparation through related course materials, and learning activities.

*•* Complete all assignments on time as noted in the lessons.

*•* Abide by ethical standards. Your work must be your own.

*•* Contact me as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension. Extensions are only given when a viable emergency exists AND you have communicated with me early.

**Instructor Responsibilities:**

As the instructor, I will:

*•* Respond to emails promptly, within 24 hours on school days. If multiple emails are received regarding the same question or concern, they may responded to with an Announcement to the entire class.

*•* Provide timely, meaningful and constructive feedback on assignments.

*•* Help guide and facilitate students through course material to provide an effective learning experience.

*•* Refer students to appropriate services for issues that are non-course content specific. For instance, technical issue, writing labs, accessibility services,

etc.

*•* Mentor students through the course.

Everything else is the student’s responsibility.

**University Polices**

Please check this link. [www.uvu.edu/policies/manual/index.html](http://www.uvu.edu/policies/manual/index.html)

**UVU Cares**

Please check this link. [www.uvu.edu/studentcare/](http://www.uvu.edu/studentcare/)

**AI Statement**

The use of AI tools is not outright prohibited in this course for all purposes. In fact, AI can be a powerful and beneficial resource, and learning to use these tools effectively is a valuable skill for your academic and professional future. We will explore how to use AI tools effectively—not just appropriately—so you can maximize their potential. That said, it is essential to distinguish between using AI as a learning aid and misusing it to produce work you claim as your own. Submitting AI-generated content as your original work is not acceptable; it is plagiarism, However, AI tools can be appropriately used for many things including:

• Developing and refining ideas.

• Exploring counterarguments.

• Receiving feedback on areas where your work might improve.

In fact, I used AI to help me revise this statement. The key is to use AI to enhance your learning experience and deepen your understanding, not to bypass the effort required to grow intellectually. If you’re using AI to help you learn and engage with the material—taking full advantage of your educational opportunity—you’re on the right track. When you approach school as an opportunity for growth rather than an obligation to fulfill, you unlock its full potential.

**Problem Resolution**

Problems or concerns should be addressed to the instructor first (in most situations). If a student’s concern is related to ordinary course issues, the student must address the issue with their instructor first. Examples of ordinary course issues include but are not limited to: concerns about a grade, deadlines, or topical matters. If a student issue is an ordinary course issue and they don’t reach out to the instructor first, the student will be referred back to their instructor. If a student’s concern is not resolved after speaking with their instructor, the student may speak with the Program Coordinator.

**Significant Concerns**

If a student issue is not resolved after reaching out to their instructor, or if it involves a significant concern (e.g., the instructor often cancels class, doesn’t grade assignments, etc.), a student may contact the ASL & Deaf Studies Program Coordinator, Dr. Bryan Eldredge.

**Arranging an Appointment**

You can arrange an appointment with him by emailing the Department of Languages & Cultures’ Admin III, Stephanie Vasquez at [Stephanie.Vasquez@uvu.edu](mailto:Stephanie.Vasquez@uvu.edu).





