



Master Course Syllabus

Semester: Fall

Year: 2025

Course Prefix: Language and Culture

Course and Section #: 2020G-601

Course Title: Interm American Sign Language II

Credits: 4

Course Description

Continues applied conversation use of ASL through literature, narratives, poetry, and creative sign play. Analyzes ASL grammatical principles and Deaf cultural experiences to explore and understand various underlying metaphors found in ASL literature. Requires Deaf community exposure and involvement.

Course Attributes

This course has the following attributes:

- ☒ General Education Requirements
- ☐ Global/Intercultural Graduation Requirements
- ☐ Writing Enriched Graduation Requirements
- ☐ Discipline Core Requirements in Program
- ☐ Elective Core Requirements in Program
- ☐ Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name:

Student Learning Outcomes

1. Demonstrate applied conversational use of ASL through narratives, poetry, and creative sign play.
2. Show understanding of and duplicate the morphology and phonology intrinsic to ASL literature.
3. Identify the duplicate metaphors underlying ASL literature. 4 - Apply linguistic concepts learned in previous courses in an interactive and creative format.
4. Demonstrate knowledge and recognition of many of the complexities present in Deaf culture.
5. Demonstrate the ability to interrelate knowledgeably, reflectively, and respectfully within the context of Deaf culture.
6. 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.

7. Traits Upon successful completion, students should have the following attitude(s)/traits: 1 - A more thorough appreciation for the complexity of the four dimensions of the signing medium. 2 - A heightened respect for cultures and interpretive frameworks that differ from the students' own. 3 - An increased desire to understand the languages and cultures of the world, particularly as represented through language art forms.

Course Materials and Texts

1. Seeing Voices: A Journey Into the World of the Deaf. Sacks, O. (2000). Vintage; Reprint Edition. (There are several editions, any editions will be accepted)

2. True+ Way ASL e-workbook Unit 13-15

3. You will need access to a computer or mobile device with a webcam. If you do not have access to this, you can also use one of the computer labs on campus.

Course Requirements

Course Assignments, Assessments, and Grading Policy

* Attendance & Participation Discussion: 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 for a good reason, please email me as soon as you can before or that day of class (5% of overall grade)

* Homework: Weekly e-workbook assignments are designed to retain and reinforce what is learned in the classroom. Complete the assigned workbook assignments by assigned due dates announced in the class and canvas. You are required to read the assigned chapters in "Seeing Voices" and we will have discussions in class. Your participation will count on your grades. (20% of overall grade)

* ASL Group/ASL Lab/ ASL activity: **Lab**-You are to meet with an ASL tutor for 15-30 minutes 5 times this semester. To schedule an appointment with a tutor, go to <https://www.uvu.edu/lang/hub/> You will need to practice conversation outside of class with any other ASL signers for 20-30 mins 7 times in a semester. **Activity**- You will need to attend any UVU ASL Club activities or Deaf community activities. You will need to attend 2 times in a semester. Your summary should reflect on the learning outcomes, areas for improvement, and your overall experience, highlighting both positive and negative aspects. You may submit a photo of the activity, but I need to see your typed report too.

For more information about UVU ASL Club activities or any Deaf Community activities will be announced in class or on canvas. You may find more information on the "ASL Club at UVU" Facebook page.

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. (25% of overall grade)

*Exams and SOAR: The Self-Observation Assessment Review (SOAR) videos at the end of each unit in TRUE+WAY ASL e-Workbook website, you are to sign the stories in ASL. We will have the opportunity to complete and practice this in class. Your participation in class will count as your grade.

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. (25% of overall grade)

*Final Exam: 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. (25% of overall grade)

A 100-94	B- 83-80	D+ 69-67
A- 93-90	C+ 79-77	D 66-64
B+ 89-87	C 76-74	D 63-60
B 86-84	C- 73-70	F 59-0

Required or Recommended Reading Assignments

All required readings use chapters from the course text that align with the lectures below.

General Description of the Subject Matter of Each Lecture or Discussion

Unit 13: Narrative Building Blocks

13.1: Describing Concepts (sizes, intensifiers, shapes, surface, appearances, taste touch, feelings and personality/qualities)

13.2: Onomatopoeia (animals, action, body & bodily functions, visual noise, elements like earth, air/wind, fire and water)

13.3: Colors (color range, mixing, identifying products through color)

13.4: Opening & Closing (time-related non-manual markers, telling a short story using time expression)

Unit 14: Narrative

14.1: Who did What to Whom? (possible directions, TO+adverbs, location)

14.2: Constantly and Repeatedly (temporal aspects, regularly, hurriedly, continually, prolongedly)

14.3: Becoming the Character (surrogates, personification, anthropomorphism, perspective)

14.4: Putting it All Together (History of ASL storytelling, story structure, essential components, types of stories, Deaf narrative themes)

Unit 15: History

15.1: US and Canadian History (registers, specialized discourses, year and year ranges)

15.2: US and Canadian Deaf History (discussing the past, origins of ASL, Deaf History, Early ASL, technology)

15.3: Breaking Records (Firsts, Incredible Records, Biographies, famous firsts, world records)

15.4: Museums and Historical Tours (Deaf museums, museums access, museum terminology, museums experiences)

Required Course Syllabus Statements

Generative AI

A note on the use of artificial intelligence (AI) tools. The use of artificial intelligence is not prohibited in itself. There are many beneficial uses, and you will do well to learn how to use AI tools effectively. We will discuss this during the semester. Just keep in mind, that it is not appropriate to have an AI tool produce work that you submit as your own. It is appropriate to

use AI tools to help you develop ideas, explore counter arguments, get feedback on areas your work might improve, and for many other uses.

If you find that you are using AI to help you learn (e.g., to take full advantage of your educational opportunity) rather than to do work for you so you can turn something in (e.g., educational obligation), you are probably doing it right. When you see school as an opportunity rather than as an obligation, you open the door to the full benefits.

Using Remote Testing Software

☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/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 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

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](#).

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 – 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. 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.