



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Fall

**Year:** 2025

**Course Prefix:** asl

**Course and Section #:** ASL 3000-002

**Course Title:** Technology for Deaf Studies

**Credits:** 3

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### *Course Description*

“Examines various forms of media that will help Deaf Studies students succeed in both the pursuit of their academic degrees and in real-world work environments. Draws on the theoretical approaches of the Visual Culture field to explore visual theory, museums, memorials, film and video. Gives in-depth instruction in the use of multiple digital technologies used in higher-level Deaf Studies classes and in work environments associated with Deaf people. Taught in ASL.”

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### *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.*

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### *Instructor Information*

**Instructor Name:** John Hill

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### *Student Learning Outcomes*

1 Explain how society constructs disability and contrasts it with perspectives from disability studies and Deaf studies.

2 Describe the historical, social, political, religious, philosophical and cultural influences on both Deaf and disabled peoples.

3 Apply the principles taught in courses to conduct self-analysis toward understanding societal constructs of disability and of Deaf peoples.

4 Describe how audism and oppression is enacted against various cultures, communities, and peoples.

5	Analyze students' own role in contributing to audism and oppression, both interpersonally and in intercultural forms.
6	Evaluate how one's own cultural values compare with those from different backgrounds.
7	Discuss stereotypical cultural conceptions and recognize the complexity and variety of different cultural groups.
8	Analyze global or intercultural issues.

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## ***Course Materials and Texts***

- 1. Hill, Brandon, *Signlens Basic*, SmartASL, LLC.
    - This is an e-book available for Apple Books or Kindle. The Apple Books version much preferred 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:
      - Apple Books (preferred): [Apple BooksLinks to an external site.](#)
      - [Links to an external site.](#)Kindle: [Kindle BooksLinks to an external site.](#)

## **Required Tech Supplies**

- 32 GB SD Card
  - One Drive (Through UVU):[One Drive LinkLinks to an external site.](#)

## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

<u><b>Weighted Category</b></u>	<u><b>% of Overall Grade</b></u>	<u><b>Notes</b></u>
Student/Teacher Contract	0	Required before being awarded other points
Personal Introduction	0	Required before being awarded other points
Final Project	20%	

Green Screen, Chromakey, Lighting	15%	Includes Clothing Choices
Final Cut Pro X & Premiere	15%	And Other Video Editing Software
Captioning & Subtitling	15%	
Picture in Picture	10%	Academic/Formal ASL on Video
Screenflow & Other Screen Capturing	10%	
Kaltura & Youtube	5%	Embedding Work in Canvas
Incorrect Video Samples	5%	
Social Media	5%	How Deaf People Use Social Media
<b>Total:</b>	<b>100%</b>	

### Grading Breakdown

Along with highly-frequent participation and high assignment scores, the student demonstrates **advanced** accuracy and knowledge of course materials.

Along with mostly-frequent participation and good assignment scores, the student demonstrates **above-average** accuracy and knowledge of course materials.

Along with semi-frequent participation and average assignment scores, the student demonstrates **average** accuracy and knowledge of course materials.

Along with minimal participation, the student demonstrates **substandard** accuracy and knowledge of course materials.

Along with low-to-no participation, the student demonstrates a **total lack** of accuracy and knowledge of course materials.

A 100 – 93	B+ 89 – 87	C+ 79 – 77	D+ 69 – 67	E 59 – 0
A- 92 – 90	B 86 – 83	C 76 – 73	D 66 – 63	
	B- 82 – 80	C- 72 – 70	D- 62 – 60	

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## Required or Recommended Reading Assignments

### SignLens

- <https://books.apple.com/us/book/signlens-basic/id1580650900>
- <https://www.amazon.com/SignLens-Basic-Brandon-R-Hill-ebook/dp/B09DM77WB4>

### Kaltura Tutorials

- [https://learning.kaltura.com/media/How%20to%20Embed%20a%20Kaltura%20Media%20in%20the%20Context%20of%20a%20Canvas%20Course/0\\_4weol2uv](https://learning.kaltura.com/media/How%20to%20Embed%20a%20Kaltura%20Media%20in%20the%20Context%20of%20a%20Canvas%20Course/0_4weol2uv)
- [https://learning.kaltura.com/media/How+to+Use+My+Media/0\\_eb7drx6q](https://learning.kaltura.com/media/How+to+Use+My+Media/0_eb7drx6q)
- [https://learning.kaltura.com/media/How+to+Upload+Media+from+Desktop/0\\_q0xbbyxx](https://learning.kaltura.com/media/How+to+Upload+Media+from+Desktop/0_q0xbbyxx)
- [https://learning.kaltura.com/media/Getting%20Started%20with%20Kaltura%20Capture%20Application/0\\_ilez3535](https://learning.kaltura.com/media/Getting%20Started%20with%20Kaltura%20Capture%20Application/0_ilez3535)

### Youtube Tutorials

- <https://www.youtube.com/watch?v=VtF2AgFSLAw>

### How to Ruin Your ASL Teacher's Day

- <https://www.youtube.com/watch?v=uOILzYgxTk>

### QuickTime Tutorials:

- <https://www.youtube.com/watch?v=fgBWvU3YNhM>
- <https://www.youtube.com/watch?v=qwkW9hk1Brk>
- <https://www.youtube.com/watch?v=mLyPrblmPp4>

### General Guidelines for Webcam Filming

- [Webcam Filming General Guidelines Website](#)
- [Video Guidelines and Tips](#)
- [8 Essential Tips for Signing](#)

- Holcomb, T. K. (2012). *Introduction to American deaf culture*. Oxford University Press.

#### Green Screen Tips:

- <https://www.youtube.com/watch?v=OH8TWTt51W8>

#### How to Film Using a Canon EOS

- <https://www.youtube.com/watch?v=6SPgPOH21S8>
- <https://www.youtube.com/watch?v=dgPEu54Qtps>

#### Green Screen Common Mistakes:

- [https://www.youtube.com/watch?v=QTFT-H3D\\_H0](https://www.youtube.com/watch?v=QTFT-H3D_H0)

#### Daily Moth News Briefs:

- <https://www.youtube.com/watch?v=MJd2bBJU3jc>
- <https://www.youtube.com/watch?v=nYW8HK9z9SM>

#### iMovie Tutorials:

- <https://www.youtube.com/watch?v=XjgkMt0wP7w>
- <https://www.youtube.com/watch?v=4WlXYrStaIY>
- <https://www.youtube.com/watch?v=JCULzcUajCY>
- <https://www.youtube.com/watch?v=i8d8QGekY6w>
- <https://www.youtube.com/watch?v=pHvXMWjsb8M>

#### Live vs Auto Captioning:

- <https://www.youtube.com/watch?v=XbMB5Hj14Pg>

#### Captioning and Subtitles in YouTube:

- <https://www.youtube.com/watch?v=rB9ql0L0cUQ>
- <https://www.youtube.com/watch?v=qfJthDvcZ08>
- [https://www.youtube.com/watch?v=\\_kzGdqomvec](https://www.youtube.com/watch?v=_kzGdqomvec)

#### Subtitles in iMovie:

- <https://www.youtube.com/watch?v=ttoKCLy3XoI>
- <https://www.youtube.com/watch?v=mtKqNFTQ0UM>
- <https://www.youtube.com/watch?v=2ZPVdi7m5sU>

#### Choosing Correct Fonts and Useability

- <https://www.veed.io/learn/best-font-for-subtitles>
- [https://www.youtube.com/watch?v=\\_vAvbwXj8uM](https://www.youtube.com/watch?v=_vAvbwXj8uM)
- <https://digital.gov/topics/usability/>

- <https://blog.prototypr.io/to-choose-the-right-typeface-look-at-its-x-height-instead-d5ef0967d09c>
- <https://www.myfonts.com/pages/fontscom-learning-fontology-level-1-type-anatomy-x-height>

#### Closed Captioning Options:

- <https://www.youtube.com/watch?v=Folstas2Hfs>
- <https://www.youtube.com/watch?v=9uAneQxhnW4>
- [https://www.youtube.com/watch?v=7e\\_sFSnzABM](https://www.youtube.com/watch?v=7e_sFSnzABM)

#### Using Social Media in Deaf Studies:

- <https://www.youtube.com/watch?v=NaH4SlkN4cQ>
- Holcomb, T. K., & Smith, D. H. (2018). *Deaf eyes on interpreting*. Gallaudet University Press.
- Moses, A. M., Golos, D. B., & Holcomb, L. (2018). Perspectives on practice: Creating and using educational media with a cultural perspective of Deaf people. *Language Arts*, 96(1), 67-71.

#### Public Speaking and StoryBoard Tips:

- <https://www.youtube.com/watch?v=962eYqe--Yc>
- [https://www.youtube.com/watch?v=dnlQN\\_L5HC0](https://www.youtube.com/watch?v=dnlQN_L5HC0)

#### Final Cut Pro Tutorials:

- <https://www.youtube.com/watch?v=x8XAYLr086E>
- <https://www.youtube.com/watch?v=8GkQQ2UB8nc>
- <https://www.youtube.com/watch?v=OpfIFNEuA4w>
- <https://www.youtube.com/watch?v=DUBYocCeNG4>
- <https://www.youtube.com/watch?v=8vVkaRp6AxQ>

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## **General Description of the Subject Matter of Each Lecture or Discussion**

SignLens, Kaltura, YouTube Uploads, Screen Recording and QuickTime, Kaltura, Green Screen Tips, Lighting, DSLR Camera, iMovie, Captioning, Subtitles, Fonts and Details, Social Media, Final Cut Pro, Public Speaking

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## ***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. AI has 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. If you copy and paste something, it better have a proper citation. When you see school as an opportunity rather than as an obligation, you open the door to the full benefits.

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### **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.

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## ***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](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.

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### **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](#).

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### **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.

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### **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.