



Master Course Syllabus

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

Semester: Fall

Course Prefix: asl

Course Title: *American Sign Language to English Interpreting*

Year: 2025

Course and Section #: 4375-001

Credits: 3

Course Description

Introduces skills and processes required to produce conceptually accurate and linguistically appropriate voice interpretations of ASL texts. Develops cognitive, semantic, and dual tasking abilities required to interpret spontaneous texts. Teaches and incorporates more advanced semantic choices and negotiation techniques. Works with a variety of audience sizes and types. Teaches how ethics impact behavioral decisions and interpretations. Gives more consideration to developing sets of technical or field-specific signs and applying these to interpretative work. Includes one-hour per week lab.

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: Jamie Bassett

Student Learning Outcomes

1. Analyze source language for real-time production in the target language.
 2. Express messages in the target language using correct production and conceptual accuracy.
 3. Describe the impact of physical and psychological factors on the interpreting interaction.
 4. Explain the impact of the Code of Ethics on interpreting decisions.
 5. Exhibit advanced ability to receive and comprehend signed messages.
 6. Expand their lexicon of technical and field-specific terms.
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Course Materials and Texts

Required Text*: Patrie, C. J., & Dannis, J. (2007). *ASL Skills Development*. San Diego, CA: DawnSignPress. (and DVD.)

Membership to GoReact.

Readings and test materials will be taken primarily from this volume. Student handouts containing resources, class assignments, and instructor-selected supplemental readings. Available at the class web site and/or via Canvas, these may be distributed on an infrequent basis. These handouts are important; test materials will also come from these resources.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Classroom Requirements and Expectations: This is a language based course and requires risk and expression. We strive for a community of openness and trust and build on the opportunity of our great diversity. We must maintain an environment of cohesiveness and congeniality. The process of learning depends on an environment where ideas can be freely exchanged. Missing class makes it difficult to achieve this interactive environment. Many of the activities require three persons with a continuity of understanding built from the previous activities. Please come to class on time and prepared (not five or ten minutes late in order to get prepared)! Come prepared not only to answer questions, but also to ask them. Check your preconceptions about interpreting and your own skills at the door and be willing to experiment in a non-threatening environment. The college's "Student Rights & Responsibilities Code" states, "Each student is expected to maintain academic ethics and honesty in all its forms." Violations will result in the harshest possible penalties (http://www.UVU.edu/info/policy/stud/E-6_2.htm). Cell phones and technology should not be used during class; special permission required for laptops.

Assignments:	Value:	Total:
Chapter Assignments	10 points each, 7 Chapters	Worth: 70 Points
Chapter Presentation	20 points, 1 presentation	Worth: 20 Points
Chapter Quizzes	5 points each, 7 Quizzes (as needed)	Worth: 35 Points
Exams	Points will vary	Approximately 400 Points
Participation/Attendance	10 points for attendance and participation per day for 29 days	Worth: 290 Points
Unit Videos	10 points each, 22 Assignments	Worth: 220 Points
Personal Lab Summary & Lab Hours	10 points each week, 15 weeks	Worth: 150 Points
Video Critiques	10 points each video, 1 video each unit (different student each time)	Worth: 70 Points
Presentation	Group work: Find 2 videos interpreting students can use to improve their work	Worth 50 points

Approximately 1,235 points total. (Total will changed based on assignment schedule and the lecturer's discretion.)

Chapter Assignments: Each chapter includes assignments that will require a written submission of contents that will be posted to Canvas following the class schedule.

Chapter Presentation: Students will be required to give a presentation on a chapter during the semester assigned by the lecturer. A formal presentation of chapter contents and activities is required. Please dress accordingly.

Chapter Quizzes: Quizzes will be given at the beginning of each class when necessary. If you are tardy you forfeit the right to take the quiz. There will be allowed a 5-minute grace period.

Exams: Chapter tests will be given throughout this semester. You must be present to take the exam. There will be no exceptions to this rule. Please refer to the class calendar for the exam schedule.

Unit Videos: All videos from the *ASL Skills Development* DVD will be watched, prepped, before class, and interpreted on GoReact following the schedule. (Please follow the class calendar for submission dates.)

Personal Lab Summary: Students will spend one hour in the working on ASL 4375 coursework called a *lab hour* each week and record a Personal Lab Summary (PLS).

UVU Card: Students must be granted access to the Language Hub (LA 005) for 24-hour access to work on ASL/Interpreting/Deaf Studies related work. Your card must be paired with the lab. You can do this at One Stop.

Video Critiques: Each week, students will watch one of their peers' interpreting videos and provide comments/feedback via GoReact. Please complete the critique log, this will be checked weekly and at the end of the semester. Pick a different classmate each time.

Grading: Late work is not accepted without prior approval.

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

Required or Recommended Reading Assignments

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

General Description of the Subject Matter of Each Lecture or Discussion

Readings and test materials will be taken primarily from this volume. Student handouts containing resources, class assignments, and instructor-selected supplemental readings. Available at the class web site and/or via Canvas, these may be distributed on an infrequent basis. These handouts are important; test materials will also come from these resources.

Required Course Syllabus Statements

Generative AI

Artificial Intelligence and Natural Language Processing Tools are largely accessible to students and will be used by many in higher education for the foreseeable future. However, the skills taught in the humanities are unique. We aim to educate students in the careful reading of texts, the development of rigorous writing skills, the analysis and use of arguments, and to foster the thoughtful application of each of these skills in students' personal and social development.

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. 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.

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.