



Master Course Syllabus

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

Semester: Spring

Year: 2025

Course Prefix: ASL

Course and Section #: 3060-X01

Course Title: American Sign Language Proficiency

Credits: 1

Course Description

Evaluates the standards of American Sign Language proficiency and cultural competency. Requires that students achieve minimally the Intermediate High level as per the American Council on the Teaching of Foreign Languages (ACTFL) guidelines to pass. Is required for Deaf Studies Interpreting Emphasis courses and admission to the ASL & Deaf Studies Secondary Education major. Requires a language proficiency interview. May be graded credit/no credit. Taught in American Sign Language.

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: John Hill

Student Learning Outcomes

- 1 Evaluate where they stand with language fluency per ACTFL guidelines.
 - 2 Qualify for courses focusing on interpreting and second language teaching.
 - 3 Explain the language fluency and cultural competency standards of American Sign Language.
 - 4 Self-evaluate linguistic and cultural competencies according to the current standards.
 - 5 Create linguistic and cultural improvement plans for further language and culture practice.
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Course Materials and Texts

Hill, Brandon. *SignLens Basics*, SmartASL, LLC

- This is an ebook 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): <https://books.apple.com/us/book/signlens-basic/id1580650900>Links to an external site.
 - [Links to an external site.](https://www.amazon.com/SignLens-Basic-Brandon-R-Hill-ebook/dp/B09DM77WB4/ref=sr_1_1?crid=3UKFYRERV7JKX&dib=eyJ2IjojMSJ9.R6HPB5RR8rJYfleWKRYWiQ.8dT1CvKtFO2ZwAAYO-Qa3SvBd0TLqsmJ-e9EFFs6P6M&dib_tag=se&keywords=signlens+basic&qid=1724090065&prefix=signlens%2Caps%2C110&sr=8-1)Kindle: https://www.amazon.com/SignLens-Basic-Brandon-R-Hill-ebook/dp/B09DM77WB4/ref=sr_1_1?crid=3UKFYRERV7JKX&dib=eyJ2IjojMSJ9.R6HPB5RR8rJYfleWKRYWiQ.8dT1CvKtFO2ZwAAYO-Qa3SvBd0TLqsmJ-e9EFFs6P6M&dib_tag=se&keywords=signlens+basic&qid=1724090065&prefix=signlens%2Caps%2C110&sr=8-1Links t

Course Requirements

Course Assignments, Assessments, and Grading Policy

Partner Discussion:

You and an instructor-assigned partner are to discuss (unscripted) your understanding of the ACTFL standards. Your conversation will be recorded using Zoom, then uploaded and embedded using Kaltura My Media. Some information that is required in your partner discussion:

- You are to discuss the things you've learned about ACTFL.
- You are to discuss what the 5 C's mean to you. Provide concrete examples.
- You are to discuss questions you still have.

Your partner discussion should be at least 10 minutes in length but not more than 15 minutes.

Linguistic and Cultural Improvement Plans:

You are to create at least 3 goals (each) for language fluency and cultural navigation.

Self-evaluations:

You are to, following the standards outlined in your previously required text, *SignLens*, record yourself using ASL to provide a self-evaluation. Please answer the following questions:

- Which ACTFL level do you see yourself at?
 - Why did you choose this level?
- Using the 5 Cs, where are your strengths?
- Using the 5 Cs, what weaknesses do you notice in yourself?
- How does your personal culture interplay with Deaf culture?
- What concrete plans do you have for improvement, both linguistically and using the 5 Cs?

Required or Recommended Reading Assignments

ACTFL Proficiency Level	Link to Can-Do Statements
Novice	https://www.actfl.org/uploads/files/general/Resources-Publications/Novice-C
Intermediate	https://www.actfl.org/uploads/files/general/Resources-Publications/Intermedi
Advanced	https://www.actfl.org/uploads/files/general/Resources-Publications/Advanced
Superior	https://www.actfl.org/uploads/files/general/Resources-Publications/Superior-I Do_Statements.pdf

<https://uvu.instructure.com/courses/605676/files/125248077?wrap=1>

General Description of the Subject Matter of Each Lecture or Discussion

This is a language proficiency course, evaluating students language skills at present. There is no “teaching” or “lecturing.”

Required Course Syllabus Statements

Generative AI

Artificial Intelligence

The use of AI will most likely not be necessary in this course as it is a skills-based course rather than a content based. Nonetheless, 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., satisfying an 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.