Master Course Syllabus

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

Semester: Spring
Course Prefix: ASL
Course Title: ASL Visutal-Spatial Production

Year: 2025
Course and Section #: 3400-001
Credits: 3

Course Description

Studies the use of visual space in ASL productions and how to visualize and describe spatial relationships using ASL. Emphasizes skills necessary to describe space from different angles and points of views, focusing on areas typically difficult for English speakers. Provides extensive instruction and opportunity for students to improve both comprehension and production. Taught in ASL.

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: Michael Ballard

Student Learning Outcomes

1	Describe the complexity of space within various ASL registers.
2	Exhibit an increased mastery of advanced use of linguistic space.
3	Indicate an increased fluency in using visual-spatial language in video format.
4	Produce enhanced ASL fluency in conversational language, storytelling, and public speaking.

Course Materials and Texts

NA

Course Requirements

Course Assignments, Assessments, and Grading Policy
You are to retell [story] with exactness. You are to use a blue or a grey background and follow the rubric as found in the back of your SignLens textbook/ebook.
You will be graded on the 5 parameters (handshape, movement, location, palm orientation, and non-manual markers (both facial expressions and facial grammar).

Digital Presentation
You are to provide a TEDx style presentation using the DSLR and green screen with editing (skills learned in ASL 3000). Additionally, you should follow the criteria found in the SignLens eBook - including clothing and background choices.
Assignment Details (all details are minimum expectations - unless where noted):
- Your video must be between 7-8 minutes
- Basic structural outline
    1. Introductory Story
    2. Explanation of story
    3. Connection - you must use all three appeals
        1. Logos
        2. Ethos
        3. Pathos
    4. Application
    5. Close (choose one of two)
        1. Lesson - take away message, reinforce application
        2. Extend a challenge or invitation

Tip #1: It is easier to for the audience to connect to your message if the story you share is a true story. (Not required, but helps.)
Tip #2: Control your stage presence - including posture and eye-gaze.
Tip #3: Regulate your sign speed for emphasis and flow/cadence. Too slow is about 110 "words" per minute. Too fast is 160 "words" per minute. You want to regulate it between 120-140 "words" per minute. What this means is you need to sign not too slow and not too fast. Too slow has two potential outcomes (certainly more) - you will go beyond the 8 minute cap (I will not watch more than 8 minutes), or you will not have enough of a message to make the presentation a well-presented presentation. In other words, do not sign too slow to take time off the clock.

Storytelling
You are to film using a grey or blue background while explicitly following the standards in the SignLens eBook.

You are to sign a story (preferably true as it provides the best believability for storytelling) where you are out of your element. See Ben Bahan's farm story for example.

It must include the 5 elements of storytelling.

It must be between 2.5-3.5 minutes long.

The story must incorporate HEAVILY classifiers and depicting verbs. If you need help, please use UVU provided ASL tutors.

Final Project Prompt

We will be meeting in the **Language Hub (LA 020) on December 11, 1:00-2:50 PM.** You may bring snacks and drinks to share if you'd like.

4-5 minute presentation details below:
- You are to visually-spatially present a persuasive presentation on any topic of your choosing.
- You are to include 3-4 PowerPoint slides. (Preferably no English words)
  - They are due to me at 11:59 PM on Canvas assignment submission on December 10th
- You are to engage with your audience.
- Please remember to smile
- You may wear clothes that match your topic (not required - be sure the clothing choices are signing friendly)

You will be graded on the following: ·
- Incorporating the above – 25%
- Language use: - 75%
  - Classifiers
  - Body Language
  - Structure

Required or Recommended Reading Assignments
NA – Video lessons, can't add videos to file.
Applications course, not theory based.

General Description of the Subject Matter of Each Lecture or Discussion
Activies are designed to improve spatial fluency in signed languages. Langauge practice.

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.