UVU UTAH VALLEY UNIVERSITY™

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: Modern Deaf Culture WE

Year: 2025
Course and Section #: ASL 3530-001
Credits: 3

Course Description
Explores the culture of the American Deaf people following the recognition of American Sign Language as a legitimate, naturally-occurring sign language. Examines constructions of Deaf people as a linguistic minority whose mores, beliefs, values and traditions emanate from a shared worldview that differs markedly from the view usually ascribed to them by others.

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: Chad Kennedy

Student Learning Outcomes
1. Discuss the nature of culture and how it applies to Deaf peoples.
2. Define Deaf Culture, the Deaf Community, and the Deaf-World.
3. Articulate the basic values, beliefs, practices, mores, and ideologies of the modern American Deaf Culture.
4. Explain the complex relationships among spoken and written English, American Sign Language, and various other communicative codes used by the Deaf Community and the educational institutions seeking to serve them.
5. Explain the various social issues facing Deaf people in America today and the competing approaches enacted to address them.
6. Produce well-crafted position papers in both academic English and academic ASL.

The course will be conducted primarily in ASL.

Course Materials and Texts

Leigh, I. W., Andrews, J. F., Harris, R. L., & Ávila, T. G. (2020). Deaf culture: Exploring deaf communities in the United States. **2nd Edition**. Plural Publishing. ISBN-13:978-1635501735 or ISBN-10:1635501733.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Grading Scale Letter grades are based on this breakdown:

Grade	%	Grade	%	Grade	%
A	94-100	B-	80-82	D+	67-69
A-	90-93	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	E	0-59

Weight Distribution

Attendance & Participation Discussion – 15%
Journal -15%
Presentations - 25%
Quizzes - 20%
Final Project - 25%
Total – 100%

Required or Recommended Reading Assignments

1. "Defending Deaf Culture: The Case of Cochlear Implants" by Robert Sparrow.
2. "Schooling in American Sign Language" by Tom Humphries.
3. Emily Shaw & Yves Delaporte, "New Perspectives on the History of American Sign Language" in *Sign Language Studies, Vol. 11, #2, Winter 2010, pp. 158-204*
4. "The Making of a Word: Audism" by Tom Humphries.

General Description of the Subject Matter of Each Lecture or Discussion

Chapter 1: Deaf Community: Past and Present
Chapter 2: Causes of Being Deaf and the Auditory Field
Chapter 3: American Sign Language
Chapter 4: How Deaf Children Think, Learn, and Read
Chapter 5: Deaf Education, Deaf Culture, and Multiculturalism
Chapter 6: Deaf Identities
Chapter 7: Deaf Communities within the Deaf Community
Chapter 8: Navigating Lives
Chapter 9: Technology and Accessibility
Chapter 10: Deaf People and the Legal System: Education, Employment, and Criminal Justice
Chapter 11: Art, Literature, and Media
Chapter 12: Advocating and Career Opportunities

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.

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.