Master Course Syllabus

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

Semester: Spring 2025
Course Prefix: ASL
Course Title: Visual Linguistic Analysis

Year: 2025
Course and Section #: 4330-601
Credits: 3:3:1

Course Description

This course is an advanced analytical review of the microlinguistics of American Sign Language and related sign systems for interpreters. This course supports principles learned in ASL4375, the process and skills that are used to produce unidirectional sign-to-English language interpretations between Deaf and non-deaf people. Instructor/student interaction will be in both ASL and English.

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: Doug Stringham, dstringham@uvu.edu or Canvas message

Student Learning Outcomes

Upon successful completion of this course, you should be able to:

1. **incorporate** practical applications of non-judgmental language in evaluating and providing feedback on personal and colleague work product (professionally evaluate our work)
2. competently **identify** and **analyze** visual microlinguistic — phonological, morphological, lexical/semantic, and syntactic/discoursal —markers in signed utterances (synthesize language parts and components in an interpretation)

3. competently **analyze** a signed discourse focusing on context, linguistic, and cultural markers *(analyze and represent the metaprocess* of a discourse)
4. competently **apply** processing skills related to interpreting from sign to English *(create/produce equivalent work)*

This course is intended to help prepare candidates to demonstrate competence on the Registry of Interpreters for the Deaf NIC/CASLI Generalist Performance examination (https://drive.google.com/file/d/1AlRkI8vhwQrOwlX12e_5Rsxh8vgqHmUN/view) or Utah State Certification (https://jobs.utah.gov/usor/uip/certification/index.html) Exams.

Course Materials and Texts

- Supplemental instructor-curated readings, articles, videos, and other resources will be used in various study units; these materials will be available in each learning module.
- Although not a 'text,' you'll use your GoREACT (https://goreact.com/signing) account to store/display responses to various assignments during the semester. If you don't have an account, sign up for a GoREACT account here (https://goreact.com/#/signup). Make sure you are added to the correct GoREACT class.

Course Requirements

Course Assignments, Assessments, and Grading Policy

This 3:3:1 course recommends a one-hour per week lab criteria; you should consider spending at least an hour (or more) a week on extracurricular skill-building exercises in a language laboratory setting. What can you personally do in this space for discovery and experimentation?

How is my work evaluated?
This is a course designed to primarily use discovery and experimentation to help build skill in a targeted discipline, so improved assessments and observations of demonstrated performance are significant outcomes of our time together. While we do spend time learning about how to give proper feedback on our work and contemporary interpretation and spoken language theory, your assessments, however, are not based on your perception of nor what you think about your acumen and ability, but are based on your demonstrated ability to produce equivalent translations, analyses, and bi-directional ASL-English interpretation work product.

Course final grades are determined by combining:

- honest completion and participation in our assignments and evaluations
- your performance as committed on your student-teacher contract
- in-course participation (less-than-motivated team-driven discussions, assignment engagement, and accountability will unlikely help you accomplish your goals)

Most importantly, making decisions in interpreting situations or producing interpreting work is really all about efficient and fluent problem solving: identifying and then applying knowledge to resolve communication differences.

While there is some assessment for specific factual who-what-when information at the end of this course, far less important is your ability to simply regurgitate facts and figures. Instead, assignments are designed to identify how well you internalize principles and knowledge, cultural and technical knowledge, and process understanding, and then apply them to create solutions to various situations ('applying 'and 'analyzing 'skills).

Skill assessment criteria are outlined in rubrics (https://uvu.instructure.com/courses/599018/pages/assignment-rubrics-fa24) ; you should understand what you need to do to earn the grade you want. Ultimately, your grade is a reflection of your personal effort and internalization of concepts learned in the course.

Assignments breakdown
Assignments and assessments are curated to help expose you to the principles and practices of bi-directional translations, analyses, and interpretation events through a variety of learning styles. One-third of your grade is dependent on purposeful in-class participation; another one-third is dependent on your demonstrated interpretation abilities.

Assignment	Qty	Pts each	Pts total	% of grade
Student/teacher contract (Wk 2)	1	10	10	2%
Syllabus quiz (Wk 1)	1	5	5	<1%
Pre-assessment (Wk 2)	1	10	10	2%
Unit/problem observations (Wks 3, 6, 9, 13)	4	25	100	17%
Unit/problem interpretations (Wks 5, 8, 12, 15)	4	20	80	14%
Midterm evaluation (Wk 9)	1	10	10	2%
Weekly accountability check (Wks 2–9, 12–16)	14	5	70	12%
Community engagement/experience	1	50	50	9%
In-class participation (aft Wk 16)	1	150	150	25%
Post-assessment (Wk 16)	1	50	50	8%
Knowledge exam (Wk 16)	1	50	50	8%
Total				

Grading

Along with highly-frequent participation and high assignment scores, the student demonstrates an **above-average** knowledge of course materials and command of interpreting skills.
A 100–93
A- 92–90

Along with mostly-frequent participation and good assignment scores, the student demonstrates a **satisfactory** knowledge of course materials and command of interpreting skills.

B+ 89 – 87
B 86 – 83
B- 82 – 80

Along with semi-frequent participation and average assignment scores, the student demonstrates an **average** knowledge of course materials and command of interpreting skills.
C+ 79 – 77
C 76 – 73
C- 72 – 70

Along with minimal participation, the student demonstrates a **substandard** knowledge of course materials and command of interpreting skills
D+ 69 – 67
D 66 – 63
D- 62 – 60

Along with low-to-no participation, the student demonstrates an **unsatisfactory** knowledge of course materials and command of interpreting skills
E 59 – 0

Required or Recommended Reading Assignments

- Cokely, D. (2001). "Interpreting culturally rich realities: Research implications for successful interpretations"
- Valli, C. & Lucas, C. (2011). Linguistics of American Sign Language (5th ed.). Washington, DC: Gallaudet University Press

Unit 1: Phonology
"Dorm Shenanigans" https://youtu.be/KDIQBl47x-I
- Valli, C., et al (2000). "Unit 3: Signs have parts," pp 21-27
- Valli, C., et al (2000). "Unit 7: Phonological processes," pp 47-51
- Liddell, S. & Johnson, R. (2000). "American Sign Language: The phonological base." In Valli, C., Lucas, C. Mulrooney, K, and Rankin, M. (eds), Linguistics of American Sign Language: An introduction. Washington, DC: Gallaudet University Press, pp 292–298, 315–322
- Battison, R. (2000). "Signs have parts: A simple idea." In Valli, C., Lucas, C. Mulrooney, K, and Rankin, M. (eds), Linguistics of American Sign Language: An introduction. Washington, DC: Gallaudet University Press, pp 242–253

Unit 2: Morphology
"What's in the Night Sky?" https://youtu.be/O599PwYfkGk
- Valli, C., et al (2000). "Unit 9: Building new signs," pp 57–59
- Valli, C., et al (2000). "Unit 10: Deriving nouns from verbs," pp 62–65
- Valli, C., et al (2000). "Unit 11: Compounds," pp 67–72
- Valli, C., et al (2000). "Unit 12: Fingerspelling," pp 74-79
- Valli, C., et al (2000). "Unit 13: Numeral incorporation," pp 82-85
Recommended additional readings/viewings (YouTube):
- "Mouth morphemes," Byron Bridges/Florida School for the Deaf and Blind, :21–2:31.
- "ASL Mouth Morphemes 101," Garrett Bose, 3:26.

- "ASL Mouth Morphemes 102," Garrett Bose, 2:41.
- "Verb Mouth Morphemes," Garrett Bose, 2:14.
- "Adjective Mouth Morphemes," Garret Bose, 1:00.

Unit 3: Lexicality/Semantics
"Who's Professional Reputation is at Stake?" Chapter 7 Whose Professional Reputation is at Stake? Tara Holcomb & Aracelia Aguilar https://youtu.be/aZJLip3cHr
- Cokely, D. (2001). "Interpreting culturally rich realities: Research implications for successful interpretations" pp 1–2, 10–15, 28–39
- Valli, C., et al (2000). "Unit 16: Lexical categories," pp 100–109
- Valli, C., et al (2000). "Unit 19: Verbs," pp 133–143
- Valli, C., et al (2000). "Unit 21: The meaning of individual signs," pp 151–160
- Valli, C., et al (2000). "Unit 22: The meaning of sentences," pp 163-167
- Valli, C., et al (2000). "Unit 25: Bilingualism and language contact," pp 189-193
- O'Grady, W. in Valli, C., et al (2000). "Semantics: The analysis of meaning," In Valli, C., Lucas, C. Mulrooney, K, and Rankin, M. (eds), Linguistics of American Sign Language: An introduction. Washington, DC: Gallaudet University Press, pp 431–457

Recommended additional viewings (YouTube):
- "Lexical variation (in 'What's Your Sign for Pizza?')," 16:35–21:40, Gallaudet University Press
- "Learn and Master Sign Language - Deaf Culture: Regional Signs," Learn and Master Sign Language,
- ASL Regional Signs: Oklahoma (1/2)," 14:01, Edward Carrington
- "Gray, Cheat, Early, Watch, Outside | Regional Signs," 4:21, Rogan Shannon
- "Pacific Northwest Edition | Regional Signs," 5:07
- "Birthday, Strawberry, Garbage, Hospital, Pretend | Regional Signs," 4:56, Rogan Shannon
- "Implicit & Explicit Meaning - Implications for Sign Language Interpreters (Patrick Graybill)," 11:10–19:30 (of course, the entire presentation is worth watching), Street Leverage
- ernestoldsigns (Ernest Marshall), 5:06, pdurr
- "The Lord's Prayer, by Matthew Mann (1937)"

Recommended additional readings:
- Valli, C., et al (2000). "Unit 17: Word order," pp 112–118
- Valli, C., et al (2000). "Unit 20: The function of space," pp 146–147
- Valli, C., et al (2000). "Unit 23: Variation and historical change," pp 171–176
- Stringham, D, (2018 [2010]). "Around the World in 50 Minutes: Understanding How Country Signs are Used," derived from "An Analysis of Historical Lexical and Cultural Variation in American Sign Language Geographical Signs," presented at Utah Valley University Deaf Studies Today! 4: Engaging Theory and Action (Apr 2010). stringham-2018-03-uvu-silent-weekend-around-the-world-revise.pdf

Unit 4: Discourse/Syntax
"A Deaf Interpreter/Consumer in Healthcare" A Deaf Consumer/Interpreter in Healthcare: A Dual Perspective https://youtu.be/u-CMIyxYf2s
- Valli, C., et al (2000). "Unit 14: Syntax: Introduction," pp 89–90
- Valli, C., et al (2000). "Unit 15: Basic Sentence Types" pp 91–98
- Valli, C., et al (2000). "Unit 24: ASL Discourse," pp 179–185
- Metzger, M. & Bahan, B in Valli, C., et al (2000). "Discourse analysis," In Valli, C., Lucas, C. Mulrooney, K, and Rankin, M. (eds), Linguistics of American Sign Language: An introduction. Washington, DC: Gallaudet University Press, pp 516–517, 526–541

General Description of the Subject Matter of Each Lecture or Discussion

- Reframing feedback as a depersonalized and data/text/language-driven process
- Introduction of micro linguistics: Four levels of message structure: phonological, morphological, lexical/semantics, and discourse/syntax
    - ASL phonology: What are we looking for in phonological markers? What problem(s) are we trying to solve?
    - ASL morphology: What are we looking for in morphological markers? What problem(s) are we trying to solve?
    - ASL lexicon/semantics: What are we looking for in lexical/semantic markers? What problem(s) are we trying to solve?
    - ASL discourse/syntax: What are we looking for in discourse/syntax markers? What problem(s) are we trying to solve?
- Weekly debrief (text/discourse analysis) video texts in class
- Produce interpretations in feedback assessment triads

Required Course Syllabus Statements

Generative AI

Generative AI tools — ChatGPT, Claude, Gemini, Pi.ai, Midjourney, etc — are incredibly helpful but are no replacement for genuine human creativity, originality, and critical thinking. Critical writing, thinking, and researching are tools you develop over time to develop a true individual voice. At the same time, it's important that, as an academic citizen, you should also learn how and where generative AI can be helpful in your practice.

The use of generative AI tools **IS** permitted in this course to
- brainstorm and refine ideas
- fine tune research questions
- find information on topics
- draft an outline to organize your thoughts
- check grammar and style

The use of generative AI tools **IS NOT** permitted, however, to:
- impersonate or represent you in classroom contexts, such as by using generative AI text to compose discussion board prompts
- assigned to you or content that you put into a videoconference
- complete group or partner work that your group has assigned to you
- write any draft of a writing assignment
- write entire sentences, paragraphs, or entire papers to satisfy class assignments

Any use of generative AI content must be fully documented and cited in order to stay within university policies on academic honesty. You are ultimately responsible for the accuracy and fidelity of the information submitted and returned based on an generative AI query or prompt, that it does not violate intellectual property laws, contain misinformation or unethical content, or violate the rules above. To be clear, submitting work derived from and/or produced by generative AI tools is plagiarism and subject to the policies and procedures established by the university.

In full disclosure, submitted work is regularly and randomly submitted to generative AI detection tools throughout the semester. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

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.

This course uses GoREACT, an online application which allows students and the instructor to analyze and annotate videotext materials. Students have assignments and assessments which require them to produce text and discourse analyses on provided texts that identify phonological, morphological, lexical, and discourse observations in a speaker's (signer's) language. Students also supply the instructor with spoken interpretations for qualitative diagnostic observations and assessment.

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.