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: Deaf-World Discourse

Year: 2025
Course and Section #: ASL 4450-001
Credits: 3

Course Description

Examines the discourse practices of the Deaf-World. Studies the ways that Deaf people use discursive forms to accomplish specific social aims. Explores the semiotic connections between discursive forms and various Deaf-World identities. Adopts an anthropological bias toward real-world discourse as primary data, and prepares students to do ethnographic fieldwork in the Deaf-World. 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: John Hill

Student Learning Outcomes

1. Describe the relationships among linguistic forms and their social functions in the Deaf-World.
2. Describe the nature of semiotic relations between social acts and their cultural interpretations.
3. Demonstrate advanced Deaf-World communicative competence skills.
4. Demonstrate the ability to perform ethnographic fieldwork in the Deaf-World.

Course Materials and Texts

Eldredge, Bryan. *My Mother Made Me Deaf: Discourse and Identity in a Deaf Community.* Gallaudet University Press. 2017.

Course Requirements

Course Assignments, Assessments, and Grading Policy
Grading:
Letter grades represent the following levels of achievement and are based on course work as indicated:

Grade	Level	Percentage
A	Superior	93.4-100%
A-	Superior	90.0-93.3%
B+	Above Average	86.7-89.9%
B	Above Average	83.4-86.6%
B-	Above Average	80.0-83.3%
C+	Average	76.7-79.9%
C	Average	73.4-76.6%
C-	Average	70.0-73.3%
D+	Below Average	66.7-69.9%
D	Below Average	63.4-66.6%
D-	Below Average	60.0-63.3%
E	Unsatisfactory	0.0-59.9%

AREA	WEIGHT
Exams	28%
Term Paper—Discourse Analysis	28%
Reading Responses	15%
Project Benchmark Assignments	10%
Online Discussion Participation	8%
Participation	6%
Homework	5%
Total	100%

Required or Recommended Reading Assignments
Discourse and Discourse Studies

- Winston, E. A., & Roy, C. (2015). Discourse analysis and sign languages. *Sociolinguistics and deaf communities*, 95-119.

- https://www.youtube.com/watch?v=MtOG5PK8xDA

- https://www.youtube.com/watch?v=JZ8bkus3vis

- https://www.youtube.com/watch?v=R2o743ikYeY

- Signing and ASL
- https://www.youtube.com/watch?v=IyUXSfgvc48

- Language Attitudes

- Hill, J. C. (2015). Language attitudes in Deaf communities. *Sociolinguistics and deaf communities*, 146-174.

- https://www.youtube.com/watch?v=o5A3DZWIAc8
- https://www.youtube.com/watch?v=EtkT3o-Ldyk
- https://www.youtube.com/watch?v=oiLltM1tJ9M

- Variation and Change

- Bayley, R., Schembri, A., & Lucas, C. (2015). Variation and change in sign languages. *Sociolinguistics and Deaf Communities*, *61*, 94.
- https://www.youtube.com/watch?v=B5vhq3aRNjE
- https://www.unav.es/gep/SignsAndTheirObjects.html
- https://plato.stanford.edu/entries/peirce-semiotics/
- https://amara.org/videos/asjYcGsAZpPu/info/what-is-meaning-semantics-semiotics-logic-the-meaning-of-words-linguistics-logic-101/

- Discourse-Focused:Narrative Structure
- Holmes, J., & Wilson, N. (2022). *An introduction to sociolinguistics*. Routledge.

- Discourse-Based Studies: Form and Function
- Hoza, J. The Discourse and Politeness Functions. Hoza, J. The Discourse and Politeness Functions.

- Transcription

- Hoffmann-Dilloway, E. (2011). Writing the smile: Language ideologies in, and through, sign language scripts. *Language & Communication*, *31*(4), 345-355.

- Identity and Dialogue.

- Eldredge, B. K. He and I: The Depersonalization of Self. *Multilingualism and Sign Languages*, 252.

- Young, L., Morris, C., & Langdon, C. (2012). "He said what?!" Constructed dialogue in various interface modes. *Sign Language Studies*, *12*(3), 398-413.

- Mulrooney, K. J. (2009). *Extraordinary from the ordinary: Personal experience narratives in American Sign Language*. Gallaudet university press.

- Bishop, M., & Hicks, S. (2005). Orange eyes: Bimodal bilingualism in hearing adults from deaf families. *Sign language studies*, *5*(2), 188-230.

- Mather, S., & Winston, E. (1998). Spatial mapping and involvement in ASL

storytelling. *Pinky extension & eye gaze: Language use in deaf communities*, 183-212.

General Description of the Subject Matter of Each Lecture or Discussion
Discourse and Discourse Studies, Signing and ASL, Language Attitudes, Variation and Change, Discourse-Focused:Narrative Structure, Discourse-Based Studies: Form and Function, Transcription, Identity and Dialogue.

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., 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](mailto:accessibilityservices@uvu.edu) 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.