



ASL-203: AMERICAN SIGN LANGUAGE V

Effective Term

Fall 2026

BOT Approval Date

01/15/2026

Discipline

ASL - ASL Interpretation & Translation

Course Number

203

Course Title

American Sign Language V

Short Title

American Sign Language V

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

2.50

Lab Units

0.50

Total Units

3.00

Hours**Lecture Contact Hours**

40-45

Out of Class Hours Lecture

80-90

Lab Contact Hours

24-27

Out of Class Hours Lab

0.00

Total Contact Hours

64 - 72

Total Out of Class Hours

80 - 90

Total Student Learning Hours

144 - 162

Is this an existing Extensive Lab?

No

Do you want to propose this for Extensive Lab?

No

Distance Education

No

Catalog Description

This course presents a continuation of language skill development, incorporating advanced complex ASL grammatical features and vocabulary to the description of increasingly complex constructs, processes, and situations to allow students the ability to more accurately articulate their worldviews, values, and beliefs. These opportunities incorporate strategies such as multiple character role shifting and spatial referencing in presentations of narratives and discussions of hypothetical issues (i.e. medical terminology and analysis of human anatomy and body systems) and bring students into real-world settings wherein signed conversations occur. Complex cultural factors are also explored at this level, mostly focusing around membership values in the Deaf community and determining qualifiers for who is considered a community member and who is considered an ally.

Requisites**Prerequisite(s)****Prerequisite(s) (must be taken before)**

ASL-202 (with a grade of C or better).

Codes**TOP Code (CB 03)**

0850.00 - Sign Language

CIP Code

16.1601 - American Sign Language (ASL).

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Sign Language, American	Or
Sign Language/English Interpreting	End

GE Information**Check GE Types Requested**

AA/AS C - Humanities

Learning Objectives**Learning Objectives****Learning Objective**

1. Evaluate and validate opinions, feelings, discussions and emotions in signing situations and determine differences between cultural non-manual indicators and linguistic non-manual grammatical markers in ASL.
2. Analyze and utilize problem-solving skills related to ASL linguistic features, while determining similarities and differences between generally used signed makers and community-specific signed markers that reflect cultural and linguistic diversity in American Deaf communities.
3. Formulate narratives with multiple character role-shifting, spatial referencing, and complex classifier depiction for use when articulating original narratives that discuss one's personal lived history.

4. Compare and contrast the discourse structures of ASL and English and consider how these differences apply to presentations, narratives and the discussion of hypothetical issues.
5. Discover an advanced range of classifiers and examine applications for conveying size, distance, speed, function, and interaction of various objects and persons.
6. Evaluate the differences between narrative structures in Indigenous signed narratives and mainstream signed language and how this represents evolutionary linguistics.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will formulate effective communication strategies in American Sign Language to express ideas and concepts on both micro and macro levels.
2. Students will develop narratives and stories in ASL that demonstrate organization and clarity of main and supporting ideas, primary and secondary verb applications, and appropriate pronoun blending techniques.
3. Students will analyze historically significant changes to ASL across generations and how conveying meaning in ASL differs between various subcultures within the Deaf community.
4. Students will incorporate ASL skills in unscripted or real-world interactions, demonstrating comprehension and cultural responsiveness to more intimate discourse topics, such as cross-cultural relationships and dynamics of power and privilege.

Content

Course Lecture Content

1. Increased level of expressive and receptive skills in ASL linguistic features
 - a. Role shifting
 - i. Utilizing advanced role-shifting features that are present in native signers vs. non-native signers
 - ii. Emotional expression
 1. Incorporating cultural sensitivity and awareness when determining emotional expressions in signed languages and learning to avoid misconstruing cultural markers for overt emotions (i.e. discussing the difference in signed production of Black ASL often being misconstrued as "highly emotional and overly expressive")
 - iii. Differentiating between conversing, narrating, and rephrasing, and utilizing these techniques for managing various signed contexts (i.e. medical settings vs. social settings vs. business/educational settings)
 - iv. Spatial referencing
2. Complex processes or situations in each of the following interactive contexts:
 - a. Telling about accidents
 - i. Horses
 1. Action sequences
 2. Sequencing classifiers
 - a. Semantic classifier
 - i. Positions of horse and rider
 - ii. Movement
 - iii. Multiple perspectives
 - iv. Locative classifier
 1. Direction of movement
 2. Route
 - v. "B" handshape representation
 3. Movement agreement between rider and horse
 - a. Rhythm
 - b. Facial expressions
 - c. Formulating a narrative
 - ii. Bicycles
 1. Bicycle tricks
 - a. Descriptive classifier
 - i. Describing parts of bicycle
 - b. Body Part Classifier

- i. Feet
 - ii. Hands
 - iii. Legs
 - c. Instrumental classifier
 - i. Correlation between body part and bicycle
 - ii. Maintaining continuity
 - d. Semantic classifier
 - i. Movement
 - ii. Multiple perspective storytelling
 - 1. Riding with a second person
 - 2. Stunts for an audience
- iii. Automobiles
 - 1. Tell about a near miss
 - a. Semantic classifiers
 - i. One-way streets/two-way streets
 - ii. Freeways
 - iii. Winding roads
 - iv. Hilly roads
 - v. Bumpy roads
 - vi. Slick roads
 - b. Depiction
 - i. SCL:3 Classifier for vehicles
 - c. Movement agreement
 - i. Between driver and car
 - 1. Driving with a flat tire
 - 2. Driving on a road with lots of pot holes
 - 3. Driving in heavy fog or rain
 - 4. Driving along rolling hills
 - ii. Between driver and car in the following:
 - 1. Waiting to pass another car
 - 2. Parked alongside swift traffic
 - 3. At an intersection waiting to pass through
 - 4. Being approached by other cars from behind
 - 5. Being cut off
 - iii. Skill development
 - 1. Establish vehicle positions clearly
 - 2. Establish rhythm between driver and car
 - 3. Role shift to describe driver's actions
 - 4. Role shift to show emotion/reaction
 - 2. Tell about getting a ticket
 - a. Reactions to:
 - i. Seeing a cop on the road
 - ii. Being pulled over
 - iii. Getting away with a ticket
 - iv. Getting a ticket
 - b. Common phrases/dialogue in driver/officer interactions
 - 3. Tell about a two-car accident
 - a. Driver vs. witness perspectives
 - i. Multiple-perspective depiction of movement
 - ii. Multiple-perspective depiction of scenery
 - b. Structure of narrative
 - i. Describe situation
 - ii. Describe what led to the incident
 - iii. Describe what happened
 - iv. Describe results:

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1. To car
 2. To persons involved
 - v. Describe sensations
 - c. Skill development and new vocabulary
 - i. Head-on collisions
 - ii. Rear ending
 - iii. Side-swiping
 - iv. Backing into another car
 - v. "T-boning" another car
 3. Talking about money
 - a. Purchases and income
 - i. Methods of payment
 1. Currencies around the globe
 2. Exchange rates between various international currencies
 - ii. English words/phrases for money
 - iii. Form and meaning distinctions in sign production
 1. Explaining variations in numerical incorporation that are based on signers' preferences of personal representation of gender and/or regional dialect
 - iv. Investments
 - v. Discussing banking
 1. Banking service options
 - a. Checking
 - b. Savings
 2. Deposits, transactions, balances
 - a. Financial standing
 - b. Bankruptcy
 - c. Advantages/disadvantages
 - i. Comparing pros and cons of using cash, checks, and credit cards
 3. Debts, bills, and contributions
 4. Making financial decisions
 4. Making major decisions
 - a. Discussing housing situations
 - i. Discussing previous living arrangements
 - ii. Renting or owning options
 1. Environment
 2. Size
 3. Features
 4. Preferences and potential problems
 5. Dream house
 - iii. Caretaker instructions
 - iv. Discussing cars
 1. Make and model
 2. Interior and exterior design
 3. Mileage options
 4. Additional features
 5. Evaluating car problems
 6. Pros and cons of current vehicle
 5. Discuss making life changes
 - a. College
 - i. Factors that affect a person's college choice
 - ii. Career
 1. Factors that affect career choices
 2. Changing careers
 - iii. Relationships
 1. Factors that affect relationship choices:
 - a. Wanting children
 - b. Compatibility

- c. Marriage
 - d. Considering divorce, abuse, cheating, etc.
- 6. Discussing health conditions
 - a. Describing the human body
 - i. Describing body parts
 - 1. Classifier applications to shape
 - a. Face
 - b. Anatomical systems
 - 2. Classifier applications to functions and behaviors
 - ii. Explaining the normal process
 - 1. Breathing process as it applies to the respiratory system
 - 2. Medical terminology
 - 3. Role shifting appropriately to convey role and functions of body parts
 - 4. Stages of fetal development
 - 5. Using rhetorical questions appropriately as topic transitions
 - iii. Describing symptoms, causes, and treatments
 - 1. Dealing with terminology
 - a. Conditions and their symptoms
 - b. Describing causes
 - c. Discuss treatments
 - i. Treatment vocabulary
 - 1. Apply
 - 2. Take
 - 3. Use
 - 4. Get
 - 5. Rid body of toxins
 - ii. Changes in behavior
 - iii. Physician's duties
 - iv. Purposes/goals
 - d. Medication terminology/uses
 - e. Curable vs. treatable
 - iv. Discussing conditions
 - 1. Appropriate translation of terminology and phrases
 - a. Changing noun phrases to verb phrases
 - b. Appropriate listening behaviors
 - c. Persuading, supporting, and suggesting behaviors and comments
 - d. Clarification techniques
 - e. Presenting on health conditions
- 7. Storytelling
 - a. Stories
 - i. "The Frog Prince"
 - ii. "The Bridge of Magpies"
 - iii. "The Merchant's Daughter and the Slanderer"
 - iv. "The Magic Mirror of Rabbi Adam"
 - v. "The Twelve Dancing Princesses"
 - vi. Telling a story
 - 1. Presenting titles
 - 2. Establishing characters and roles
 - a. Character descriptions
 - 3. Movement of characters and objects
 - a. "Movement" vocabulary
 - b. Classifiers
 - i. Locative
 - ii. Semantic
 - c. Role shift
 - i. Eye gaze
 - ii. Matching actions

4. Continuity
 - a. Using specific time signs/references
 - b. Modifying verbs
 - i. Temporal
 - ii. Numerical inclusion
 - c. Using transitions
 5. Character development
 - a. Role shifting character's reactions/comments
 - b. Role shifting character's thoughts
 6. Special features
 - a. Repeated sequence of actions
 - b. Rhythmic sign movements
 - c. Metamorphosis
8. Deaf Culture:
- a. Telling about accidents/making major decisions
 - i. Tales meant for entertainment
 - ii. Sharing of personal experiences for enlightenment
 - iii. Guide others' life decisions
 - iv. Talking about money
 1. Deaf/hearing cultural conflict in sharing information
 2. Cultural value in:
 - a. Comparing prices
 - b. Discussing recent and planned purchases
 - c. Commiserating over losing money
 - d. Openly advising one another financially
 - v. Discussing health conditions
 1. Need for accurately conveying complex information in a visual manner readily understood by the Deaf community
 2. Openness regarding matters of personal health and wellness within the community
 3. Expectation of full detailed disclosure of personal injury or illness
 - vi. Storytelling
 1. Deaf literature
 - a. Poetry
 - b. Folklore
 2. The "classics"

Course Lab Content

1. Complex processes or situations in each of the following interactive contexts:
 - a. Telling about accidents
 - i. Automobiles
 1. Slick roads
 2. Bumpy roads
 3. Hilly roads
 4. Winding roads
 5. Freeways
 6. One-way streets/two-way streets
 - ii. Movement agreement
 1. Between driver and car in the following:
 - a. Driving along rolling hills
 - b. Driving in heavy fog or rain
 - c. Driving on a road with lots of pot holes
 - d. Driving with a flat tire
 - e. Between driver and car in the following:
 2. Skill development
 - a. Establish vehicle positions clearly
 - b. Establish rhythm between driver and car
 - c. Role shift to describe driver's actions
 - d. Role shift to show emotion/reaction

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3. Tell about getting a ticket
 - a. Reactions to:
 - i. Seeing a cop on the road
 - ii. Being pulled over
 - iii. Getting away with a ticket by:
 1. Crying
 2. Pleading
 3. Explaining an emergency
 4. Claiming ignorance
 5. Denial/argument
 6. Acting Deaf
 - iv. Getting a ticket
 - b. Common phrases/dialogue in driver/officer interactions
 4. Tell about a two-car accident
 - a. Driver vs. witness perspectives
 - i. Multiple-perspective depiction of movement
 - ii. Multiple-perspective depiction of scenery
 - b. Structure of narrative
 - i. Describe situation
 - ii. Describe what led to the incident
 - iii. Describe what happened
 - iv. Describe results:
 1. To car
 2. To persons involved
 - v. Describe sensations
 - c. Skill development and new vocabulary
 - i. Head-on collisions
 - ii. Rear ending
 - iii. Side-swiping
 - iv. Backing into another car
 - v. "T-boning" another car
 - iii. Bicycles
 1. Bicycle tricks
 - a. Descriptive classifier
 - i. Describing parts of bicycle
 - b. Body Part Classifier
 - i. Feet
 - ii. Hands
 - iii. Legs
 - c. Instrumental classifier
 - i. Correlation between body part and bicycle
 - ii. Maintaining continuity
 - d. Semantic classifier
 - i. Movement
 1. Jumping curbs
 2. Skidding on back wheel
 3. Wheelies
 4. Maneuvering around obstacles
 5. Jumping bike
 6. Twirling on front/back wheels
 7. Somersaults
 - ii. Multiple perspective storytelling
 1. Riding with a second person
 2. Stunts for an audience
 - iv. Horses
 1. Action sequences
 2. Sequencing classifiers

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- a. Semantic classifier
 - i. Positions of horse and rider
 - 1. Standing
 - 2. Laying
 - 3. Kneeling
 - ii. Movement
 - 1. Trotting
 - 2. Bucking
 - 3. Running
 - 4. Jumping
 - 5. Stopping
 - 6. Weaving
 - 7. Falling
 - 8. Rearing up
 - iii. Multiple perspectives
 - b. Locative classifier
 - i. Direction of movement
 - ii. Route
 - c. "B" handshape representation
3. Movement agreement between rider and horse
 - a. Rhythm
 - b. Facial expressions
 - c. Formulating a narrative
2. Talking about money
- a. Purchases and income
 - i. Methods of payment
 - ii. English words/phrases for money
 - iii. Form and meaning distinctions in sign production
 - iv. Investments
 - v. Discussing banking
 - 1. Banking service options
 - a. Checking
 - b. Savings
 - 2. Deposits, transactions, balances
 - a. Financial standing
 - b. Bankruptcy
 - 3. Advantages/disadvantages
 - a. Comparing pros and cons of using cash, checks, and credit cards
 - 4. Debts, bills, and contributions
 - a. Financing options and cycles
 - b. Financial stability and credit
 - c. Inheritances
 - d. Bribes
 - e. Household income
 - 5. Making financial decisions
 - a. Interest rates
 - b. Depreciation
 - c. Insurance options
3. Making major decisions
- a. Discussing housing situations
 - i. Discussing previous living arrangements
 - ii. Renting or owning options
 - 1. Environment
 - a. Geography
 - b. Urban/rural environments

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- c. Safety considerations
 - d. Location relative to work/school/family
 - 2. Size
 - 3. Features
 - a. Having a view
 - b. Upgrades
 - c. Number of bedrooms/bathrooms
 - d. Amenities
 - e. Distinctive style
 - 4. Preferences and potential problems
 - 5. Dream house
 - b. Discussing cars
 - i. Make and model
 - 1. Interior and exterior design
 - 2. Mileage options
 - 3. Additional features, including but not limited to:
 - a. Cylinders
 - b. Tires
 - c. Brakes
 - d. Power options
 - e. Locks
 - f. AC/heating
 - g. Digital upgrades
 - 4. Evaluating car problems
 - a. Transmission
 - b. Brakes
 - c. Alignments
 - d. Leaks
 - 5. Pros and cons of current vehicle
 - c. Discuss making life changes
 - i. College
 - 1. Factors that affect a person's college choice:
 - a. Reputation
 - b. Extracurricular activities
 - c. Location/facilities
 - d. Diversity
 - e. Costs
 - ii. Career
 - 1. Factors that affect career choices:
 - a. Job offers
 - b. Challenges
 - c. Age and health
 - d. Work relationships
 - 2. Changing careers
 - iii. Relationships
 - 1. Factors that affect relationship choices:
 - a. Wanting children
 - b. Compatibility
 - c. Marriage
 - d. Considering divorce, abuse, cheating, etc.
 - 4. Discussing health conditions
 - a. Describing the human body
 - i. Describing body parts
 - 1. Classifier applications to shape
 - a. Face
 - b. Digestive system

- c. Circulatory system
 - d. Respiratory system
 - e. Skeletal system
 - f. Muscular/Nervous systems
 - g. Reproductive systems
- 2. Classifier applications to functions and behaviors
- ii. Explaining the normal process
 - 1. Breathing process as it applies to the respiratory system
 - 2. Medical terminology
 - 3. Role shifting appropriately to convey role and functions of body parts
 - 4. Stages of fetal development
 - 5. Using rhetorical questions appropriately as topic transitions
- iii. Describing symptoms, causes, and treatments
 - 1. Dealing with terminology
 - a. Conditions and their symptoms
 - i. Hay fever
 - ii. Arthritis
 - iii. Hepatitis A
 - iv. Anemia
 - v. Shingles
 - vi. Athlete's foot
 - b. Describing causes
 - c. Discuss treatments
 - i. Treatment vocabulary
 - 1. Apply
 - a. Pressure
 - b. Ointment
 - c. Powder
 - 2. Take
 - a. Vitamins or pills
 - b. A shower
 - c. Weight off
 - 3. Use
 - a. Nasal spray
 - b. A cane
 - c. Topical cream
 - d. Compress
 - 4. Get
 - a. Injection or vaccine
 - b. Prescription
 - c. Rid of dust, mold, mildew
 - 5. Rid body of toxins
 - ii. Changes in behavior
 - iii. Physician's duties
 - iv. Purposes/goals
 - d. Medication terminology/uses
 - i. Painkiller
 - ii. Aspirin
 - iii. Anti-viral drugs
 - iv. Corticosteroids
 - v. Topical cream (capsaicin)
 - vi. Vitamin B complex
 - vii. Arsenicum and mezereum
 - e. Curable vs. treatable
 - iv. Discussing conditions

1. Appropriate translation of terminology and phrases
2. Changing noun phrases to verb phrases
3. Appropriate listening behaviors
4. Persuading, supporting, and suggesting behaviors and comments
5. Clarification techniques
6. Presenting on health conditions

5. Storytelling

a. Stories

- i. "The Frog Prince"
- ii. "The Bridge of Magpies"
- iii. "The Merchant's Daughter and the Slanderer"
- iv. "The Magic Mirror of Rabbi Adam"
- v. "The Twelve Dancing Princesses"

vi. Telling a story

1. Presenting titles
2. Establishing characters and roles
 - a. Character descriptions
3. Movement of characters and objects
 - a. "Movement" vocabulary
 - b. Classifiers
 - i. Locative
 - ii. Semantic
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 - a. Role shifting character's reactions/comments
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6. Deaf Culture:

- a. Telling about accidents/making major decisions
 - i. Tales meant for entertainment
 - ii. Sharing of personal experiences for enlightenment
- iii. Guide others' life decisions
- iv. Talking about money
 1. Deaf/hearing cultural conflict in sharing information
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 - b. Discussing recent and planned purchases
 - c. Commiserating over losing money
 - d. Openly advising one another financially
- v. Discussing health conditions
 1. Need for accurately conveying complex information in a visual manner readily understood by the Deaf community
 2. Openness regarding matters of personal health and wellness within the community
 3. Expectation of full detailed disclosure of personal injury or illness
- vi. Storytelling
 1. Deaf literature

Methods of Instruction

Method

Discussion

Integration

Students will complete discussion posts via video-recorded responses in which they will discuss the applications of their increased skill development and linguistic knowledge to cultural information presented through the course as it applies to their growing sense of self-awareness.

Method

Homework

Integration

Assignments will integrate information from the classroom with information from textbooks and supplemental materials (which may include but are not limited to websites, research, journals and current popular books). Students are also expected to host/volunteer at a Deaf event at this level.

Method

Lab Activities

Integration

Lab activities are specifically designed to provide additional exposure to Deaf culture and ASL and provide students with the opportunity to engage in signed dialogue with their peers in a monitored environment. Specific activities include the study and analysis of Deaf Literature/Art (storytelling, poetry, sculpture, painting etc.) and an exploration of what hearing privilege can look like to the Deaf community. Students will complete a minimum of one hour of online activities per week outside of class time.

Method

Lecture

Integration

Lecture and discussion of course material will be used to analyze complex linguistic features of ASL in conversational and narrative settings. Lectures will also employ personal narratives applied to learned concepts and skills.

Method

Role Playing/Simulation

Integration

Role playing and simulation will ensure students' successful application of linguistic skills in appropriate scenarios (i.e. financial discussions, major life decisions, medical situations) under instructor supervision. Students will interact both with the instructor, as well as their peers.

Methods of Evaluation

Method

Final Performance

Integration

Students will be evaluated on receptive comprehension of ASL through a written, knowledge-based exam. Students' expressive skills in ASL will be evaluated through a video-recorded original narrative that incorporates topics such as personal beliefs and values and how these shape one's worldview and life-long goals. Both exams will be graded using standard rubrics. Receptive comprehension will be graded using a standard rubric as the final exam is a pre-recorded standardized exam. Expressively, points are awarded based

on students' incorporation of their understanding of Deaf culture and retention of historical information. Additionally, students will be graded on accuracy of sign production and conceptual accuracy as a stricter enforcement of syntax and understanding of complex sentence structures is implemented at this level.

Method

Homework

Integration

Homework assignments will be evaluated on a daily basis. Homework assignments are given to evaluate the understanding of new grammatical concepts covered in class and reinforced in the assigned textbook work. Homework is discussed as a group in class for clarification. Assignments include video-recorded dialogues and presentations, stories, and personal narratives by students to be shared with the class. Students will complete a self-analysis of their own work for full credit and have the opportunity to improve their work sample and resubmit for additional evaluation.

Method

Class Participation

Integration

Discussion board threads will evaluate students' abilities to compare and contrast abstract ideas and will measure their ability to apply course material to real-world discussions. Students create their own prompts to be discussed by their peers. At this level, students' responses will be video recorded in ASL and posted to the CMS.

Method

Papers

Integration

Deaf event reports are used to evaluate students' cultural awareness while interacting with the Deaf community. Reports are used to evaluate students' observations as a participant/volunteer during these experiences. Students' reports are a reflection of their deeper understanding of the Deaf community and its subcultures. Students will submit two reports in video recorded ASL. Both reports are graded using a standard rubric which awards points for correct spelling, grammar, sign production, and MLA format, as well as substantial content and evidence of critical thinking.

Method

Quizzes

Integration

The instructor will provide students with brief quizzes where students will provide a short, original expressive piece in response to a directed, content-specific prompt. Standard rubrics will assess their knowledge and retention of recent vocabulary, culture and grammar concepts. Quizzes will be provided at the discretion of the instructor and will be unit-based.

Assignments**Assignment Type**

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Participate in a weekly discussion board by posting a new thread about the question posed and respond to at least one other student. At this level, all posts will be conducted in video-recorded ASL, which will be posted to GoReact for viewing. Volunteer at or host two pre-approved Deaf events. Upon completion of each assignment, compose a detailed 5-7 minute video report, video recorded in ASL (equivalent to two pages of written English), explaining your experience as a student volunteer. You must discuss the logistics of the event, your primary role and responsibilities, as well as your thoughts working in a Deaf environment. Be sure to address cultural issues you encountered, as well as the cultural conflict resolution strategies you employed. Finally, provide a summative reflection of your experience and how it impacted you personally. You will be assigned VLOGs to record in the Language Lab to practice dialogue skills. These VLOGs will be either independent or in pairs. Example: With a partner, exchange ideas about your dream vacation. Include thoughts about transportation, recreational activities, hotel accommodations and booking, as well as preparing for last-minute changes.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Read the article "A Lesson about Sound" by Mary Telford and reflect on the author's recounting of learning the concept of sound as a Deaf child and how sound influenced their understanding of the lives of Deaf and hearing people. Consider the author's stance on what it means to live in a "hearing world" and how you would feel in their situation. Feedback and scores will be provided via the CMS within one week of completing each assignment using a standardized rubric used by the department.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Complete interactive activities with your peers, directed by the instructor, and engage with one another to practice your signed expressive and receptive skills. You will then complete a free-write assignment reflecting on your interaction and areas that you feel are in need of improvement. Feedback and scores will be provided via the CMS within one week of completing each assignment using a standardized rubric used by the department.

Course Materials**Textbooks**

Cheri Smith/ Ella Mae Lentz/ Ken Mikos (2001). Signing Naturally: Student Workbook Level 3 (Most recent /e). Dawn Sign Press. ISBN: 978-1-58121-238-9

Cartwright, Brenda E. (2015). Lessons and Activities in American Sign Language Registry of Interpreters for the Deaf, Inc.. ISBN: 978-0916883560

Other Resources

National Technical Institute for the Deaf, CD: American Sign Language Vocabulary, RIT, 2004 or most recent version

Class Size Information

Class Size

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

In this course, we discuss linguistic parameters related to cultural and personal identities and how these identities influence the expression of self through ASL. At this stage, students have extensively studied the language patterns of Deaf community members across various identity circles, and are now better able to identify their own preferences for representation of self in ASL. Students are free to choose community-specific sign choices that align with their own identity labels and have the opportunity to shape their articulation to better align with their true selves.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Assignments are varied both in design and modality, allowing students to work independently, with peers, in small groups, and one on one with the instructor. Students will also have the opportunity to engage in the course content through various mediums, such as readings, videos, interactive discussions, personal reflections, and assigned textbook work. Now that students are more socially and culturally aware of intersectionality within the Deaf community, they can more holistically analyze signed works for deeper meaning and intent. Students will also have the opportunity at this level to decide whether to complete their assigned work in written English or signed ASL, whichever is most effective for them (in our department we serve many native signers who prefer to express themselves in ASL rather than written English). Allowing students to explore the language of ASL through various modalities will provide them with the rich opportunity to gain exposure to more diverse language styles and cultural diversity within the Deaf community.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will work with one another in pairs and in small groups to explore various aspects of diversity in signed expression that is presented by unique Deaf actors that are prominent in the community. Students will practice dialogues, create original narratives, develop original stories to share with the class, and work together outside of class through various accessible interactive softwares (Zoom, Canvas, Glide, etc.). Online students will have the opportunity to engage with one another using the accessible interactive software options mentioned.

Explain how the course will incorporate instructor-to-student interaction.

Students will interact regularly in class with the instructor who will provide them feedback on their signed ASL interactions (discussing topics such as major life choices and working through life challenges, both in personal contexts and societal contexts). In

addition, students' signing skills will be assessed by the instructor on an individual basis throughout the semester to allow for more individualized instruction. Online students may also interact with the instructor virtually using accessible video conferencing software options.

Explain how the course will incorporate student-to-content interaction.

Students will interact with the content by watching signed videos provided by the instructor (or selected by the student themselves) that focus on ASL language in action and participating in discussions with their peers about the content being studied. These discussions will focus mainly on how students can better identify with the Deaf community by looking more for similarities between their lived experiences and those of the Deaf community rather than the differences they experience. Videos may be watched in class and/or online as they will be made available on the CMS under the "Resources" page. Additionally, students will apply the content to their own signed discourse to refine their expressive and receptive skills. Students will also have the opportunity to use the content in organic signed conversations both with their peers and with the instructor to discuss topics of oppression, power, and privilege within the American Deaf community. Online students may engage in the content via the CMS and through using accessible video conferencing software.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students will regularly reflect on their learning experiences in the class and practice self-assessment of their signing abilities and understanding of Deaf Culture and its diversity (especially in regards to intersectionality), to develop a better understanding of their own learning styles and preferences and also to develop goals for further growth and improvement once they have moved on past the classroom environment and out into the real-world. Students will assess their own identities and what that means for their linguistic production as they learn to become visitors in this community. Self-assessments may be completed in class for face-to-face students or online via the CMS for online students.

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