DEAF 185: LANGUAGE AND SOCIETY

In Workflow

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Approval Path

1. 2026-10-07T20:12:04Z
   Sue Hobbs (sue.hobbs): Approved for UGSE Chair
2. 2026-10-23T19:38:24Z
   Corinne Lardy (corinne.lardy): Approved for ED College Committee Chair
3. 2026-10-23T23:39:19Z
   Mae Chaplin (mae.chaplin): Approved for ED Dean

New Course Proposal

Date Submitted: 2026-10-01T17:13:59Z

Viewing: DEAF 185 : Language and Society

Last edit: 2026-10-23T19:37:53Z

Changes proposed by: Martin Crudo (223024841)

Contact(s):

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Catalog Title:
Language and Society

Class Schedule Title:
Language and Society

Academic Group: (College)
ED - Education

Academic Organization: (Department)
Undergraduate Studies in Education

Will this course be offered through the College of Continuing Education (CCE)?
No

Catalog Year Effective:
Fall 2027 (2027/2028 Catalog)

Subject Area: (prefix)
DEAF - Deaf Studies

Catalog Number: (course number)
185

Course ID: (For administrative use only.)
TBD

Units:
3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?
No

In what term(s) will this course typically be offered?
Fall, Spring

Does this course require a room for its final exam?
No, final exam does not require a room

Does this course replace an existing experimental course?
Yes

This course replaces the following experimental course:
DEAF 196 - Language and Society

This course complies with the credit hour policy:
Yes

Justification for course proposal:
This proposed course is currently offered AY 26/27 as an experimental course (DEAF 196). As an experimental course, it was reviewed and approved as a Writing Intensive course. By Fall 2027, it will have been taught two semesters consecutively (Fa2026 and Sp2027).

This justification proposes the following:

1. Add DEAF 185 as a requirement for Deaf Studies BA degree (Form B edit has also been submitted). This has been unanimously approved by Deaf Studies faculty.

2. Classify course as an Upper Division GE course under Area 3B (Humanities). This course should be reviewed by GE/GRPC. (See attached syllabus for alignment of SLOs with GELOs).

3. Classify course as a Writing Intensive course. The experimental offering of this course was previously approved, however this course should still also be reviewed by Reading & Writing Subcommittee of GE/GRPC.

Rationale for the course:
This course addresses a critical gap in understanding how language shapes societal structures, particularly in contexts of education, health, and legal systems. While linguistic diversity is a global reality, the privileging of certain languages over others perpetuates inequities that affect access various aspects of society. By focusing on both signed and spoken languages, this course exposes students to the historical and contemporary marginalization of linguistic communities, with particular attention to deaf communities and signed languages.

The interdisciplinary nature of this course makes it relevant to students from any field of study, including but not limited to linguistics, sociology, education, health sciences, criminal justice, and law. Students will explore how language ideologies operate in their own disciplines and learn to recognize the implicit biases that perpetuate inequality. By engaging with topics such as linguistic discrimination in education or healthcare disparities related to communication barriers, students will be equipped with the knowledge and tools to advocate for linguistic equity in their respective fields.

Furthermore, this course encourages students to reflect on their own linguistic communities and experiences, fostering a deeper understanding of the ways in which language influences identity, access, and power. Through this, they will develop the ability to critically analyze how language ideologies shape policies and practices within their professions and broader society.

Rationale for Adding to the BA in Deaf Studies:
Adding this course to our BA degree resolves timelines to graduation for our students. By requiring this course for the degree, students will be able to fulfill their already established unit requirements of a WI and UD GE course within Deaf Studies. Further, adding the GE 3B classification allows students from across campus to learn within Deaf Studies, adding to our growing presence with the GE program (in addition to DEAF 52, DEAF 53, and DEAF 60), and allows them the opportunity to complete both an UD GE requirement and WI requirement with this one course.

This course is to be offered each semester; therefore, while it will increase the number of units expected of our own Deaf Studies BA students, by fulfilling other university requirements (i.e., WI and GE), it would not increase their expected timeline to graduation.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

In this interdisciplinary course, students from any field of study will learn how language has shaped society. Framed through discussion of Deaf communities and signed languages, students will discuss how different views of signed and spoken languages have influenced education, health, and legal systems. Students will make connections based on their own linguistic communities and experiences and, by the end of this course, will be able to assess and describe how language ideologies manifest in their respective fields and how we can move toward linguistic equity in society.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W.

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Students will describe how language ideologies pervade society, contextualizing the issues within personal lived experiences.	Class discussion, Bi-Weekly Writing Assignments, Final Paper, Final Presentation
2	Students will make connections between language ideologies and their own fields of study.	Class discussion, Reading Responses, Bi-Weekly Writing Assignments, Final Paper, Final Presentation
3	Students will identify how treatment of and attitudes toward signed and spoken languages impacts Deaf and hearing communities, across intersectional identities, and how this relates to their own experiences.	Class discussion, Bi-Weekly Writing Assignments, Final Paper, Final Presentation
4	Students will analyze various examples of language attitudes and ideologies across different fields.	Reading Responses, Bi-Weekly Writing Assignments, Final Paper
5	Students will research and explain how issues of linguistic equity are interconnected with other forms of marginalization and how they impact deaf and hearing people in society, drawing on examples from class discussion, assignments, and their own experiences.	Final paper, Final presentation

Attach a list of the required/recommended course readings and activities:

DEAF 185_Proposed Syllabus_v221026.pdf

For whom is this course being developed?

Majors in the Dept
General Education

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:

Programs:
BA in Deaf Studies

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Intellectual and practical skills
Personal and social responsibility
Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

Is this a General Education (GE) or Graduation Requirement (GR) course or is it being considered for GE/GR?

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

3B. Humanities
Writing Intensive

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

DEAF 185_Proposed Syllabus_v221026.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education - Area 3B: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area 3B. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Is broad in scope or survey in nature.

While discussions will be initially framed through a Deaf Studies lens, they will lead to students describing how the impacts of language ideologies are felt throughout facets of human society.

Develops an understanding of and appreciation for the diversity of the human community.

This course focuses on the experiences of various linguistic communities and the diversity intrinsic to society.

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:

Demonstrate knowledge of the conventions and methods of the study of the humanities.

Students will engage in research and literature reviews to understand and describe how study of language practices manifest in their respective disciplines.

Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.

Students will engage in comparative analysis of their own linguistic experiences, and relate them to the practices enforced across disciplines.

Compare and analyze various conceptions of humankind.

This course guides students to critically compare and assess the lived experiences of diverse linguistic communities and draw comparisons with their own.

Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

Students will be introduced to how language has been incorporated across society (education, healthcare, industry, law, and others), and will be able to describe how it has shaped societal values and how communities are perceived.

In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:
- **Women**
- **Ethnicity**
- **Socio-economic status**
- **Religious affiliation**

- **Disabilities**
- **Gays & lesbians**

This course discusses the topic of language diversity within deaf communities as an initial frame of reference (perceived disability), with explicit discussion and analysis of intersectional experiences of marginalized identities (race, ethnicity, SES, gender, LGBTQIA+) across diverse linguistic communities.

Includes a writing component described on course syllabus

l) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

There will be six formal writing responses (500 words minimum, total 3000 words), and a Final Paper (2000-3000 words). Total words required 5000-6000.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

N/A

General Education - Writing Intensive

Section 1.

Indicate how the course meets the following criteria for Writing Intensive. Relate the statement to the course syllabus and outline. Be as succinct as possible. Courses must comply with the general criteria for Writing Intensive courses:

The course must build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major.

The course requires students to have: Junior standing and a have a WPJ Portfolio score OR completed ENGL 109M or ENGL 109W.

The course must expand students' knowledge by examining complex issues.

Students will have nuanced discussions and writing assignments that digest and unpack their own experiences and relate them to experiences of deaf and signing communities across multiple societal systems.

The course must expand students' abilities to reason logically and to write clearly in prose.

Students will engage in reading responses (engaging with reading assignments), writing responses (digesting and critically analyzing the topic of the module), and a final paper (analyzing language ideologies intrinsic in their own fields of study).

Students must be required to write not less than 5,000 words of clear and logical prose (not to include simple narrative or diary writing).

Six formal writing responses (500 words minimum, total 3000 words), and a Final Paper (2000-3000 words). Total words required 5000-6000.

Instructors must work actively with students to sharpen analytical abilities and to improve their writing styles.

Class sessions will include reviewing the current APA formatting guidelines necessary for clear structured writing. Instructor will also provide feedback on the six writing responses, and the phases of the final paper.

Writing assignments must be spread over the entire semester (with at least 3,000 of the 5,000 words due before the last two weeks of instruction).

Six writing responses and Phase 1 (Outline) and Phase 2 (Rough Draft) of the Final Paper will be due prior to the last two weeks of instruction.

Instructors must provide timely responses and evaluation of each writing assignment, and evaluations and comments must not only be about the subject matter content but also about writing skills.

One-week turn-around time on writing assignments. Additionally, peer review will be applied to ensure students also remain critical and attentive to how to collaborate and improve their writing throughout the semester.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found on pp. 2-3 of the "Statement of Policies Pertaining to the G.E. Program" of August, 1991.

N/A

WRITING INTENSIVE

Recognizing the value of writing in all disciplines, as a tool in learning as well as conveying knowledge, the Academic Senate mandated that the teaching of writing be an all university responsibility. To that end, the Senate recommended that three units of Writing Intensive be a graduation requirement.

The chief aim of Writing Intensive is to promote students' ability to write logically and clearly, using standard written English, in their major discipline or in a discipline outside their major.

Course Requirement

The Writing Intensive requirement can be satisfied in one of three ways: a) Departments/programs may specify that the Writing Intensive requirement must be met in the major; b) In cases where the requirement is not specified as required in the major, the requirement must be satisfied by taking an Writing Intensive course in the General Education program, or c) student's choice.

Departments/programs wishing to have courses approved as Writing Intensive must submit the course syllabus to the General Education Review Committee which shall review and approve the course for listing as Writing Intensive. (General Education courses must also be approved for G.E. listing in the normal way.)

Criteria

Courses designated as Writing Intensive build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major. These courses are to expand students' knowledge by examining complex issues and they are to advance students' abilities to reason logically and to write clearly in prose.

The English Composition and Critical Thinking courses and the Writing Proficiency Examination are prerequisites to all Writing Intensive courses. Some Writing Intensive courses listed in the General Education program may explore more specialized topics and may thus require prerequisites, but most are to be courses of a broader nature and generally require no formal preparation in the discipline offering the course. Writing Intensive courses not in the General Education Program may also have prerequisites, but they should focus on the broad and general rather than the more technical areas of a discipline.

Students are required to write not less than 5,000 words (20 typed, double-spaced pages) of clear and logical prose in Writing Intensive classes. (Once a course is approved for Writing Intensive, all students enrolled in the class, whether they are taking it to fulfill their Writing Intensive requirement or not, must write no less than 5,000 words in order to receive a passing grade.)

An important aspect of the task of instructors is working actively with students to sharpen their analytical abilities and to improve their writing styles. Simple narrative and diary-type writing will not fulfill the requirement.

Writing assignments must be analytical in nature, discipline specific and spread out over the entire semester. (At least a total of 3,000 words of writing assignments must be due before the last two weeks of instruction.) Instructors must provide timely responses and evaluations of each writing assignment. Evaluations and comments must only be about the subject matter content but also address the writing skills. Additionally, evaluations and comments must be given to the students early enough to be reviewed before their next formal writing assignment is due.

Recommendations for Implementation

Although Writing Intensive courses have a 5,000 word requirement, this word requirement can be met by both formal and informal writing assignments. Instructors might require 10 pages each of formal and informal assignments (journals, responses to reading, for example). Yet all should require analysis in order to promote learning as well as improved writing skills.

Although the number of writing assignments depends upon the discipline and nature of the course, a study conducted by the Writing Intensive Committee in Spring 1988 discovered that those students who had been assigned a number of shorter assignments (usually four 5 page ones) reported that their writing had improved as a result, in part, of more frequent feedback. Those with only two long assignments reported that they did not feel the assignments had helped them improve their writing.

Key: 15628