

Community advocacy project

ASL resources, libraries, and inclusive access.

COURSE	LEVEL	PROJECT LENGTH	TOTAL POINTS
American Sign Language	College ASL, II-V	3-4 weeks	100

PURPOSE

You look at how much ASL access your own community has, starting with the public library: research what is there, recommend what is missing, ask for it, and report back. The advocacy is real — you send a real message to a real library.

THE FIVE PARTS

Work through them in order. Part 3 is the one that leaves the classroom.

PART	WHAT YOU DO
01 Library ASL resource research	Research your local public library and identify what it holds, if anything: ASL books for adults, teens, or children; Deaf culture materials; digital ASL learning platforms or databases; video and streaming ASL content; and accessibility or Deaf-related services. If the library has no ASL resources, say so clearly — that is a finding too.
02 Suggested ASL resources	Recommend one or more ASL learning resources that would improve accessibility and inclusion at your library. These might be digital platforms, books, databases, or community-based resources. Explain briefly why each would benefit the community and how it fits the library's mission of equitable access.
03 Library outreach REQUIRED	Share your suggestions with the library — email the library director or collection development staff, or submit an online “suggest a purchase” or “request a resource” form. Use professional, respectful language focused on community benefit. Proof of completion, a screenshot or a confirmation, is required.
04 Classroom report-back	Report your findings to the class: what ASL resources the library currently holds, what you suggested, and how those suggestions would improve accessibility and inclusion. A short presentation, a discussion, or a written summary all work.

PART	WHAT YOU DO
05 Reflection	Write a brief reflection on what you learned about ASL access in your community, how the project changed your understanding of Deaf culture advocacy, and your own role as an ASL learner in promoting accessibility.

GRADING RUBRIC

Checklist style, 100 points in total.

Student _____

Date _____

1 • LIBRARY ASL RESOURCE RESEARCH

25 POINTS

- ☐ Identified ASL and Deaf culture resources, or clearly documented their absence
- ☐ Reviewed print, digital, and media resources
- ☐ Provided specific and accurate examples

SCORE

25

20

15

0

2 • SUGGESTED ASL RESOURCES

20 POINTS

- ☐ Recommended appropriate ASL learning resources
- ☐ Explained how the resources support accessibility and inclusion
- ☐ Suggestions align with a library's mission

SCORE

20

15

10

0

3 • LIBRARY OUTREACH

20 POINTS

- ☐ Completed outreach by email or online request form
- ☐ Used professional, respectful language
- ☐ Submitted proof of completion

SCORE

20

15

10

0

4 • CLASSROOM REPORT-BACK

15 POINTS

- ☐ Clearly shared findings and recommendations
- ☐ Explained the accessibility impact
- ☐ Took part in the report-back activity

SCORE

15

10

5

0

5 • REFLECTION AND DEAF CULTURE INSIGHT**15 POINTS**

- ☐ Demonstrated understanding of Deaf culture and access
- ☐ Reflected on personal learning and responsibility

SCORE

15

10

5

0

6 • PROFESSIONALISM AND ORGANIZATION**5 POINTS**

- ☐ Assignment complete and well organized
- ☐ Tone is respectful and professional

SCORE

5

3

1

0

Final score _____ / 100

A NOTE ON GRADING

Students are not graded on whether the library adopts what they suggested. The assessment is effort, professionalism, and thoughtful engagement — a well-argued request that gets declined scores exactly as well as one that gets accepted.