Deaf Culture Community Advocacy Project
ASL Resources, Libraries, and Inclusive Access

Course: American Sign Language   **Level:** College ASL (II–V recommended)
Project Length: 3–4 weeks

Assignment Purpose

In this project, students examine access to American Sign Language (ASL) within their local community by researching ASL and Deaf-related resources available through their local public library. Students then recommend additional ASL resources to support accessibility and inclusion, engage in respectful community advocacy, and share their findings with the class.

Part 1: Library ASL Resource Research

Research your local public library and identify any of the following, if available: ASL books (adult, teen, or children's), Deaf Culture materials, digital ASL learning platforms or databases, videos or streaming ASL content, and accessibility or Deaf-related services. If no ASL resources are available, clearly state this.

Part 2: Suggested ASL Resources

Recommend one or more ASL learning resources that could improve accessibility and inclusion at your local library. Suggestions may include digital platforms, books, databases, or community-based ASL resources. Briefly explain why each resource would benefit the community and align with the library's mission of equitable access.

Part 3: Library Outreach (Required)

Share your suggested ASL resources with your local library by emailing the library director or collection development staff, or by submitting an online 'Suggest a Purchase' or 'Request a Resource' form. Use professional, respectful language focused on community benefit. Proof of completion (screenshot or confirmation) is required.

Part 4: Classroom Report-Back

Report your findings to the class, including current ASL resources at the library, resources you suggested, and how these suggestions could improve accessibility and inclusion. This may be done through a short presentation, discussion, or written summary.

Part 5: Reflection

Write a brief reflection explaining what you learned about ASL access in your community, how this project influenced your understanding of Deaf Culture advocacy, and your role as an ASL learner in promoting accessibility.

Deaf Culture Community Advocacy Project
Checklist-Style Grading Rubric

Total Points: 100

1. Library ASL Resource Research (25 pts)

■ Identified ASL and Deaf Culture resources or clearly documented absence

■ Reviewed print, digital, and media resources

■ Provided specific and accurate examples

Score: ■ 25 ■ 20 ■ 15 ■ 0

2. Suggested ASL Resources (20 pts)

■ Recommended appropriate ASL learning resources

■ Explained how resources support accessibility and inclusion

■ Suggestions align with a library's mission

Score: ■ 20 ■ 15 ■ 10 ■ 0

3. Library Outreach (20 pts)

■ Completed outreach via email or online request form

■ Used professional, respectful language

■ Submitted proof of completion

Score: ■ 20 ■ 15 ■ 10 ■ 0

4. Classroom Report-Back (15 pts)

■ Clearly shared findings and recommendations

■ Explained accessibility impact

■ Participated in report-back activity

Score: ■ 15 ■ 10 ■ 5 ■ 0

5. Reflection & Deaf Culture Insight (15 pts)

■ Demonstrated understanding of Deaf Culture and access

■ Reflected on personal learning and responsibility

Score: ■ 15 ■ 10 ■ 5 ■ 0

6. Professionalism & Organization (5 pts)

■ Assignment complete and well organized

■ Tone is respectful and professional

Score: ■ 5 ■ 3 ■ 1 ■ 0

Final Score: _____ / 100

Note: Students are not graded on whether the library adopts the suggested resources. Assessment is based on effort, professionalism, and thoughtful engagement.