



EFFECTIVE: SE
CURRICULUM

A.

nguage



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M:	<p>Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Develop ASL vocabulary for specialized and technical settings 2. Use ASL, in conjunction with other visual techniques in a range of educational and community settings 3. Reflect a range of emotions in ASL discourse 4. Convey simple and complex descriptions of objects and actions in grammatically correct ASL.
N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ul style="list-style-type: none"> • ASL tends to be highly descriptive and detailed as well as narrative in nature. ASL uses techniques such as three-dimensional space, explaining by example, contrasting, describing-then- doing, reiterating, couching (or nesting) and faceting. • Fluent users of ASL structure their discourse according to real-time sequencing and have a diverse semantic range in which classifiers, spatial locatives, directional verbs and affect markers are used to provide specific semantic information. • Fluent ASL signers use correct grammatical structure and are able to incorporate sign sequencing with visual grammatical markers to communicate in a variety of registers. They can adapt their language to linguistic rules of various contexts, including special ways of communication with Deaf children and youth. • Native users of language provide a rich resource for learning the nuances and complexities of conversational forms of ASL and cultural norms of group interaction. • Language and culture cannot be separated. Deaf people rely on ASL narrative to portray themselves and reaffirm their identities as members of a distinct cultural group. Therefore, literature provides an excellent medium for studying culture and is a vital component of any foreign language study.
O:	<p>Methods of Instruction</p> <ul style="list-style-type: none"> • Lecture/discussion • Modeling • Practice/critique • Shadowing language models
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p>T.B.A.</p>
Q:	<p>Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. Typical means of evaluation would include a combination of:</p> <ul style="list-style-type: none"> • Videotaped assignments • Written assignments
R:	<p>Prior Learning Assessment and Recognition: specify whether course is open for PLAR. If not available for PLAR, please provide rationale.</p> <p>This course is available for PLAR.</p>

Course Designer(s): Cheryl Palmer

Education Council / Curriculum Committee Representative

Dean: Jan K. Carrie

Registrar