



**EFFECTIVE: SEPTEMBER 2019**  
**CURRICULUM**

A.

language



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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"> <li>1. <b>Develop ASL vocabulary for specialized and technical settings</b></li> <li>2. <b>Use ASL, in conjunction with other visual techniques in a range of educational and community settings</b></li> <li>3. <b>Reflect a range of emotions in ASL discourse</b></li> <li>4. <b>Convey simple and complex descriptions of objects and actions in grammatically correct ASL.</b></li> </ol>
N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ul style="list-style-type: none"> <li>• <b>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.</b></li> <li>• <b>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.</b></li> <li>• <b>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.</b></li> <li>• <b>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.</b></li> <li>• <b>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.</b></li> </ul>
O:	<p>Methods of Instruction</p> <ul style="list-style-type: none"> <li>• <b>Lecture/discussion</b></li> <li>• <b>Modeling</b></li> <li>• <b>Practice/critique</b></li> <li>• <b>Shadowing language models</b></li> </ul>
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p><b>T.B.A.</b></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"> <li>• <b>Videotaped assignments</b></li> <li>• <b>Written assignments</b></li> </ul>
R:	<p>Prior Learning Assessment and Recognition: specify whether course is open for PLAR. If not available for PLAR, please provide rationale.</p> <p><b>This course is available for PLAR.</b></p>

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Course Designer(s): Cheryl Palmer

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Education Council / Curriculum Committee Representative

Dean: Jan K. Carrie

Registrar