

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. Incorporate appropriate non-manual markers in signed utterances. 2. Modify signs to reflect range of registers. 3. Recognize and begin usage of expansion technique. 4. Create discourse markers to reflect ASL discourse and use discourse maps to produce ASL discourse. 5. Incorporate numbers, finger spelling and visual affect appropriately. 6. Produce grammatically correct ASL utterances. 	Page 2 of 2
N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> 1. ASL is based on a grammatical structure which is quite different from English. Effective, grammatically correct ASL is an essential tool for individuals working with Deaf children, youth and adults in one-to-one interactions, small group interactions and presentations. 2. In ASL, affect and grammar are communicated visually. Individuals who use ASL effectively are able to distinguish between affective marker and grammatical marker and can appropriately include both in their expressive communication. 3. The visual-gestural nature of ASL requires frequent use of spatial locatives and classifiers to clearly convey information. It also uses a highly sophisticated system of directional verbs. 4. Pausing and phrasing is a linguistic tool which allows a listener to make sense of an utterance by chunking information and/or phrases so the receiver knows which ideas relate to other ideas. Fluent language users are able to manipulate the language so it contains appropriate pauses and phrases. 5. Linguistic cohesion helps a listener determine the relationship of one current utterance to prior or following statements. In ASL, cohesive devices include eye-gaze, indexing, truncated summaries and/or specific signs or sign. 6. ASL tends to be highly descriptive, detailed and narrative in nature. ASL uses seven expansion techniques to communicate information in a direct high-detail manner. Advanced level signers can use the techniques of reiterating, couching (or nesting) and faceting correctly. 7. Clear, effective communication requires that ASL users recognize the twenty-seven numbering systems and use them appropriately. Further, fluent signers are expected to use finger spelling and loan signs appropriately, to produce finger spelled words and loan signs clearly and to read them with relative ease in context. 8. Social and community events, where native users of a language gather, provide a rich resource for learning the nuances and complexities of conversational forms of that language and cultural norms of group interaction. 9. Local, provincial and national organizations of, for and by Deaf persons publish their own newspaper and journals. These are a means for sharing the Deaf culture experience, and are vehicles for disseminating news and information pertinent to Deaf people. 10. Literature reveals insights into the culture of the Deaf community. In literature, Deaf people portray themselves and reaffirm their identities as members of a distinct culture 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> <ol style="list-style-type: none"> 1. Lecture/practice 2. Modeling, shadowing 3. Use of camera/video tapes, as well as live models. 	
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p>Deaf Tend Yours O/C ASL Structure, I, II</p>	
Q:	<p>Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.</p> <ol style="list-style-type: none"> 1. Adherence to college evaluation policy regarding numbering and weighing of evaluations, i.e., a course of three credits or more should include at least five separate evaluations. 2. A combination of evaluation instruments that include opportunities for students to demonstrate different ways of knowing, i.e., oral, individual, group, narrative, research. 3. A developmental approach to evaluation that is sequenced and progressive. 4. Evaluation being used as a teaching and learning tool for both students and instructors. 5. Commitment to student participation in evaluation through such processes as self and peer evaluation, participation in instrument design and program/instructor evaluation. This is a graded course. 	
R:	<p>Prior Learning Assessment and Recognition.</p> <p>This course is available for PLAR.</p>	

Course Designer(s) **Jan Humphrey**

Education Council / Curriculum Committee Representative

Dean: **Jan Lindsay**

Registrar