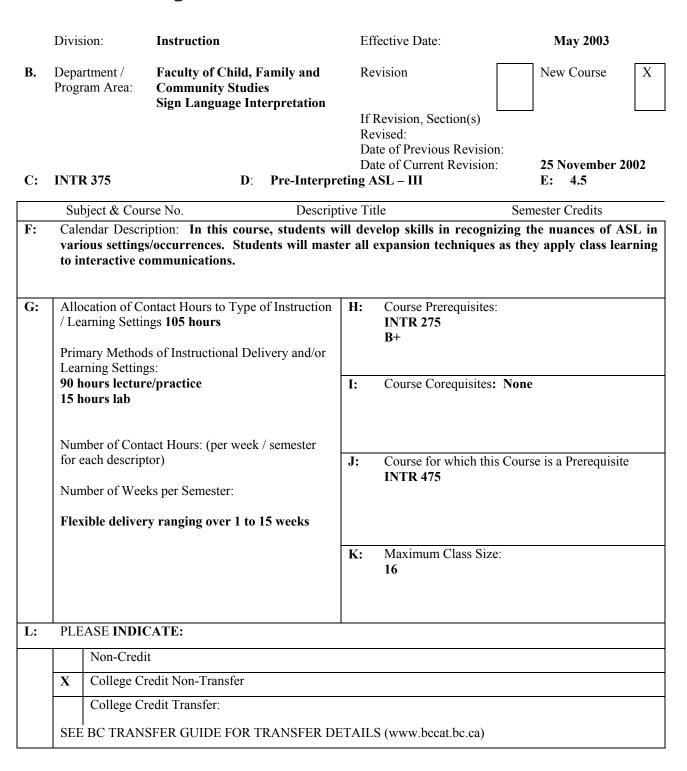
EFFECTIVE: MAY 2003

CURRICULUM GUIDELINES





M:	Course Objectives / Learning Outcomes	
	Upon successful completion of this course, the student will be able to:	
	1.	Develop ASL vocabulary for specialized and technical settings.
	2.	Apply ASL grammar, expansions and other visual techniques to 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:	Course Cont	ent: The following global ideas guide the design and delivery of this course:
11:	1.	ASL tends to be highly descriptive and detailed as well as narrative in nature. ASL uses
	1.	seven expansions of ASL techniques to communicate clearly. These techniques include
		utilising 3D space, explaining by examples, contrasting, describing then doing, reiterating,
		couching (or nesting) and faceting.
	2	Fluent users of ASL structure discourse according to real-time sequencing and have a
	2.	diverse semantic range in which classifiers, spatial locatives, directional verbs and affect
		markers are used to provide specific semantic information.
	3.	Fluent ASL signers use correct grammatical structure and are able to incorporate sign
	5.	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
		communicating with Deaf children and youth.
	4.	Native users of a language provide a rich resource for learning the nuances and complexities
	4.	of conversational forms of that language and cultural norms of group interaction.
	5.	Language and culture cannot be separated. Deaf people rely on ASL narratives to portray
	5.	themselves and re-affirm 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.
0:	Methods of	
υ.	1.	Lecture/practice
	2.	Modeling, shadowing
	2. 3.	Use of camera/video tapes, as well as model.
P:		and Materials
1.	T.B.A.	
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Q:	Means of Assessment: This course will conform to Douglas College policy regarding the number and	
		of evaluations.
	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.
R:	Prior Learning Assessment and Recognition.	
	This course is available for PLAR.	

Course Designer(s) Jan Humphrey

Education Council / Curriculum Committee Representative

Dean: Jan Lindsay

Registrar

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