



EFFECTIVE: MAY 2003
CURRICULUM GUIDELINES

A. Division: **Instruction**

Effective Date:

May 2003

B. Department /
Program Area: **Fa**

M: Course Objectives / Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. **Incorporate all seven ASL expansion techniques in ASL discourse.**
2. **Incorporate visual discourse markers and cohesives.**
3. **Use classifiers and .3D space effectively with consistent accuracy.**
4. **Adapt ASL discourse to contextual variations.**
5. **Produce grammatically correct ASL discourse using proper pausing/phrasing, role shift and discourse markers.**

N: Course Content: The following global ideas guide the design and delivery of this course:

1. **ASL tends to be highly descriptive and detailed as well as narrative in nature. ASL uses 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 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 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 of conversational forms of that language and cultural norms of group interaction.**
5. **Language and culture cannot be separated. Deaf people rely on ASL narrative to portray themselves and reaffirm their identities as member**