



EFFECTIVE: SEPTEMBER, 2007 CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: **September 2007**

B. Department / Program Area: **Faculty of Child, Family and Community Studies
Department of Sign Language Interpretation** Revision New Course

If Revision, Section(s) Revised: **G,H,J,M,O,Q**
Date of Previous Revision: **16 February 2004**
Date of Current Revision: **15 May 2007**

C: **INTR 2375** D: **Pre-Interpreting ASL – III** E: **4.5**

Subject & Course No.	Descriptive Title	Semester Credits						
<p>F: Calendar Description:</p> <p style="text-align: center;">In this course, students will develop skills in recognizing the nuances of ASL in various settings. Students will master techniques supporting proper ASL structure as they apply class learning to interactive communications.</p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture Lab</p> <p>Number of Contact Hours: (per semester for each descriptor) 90 hours 15 hours</p> <p>Number of Weeks per Semester:</p> <p>Flexible delivery ranging over 3 to 15 weeks</p>	<p>H: Course Prerequisites:</p> <p style="text-align: center;">INTR 1275 and INTR 1280 with a B or better</p>							
	<p>I: Course Corequisites:</p> <p style="text-align: center;">None</p>							
	<p>J: Course for which this Course is a Prerequisite</p> <p style="text-align: center;">INTR 2400</p>							
	<p>K: Maximum Class Size:</p> <p style="text-align: center;">16</p>							
<p>L: PLEASE INDICATE:</p> <table style="width: 100%;"> <tr> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)</p>			<input type="checkbox"/>	Non-Credit	<input checked="" type="checkbox"/>	College Credit Non-Transfer	<input type="checkbox"/>	College Credit Transfer:
<input type="checkbox"/>	Non-Credit							
<input checked="" type="checkbox"/>	College Credit Non-Transfer							
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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

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