



**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: **F,G,H,M,N,O,Q**

Date of Previous Revision: **14 September 2004**

Date of Current Revision: **15 May 2007**

C: **INTR 1175** D: **Pre-Interpreting ASL – I** E: **3.5**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b> Calendar Description:  <b>This course helps intermediate ASL users develop skills in using ASL numbering systems, linguistic techniques to produce grammatically correct ASL, use of classifiers and locatives. Students will also apply pre-interpreting skills related to discourse mapping of ASL texts and reconstruct ASL discourse from diagrams of their own design.</b>		
<b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Lecture</b> <b>Lab</b>  Number of Contact Hours: (per semester for each descriptor)  <b>60 hours</b> <b>15 hours</b>  Number of Weeks per Semester:  <b>Flexible delivery ranging over 3 to 15 weeks</b>	<b>H:</b> Course Prerequisites:  <b>None</b>  <b>I:</b> Course Corequisites:  <b>None</b>  <b>J:</b> Course for which this Course is a Prerequisite  <b>INTR 1275</b>  <b>K:</b> Maximum Class Size:  <b>16</b>	
<b>L:</b> PLEASE INDICATE:  <input type="checkbox"/> Non-Credit <input checked="" type="checkbox"/> College Credit Non-Transfer <input type="checkbox"/> College Credit Transfer:  SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bctransferguide.ca">www.bctransferguide.ca</a> )		

M: Course Objectives / Learning Outcomes

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

1. **Incorporate appropriate non-manual markers in signed utterances**
2. **Produce ASL discourse reflecting a range of registers**
3. **Recognize and begin to use linguistic techniques employed in ASL structure**
4. **Use discourse markers appropriate to ASL**
5. **Analyze and diagram ASL texts to determine the main points and supporting detail**
6. **Reconstruct ASL texts working from a map of their own design**
7. **Incorporate numbers, finger spelling and visual affect as it is used in ASL**
8. **Produce grammatically correct ASL.**

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

- **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.**
- **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.**
- **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.**
- **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.**
- **Linguistic cohesion helps a listener determine the relationship of one current utterance to prior and to following statements. In ASL, cohesive devices include eye-gaze, indexing, truncated summaries and/or specific signs or sign.**
- **ASL tends to be highly descriptive, detailed and narrative in nature. ASL uses 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.**
- **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.**
- **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.**
  - **Local, provincial and national organizations of, for and by Deaf people publish their own newspapers and journals. These are a means for sharing the Deaf cultural experience, and are vehicles for disseminating news and information pertinent to Deaf people.**
  - **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: Methods of Instruction

- **Lecture/discussion**
- **Modeling**
- **Practice/critique**
- **Shadowing language models**

P: Textbooks and Materials to be Purchased by Students

**T.B.A.**

Q: 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:

- **Videotaped assignments**
- **Written assignments**

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR. If not available for PLAR, please provide rationale.

**This course is available for PLAR.**

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Course Designer(s): Cheryl Palmer

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Education Council / Curriculum Committee Representative

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Dean: Jan K. Carrie

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Registrar