



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **September 2004**

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

If Revision, Section(s) Revised: **C,J,H**
 Date of Previous Revision: **27 November 2002**
 Date of Current Revision: **16 February 2004**

C: **INTR 1275** D: **Pre-Interpreting ASL II** E: **3.5**

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: In this course, students will demonstrate advanced ASL skills, incorporating humour appropriately. ASL utterances will reflect appropriate time sequence and detail. Developing skills includes expansion techniques, use of classifiers, locatives and ASL mouthing.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings 75 hours	H: Course Prerequisites: INTR 1175 B+ or better
	Primary Methods of Instructional Delivery and/or Learning Settings: 60 hours Lecture 15 hours lab	I: Course Corequisites: None
	Number of Contact Hours: (per week / semester for each descriptor) 5 hours per week 75 hours per semester	J: Course for which this Course is a Prerequisite INTR 2375
	Number of Weeks per Semester: 15 weeks	K: Maximum Class Size: 16
L:	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 (www.bccat.bc.ca)		

<p>M: Course Objectives / Learning Outcomes Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 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. 	
<p>N: Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> 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 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. 	
<p>O: 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 T.B.A.</p>	
<p>Q: 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. 	
<p>R: Prior Learning Assessment and Recognition This course is available for PLAR.</p>	
Course Designer(s) Cheryl Palmer	Education Council / Curriculum Committee Representative
Dean: Jan Lindsay	Registrar