



**EFFECTIVE: JANUARY, 2008**  
**CURRICULUM GUIDELINES**

A. Division: **Education** Effective Date: **January 2008**

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

Revision

<b>X</b>	New Course	
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If Revision, Section(s) Revised:

**G,H, M,O,Q**

Date of Previous Revision:

**16 February 2004**

Date of Current Revision:

**15 May 2007**

C: **INTR 2475**

D: **Pre-Interpreting ASL – IV**

E: **1.5**

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Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar		

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"> <li>1. <b>Demonstrate the ability to use ASL and contact signs in practicum settings, adapting discourse to content and consumer needs</b></li> <li>2. <b>Adapt language use to incorporate regional differences in ASL</b></li> <li>3. <b>Incorporate visual affect, time sequencing and appropriate levels of detail and cohesion in ASL discourse.</b></li> </ol>
N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ul style="list-style-type: none"> <li>• <b>ASL tends to be highly descriptive and detailed as well as narrative in nature. Fluent users of ASL apply the correct semantic lexical choices and use linguistic techniques to convey meaning.</b></li> <li>• <b>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.</b></li> <li>• <b>Fluent ASL signers use correct grammatical structure. They are able to incorporate sign sequencing with visual grammatical markers to communicate in a variety of registers and can adapt their language to numerous contextual variations. These include special ways of communicating with Deaf children, youth, senior citizens, novice sign language users, etc.</b></li> <li>• <b>Individuals who work with Deaf children, youth and adults are expected to be aware of the cultural aspects of the language and community and demonstrate cultural sensitivity and proper social behaviours.</b></li> <li>• <b>Regional differences exist in ASL used throughout North America and interpreters need to adapt their language use to the norms of the region in which they work.</b></li> <li>• <b>Members of the Deaf community have a rich history of arts and literature. Second language users understand how “polite” and “artistic” linguistic structures are used and when/where it is appropriate for non-deaf people to use them.</b></li> </ul>
O:	<p>Methods of Instruction</p> <ul style="list-style-type: none"> <li>• <b>Lecture/discussion</b></li> <li>• <b>Modeling</b></li> <li>• <b>Practice/critique</b></li> </ul>
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p><b>T.B.A.</b></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"> <li>• <b>Videotaped assignments</b></li> <li>• <b>Written assignments</b></li> <li>• <b>End-of-fourth-semester portfolio of the student’s work.</b></li> </ul> <p><b>This is a mastery/non-mastery course.</b></p>
R:	<p>Prior Learning Assessment and/or BDC - ( ) TJET2.2020 ID 4 0.0</p>

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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

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