

EFFECTIVE: SEPTEMBER 2004

CURRICULUM GUIDELINES

A.	Division:	Instruction	E	ffective Date:		September 200	4
В.	Department / Program Area:	Faculty of Child, Family and Community Studies Sign Language Interpretation	R	evision	X	New Course	
		Sign Zungunge interpretation	R	Revision, Section(s) evised:		С,Н, Ј	
			D	ate of Previous Revisio ate of Current Revision		25 November 20 16 February 20	
C :	INTR 2375	D: Pre-Interpre	eting .	ASL – III		E: 4.5	
	Subject & Course No. Descri				nester Credits		
F:	Calendar Description: In this course, students will develop skills in recognizing the nuances of ASL in various settings/occurrences. Students will master all expansion techniques as they apply class learning to interactive communications.						
G:	Allocation of Co / Learning Setting	ontact Hours to Type of Instruction ags 105 hours	Н:	Course Prerequisites INTR 1275 B+	:		
	Primary Method	s of Instructional Delivery a ra		-			
			I:	Course Corequisites:	: None	•	
			J:	Course for which thi INTR 2475	s Cour	se is a Prerequisite	
		nging over 3 to 15 weeks					
			K:	Maximum Class Size 16	e:		
L:	PLEASE INDICATE:						
	Non-Credi	t					
l	V College Credit Non Transfer						

X College Credit Non-Transfer

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M: Course Objectives / Learning Outcomes

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

- 1. Develop ASL vocabulary for specialized and technical settings.
- Apply ASL grammar, expansions and other visual techniques to 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: 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