EFFECTIVE: MAY 2003



CURRICULUM GUIDELINES

Α.	Division:	Instruction	Effective Date:	May 2003
B.	Department / Program Area:	Faculty of Child, Family and Community Studies Sign Language Interpretation	Revision	New Course X
			If Revision, Section(s) Revised: Date of Previous Revision:	05 Navember 2000
C:	INTR 475	D: Pre-Interpr	Date of Current Revision: eting ASL – IV	25 November 2002 E: 1.5
	Subject & Cou	rse No. Descrip	tive Title	Semester Credits
F:		iption: In this course, students nd expansion appropriately. ASI		
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings		H: Course Prerequisites: INTR 375 B+ or better	
	Learning Setting 32 hours lectur			
	8 hours lab		I: Course Corequisites: None	
	Number of Contact Hours: (per week / semester for each descriptor) 40 hours per semester		li Causa farmhial this C	arras is a Desar arrivita
			J: Course for which this C None	ourse is a Prerequisite
	Number of Wee 15 weeks	ks per Semester:		

- M: Course Objectives / Learning Outcomes
 - Upon successful completion of this course, the student will be able to:
 - Demonstrate ability to use ASL contact signs in practicum settings, adapting visual discourse to content to consumers.
 - 2. Demonstrate ability to adapt signing style to geographic context.
 - Incorporate visual affect, time sequencing and appropriate levels of detail and cohesion in ASL discourse.
- N: Course Content: The following global ideas guide the design and delivery of this course:
 - ASL is a highly descriptive and detailed language with a range of semantic meaning within concept areas. Fluent users of this language apply the correct semantic lexical selection to appropriate expansion techniques when communicating.
 - 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. They are able to incorporate sign sequencing with visual grammatical markers to communicate in a variety of registers and an adapt their language to several contextual variations. These include special ways of communicating with Deaf children and youth.
 - 4. Individuals who work with Deaf children, youth and adults are expected to be aware of the cultural aspects of the language and community and be able to demonstrate cultural sensitivity and proper social behaviours.
 - 5. Deaf humour is different from that of non-deaf mainstream Canadian people. These differences sometimes result in cultural conflicts and misunderstanding.
 - 6. Members of the Deaf community have a rtiffer edemmmu. a rt -27.98 -1.149 0 101ehgtory(he De1 Tf-0.000