	Revision X New Course
INTR 2475 D: Pre-Interp	If Revision, Section(s)  Revised: Date of Previous Revision: Date of Current Revision: 01 April 2003 16 February 2004 E: 1.5
Calendar Description: In this course, student	riptive Title Semester Credits ts will demonstrate advanced ASL skills, incorporating ASL utteranc 0 0 10.02 543.79 50290.02 0 0 10.02 330.4802 49.8
Allocation of Contact Hours to Type of Instructio / Learning Settings	on
Primary Methods of Instructional Delivery and/or Learning Settings: 32 hours lecture/practice 8 hours lab	r
	None
Number of Contact Hours: (per week / semester for each descriptor) 40 hours per semester	J: Course for which this Course is a Prerequisite None
Number of Weeks per Semester: 15 weeks	
Flexible delivery ranging over 2 to 15 weeks	K: Maximum Class Size: 16
PLEASE INDICATE:	
X College Credit Non-Transfer	
College Credit Transfer:	

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- 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 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.
- O: Methods of Instruction
  - 1. Lecture/practice
  - 2. Modeling, shadowing
  - 3. Use of camera/visitew trapets as when as the armount of the contract of the