



**A:** Division: **Instruction**

Date: **7 April 2000**

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

New Course

Revision

If Revision, Section(s) Revised: **K**

Date Last Revised: **11 April 1996**

**C:** **ASLS 475**

**D:**

**Pre-Interpreting ASL IV**

**E:** **1.5**

Subject & Course No.	Descriptive Title	Semester Credits
<p><b>F:</b> Calendar Description: In this course, students will demonstrate advanced ASL skills, incorporating humour appropriately. ASL utterances will reflect appropriate time sequence and detail.</p>		
<p><b>G:</b> Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p><b>Lecture/Practice                    32 hours</b> <b>Laboratory                            8 hours</b></p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p><b>See above</b></p> <p>Number of Weeks per Semester: <b>15</b></p>	<p><b>H:</b> Course Prerequisites: <b>ASLS 375</b></p>	<p><b>I:</b> Course Corequisites: <b>Nil</b></p>
		<p><b>J:</b> Course for which this Course is a Prerequisite: <b>Nil</b></p>
		<p><b>K:</b> Maximum Class Size: <b>16</b></p>
<p><b>L:</b> PLEASE INDICATE:</p> <p><input type="checkbox"/> Non-Credit</p> <p><input checked="" type="checkbox"/> College Credit Non-Transfer</p> <p><input type="checkbox"/> College Credit Transfer:                    Requested <input type="checkbox"/>                    Granted <input type="checkbox"/></p>		
<p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a>)</p>		

**M:** Course Objectives/Learning Outcomes - global ideas that guide the design and delivery of the course

1. 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 can 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 than that of non-deaf mainstream Canadian people. These differences sometimes results 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.

**N:** Course Content

See Instructor's Manual

**O:** Methods of Instruction

See Instructor's Manual

**P:** Textbooks and Materials to be Purchased by Students:  
T.B.A.

**Q:** Means of Assessment

Selection of evaluation and assessment tool for this course will be based on:

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.

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Course is open for PLAR.

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Course Designer: Jan Humphrey

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Education Council/Curriculum Committee Representative

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Dean:

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Registrar: