

A. Division: Educational & Student Services Date: August 1, 1992

B. Department: Student Services & Developmental Education New Course:

Revision of Course

Dated: _____

C. S.S.D.S. 100 D. Deaf Student Learning Lab E. 0
Subject & Course No. Descriptive Title Semester/Credits

F. Calendar Description:

This course is intended to assist a student who is deaf in developing the necessary skills to be a successful student in post-secondary education. It will provide individual and small group instruction and tutoring to develop and stabilize learning and study skills, personal skills, and English print skills. Techniques for acquiring English as a Second Language will be a major component of the course.

Summary of Revisions:
(Enter date and Section Revised)
e.g. 1982-08-25
Section C,E,F, and R.

G. Type of Instruction:	Hrs. Per Week/
Lecture	_____ Hrs.
Laboratory	_____ Hrs.
Seminar	_____ Hrs.
Clinical Experience	_____ Hrs.
Field Experience	_____ Hrs.
Practicum	_____ Hrs.
Shop	_____ Hrs.
Studio	_____ Hrs.
Student Directed Learning	_____ Hrs.
Other (Specify)*	6 Hrs.
Total	6 Hrs.

*Instructor Directed Learning

H. Course Prerequisites:
referred by D.S.S.
Faculty

I. Course Corequisites:
enrolled in Douglas
College courses

J. Courses for which this Course is
a Pre-requisite:

K. Maximum Class Size:
12

L. College Credit Transfer

College Credit Non-Transfer

Non-Credit

M. Transfer Credit: Requested
Granted

(Specify Course Equivalents or
Unassigned Credit as Appropriate)
U.B.C.
S.F.U.
U. Vic.
Other

Elizabeth Russell *Elizabeth Russell* Course Designer (S)
P.H. Jones *P.H. Jones* Registrar
Divisional Dean
Director/Chairperson

NAME AND NUMBER OF COURSE

N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):

Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content; Q. Method of Instruction; R. Course Evaluation

O. COURSE OBJECTIVES

1. Facilitate student comfort, knowledge and success in a mainstreaming academic situation.
2. Compliment and reinforce learning in other classes through repetition, elaboration, and analysis of ASL to written English and/or Manually Coded English to written English equivalences.
3. Development of skills in the following areas:
 - learning and study skills as applied to the various class or program standards
 - utilization of college resources
 - awareness of own communication style and preferences
 - personal management
4. Improvement of English skills to be facilitated by a focus on the printed forms (reading and writing).

P. COURSE CONTENT

Note: Each student's individual learning and linguistic needs will require careful selection and flexibility in the ordering and presentation style of the following goals. Each student's program may incorporate different selected aspects of the following course content.

1. Expectations and Utilization of College Resources/Services may include:
 - Accessing instructor/clinicians, interpreters, access aides, and workshops in Disabled Students Services.
 - Awareness of college resources such as counselling, student society, financial aid, academic advising, and library/learning resources.
 - Dealing with program/instructor expectations.
 - Clarifying specialized vocabulary and procedures at the post-secondary level (eg. deadlines to drop/add, registration procedures).

NAME AND NUMBER OF COURSE

2. Understanding college policies that directly impact upon a deaf student may include:
 - Threshold testing
 - Use of the Assessment Centre
 - Course substitutions
 - Material/testing adaptations

3. Personal Development Skills topics may include:
 - Time management
 - Stress management
 - Techniques to reduce visual and physical fatigue from prolonged attention spans to visual language interpreters
 - Articulating and describing specific communication needs unique to the deaf student assertively and appropriately (eg. lighting adjustment during an in-class film)
 - Communication problems/snags identification and solutions
 - Goal setting

4. Learning/Study Skills topics may include:
 - The process of establishing and maintaining good note-taking services from volunteer classmates
 - Studying from peer's notes and instructor handouts/overheads
 - Visual memory skills enhancement
 - Organizing and planning course work requirements
 - Cooperative learning strategies
 - Techniques for expansion and differentiation of signed vocabulary (eg. synonyms, to show affective intent which is normally conveyed in the voice)
 - Test preparation and test taking skills
 - Skills and awareness for proper course selection and means of maintaining performance standards.

5. Communication Skills may include:
 - Articulation of preferred visual language interpretation needs
 - Analysis of the continuum model for visual languages
 - Comparisons of written English word order with visual transliterations and interpretations
 - Analysis of linguistic codings in American/Canadian Sign Language and the written form of English
 - Compiling/videoing a personal visual language dictionary and/or thesaurus

6. Print English Skills may include:
 - Surveying, scanning, and reading for comprehension
 - Recall and recognition strategies
 - Decoding strategies for both familiar and unfamiliar material
 - Vocabulary expansion and rehearsal strategies
 - Determining the topic sentence and thesis of a written passage
 - Outlining and organizational strategies
 - Editing and re-writing tips
 - Bridging selected visual language grammar forms (eg. negative incorporation, the polysynthetic nature of ASL verbs)

7. Development of Higher Order Thinking Skills May include:
- Differentiation of fact from opinion
 - Summarizing and stating the main ideas
 - Comparison and contrast
 - Drawing inferences
 - Drawing conclusions
 - Modifications of visual coding of language necessary for different audiences (eg. modifying signing style for a classroom presentation)
 - Language prediction skills

Q. METHODS OF INSTRUCTION

Methods of instruction will be based on a functional and interactive approach and thus will be modified to meet the needs of each individual deaf student. Choosing directions for learning will be a vital part of the course objective itself and involves interdependent negotiations between the student and instructor throughout the learning process. Specific methods may include:

1. Instructor presentations and assignments
2. Tutorials-from instructor, peers, or access aides
3. Print-to-sign and or sign-to-print interpreting services
4. Visual language to print language pairing and equivalencies
5. Workshops and guest speakers
6. Group activities
7. Videos/films

Where appropriate English as a Second Language approach will be used.

R. COURSE EVALUATION

Students will be evaluated with the Mastery Model of Evaluation.

Students are expected to attend class or open lab times regularly, actively participate in activities, and complete assignments as directed.

Since this course will be offered on a pilot project basis (Fall 1992), modifications will be made as appropriate during the term and a complete review will take place upon completion.