



EFFECTIVE: MAY 2010
CURRICULUM GUIDELINES

A. Division: **Educational**

Effective Date:

<p>M: Course Objectives / Learning Outcomes Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Apply models of the interpreting process when analyzing interpreting work. 2. Prepare for interpreting assignments. 3. Consecutively interpret between ASL and English, and English and ASL. 4. Demonstrate professional demeanor, ethical decision making, and respect for others when interpreting.
<p>N: Course Content:</p> <ol style="list-style-type: none"> 1. Models of interpretation Cokely Seleskovitch Colonomos 2. Process of consecutive interpretation Preparing Managing logistics Explaining process to participants Dropping form, conveying meaning Monitoring work 3. Application of interpreting in community settings Coordinating of events Adapting to setting Assessing consumer needs Reflecting accurately on success of work Identifying needs for further skill development 4. Practicing in an ethical and professional manner
<p>O: Methods of Instruction</p> <p>Lecture/discussion Demonstration Group work</p>
<p>P: Textbooks and Materials to be Purchased by Students</p> <p>T.B.A.</p>
<p>Q: Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. Typical means of evaluation would include, but not be limited to, a combination of:</p> <p>Demonstration of consecutive interpreting skills in the classroom, community, and on assignments, as well as written tests. This is a mastery/non-mastery course.</p>
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR. If not available for PLAR, please provide rationale.</p> <p>This course is available for PLAR.</p>

Course Designer(s): **Karen Malcolm**

Education Council / Curriculum Committee Representative

Dean: **Jan K. Carrie**

Registrar