



EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **September 2004**

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

If Revision, Section(s) Revised: **C, H**

Date of Previous Revision: **May, 2004**

Date of Current Revision: **September 2004**

C: **INTR 1290** D: **Community-based Language 491:n**

<p>ities for students to review the basic theory of interpreting and practice interpreting with a variety of texts. Students will review guiding and interpreting techniques for working with people who are Deaf-Blind and practice their professional skills at a seven-day retreat.</p>	
<p>G: Allocation of Contact Hour</p>	<p>H: Course Prerequisites: INTR 1241, INTR 1225, or INTR 1275 B+ or better</p>
	<p>I: Course Corequisites: None</p>
	<p>J: Course for which this Course is a Prerequisite INTR 2300 or INTR 2375</p>

M:	<p>Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> • Apply the principles of the Colonomos & Cokely interpreting process models to consecutive interpreting • Integrate interpreting building blocks into interpretations, e.g., discourse map, predictions, etc. • Practice and critique consecutive interpreting • Critique simultaneous interpreting • Demonstrate guiding, intervening and interpreting with Deaf-Blind consumers in cross-culturally appropriate ways • Demonstrate work-readiness, e.g., daily scheduling, debriefing meetings, preparing for interpretations, etc.
N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ul style="list-style-type: none"> • Application of text analysis to consecutive interpretation <ul style="list-style-type: none"> ○ Analyze text for overt and implied meaning ○ Identify speaker/signer goal, including critical elements of meaning and essential detail • Consecutively interpreting texts between English and ASL <ul style="list-style-type: none"> ○ Convey speaker/signer goal, including critical elements of meaning and essential detail ○ Ensure that target language interpretation reflects <ul style="list-style-type: none"> a) equivalent register b) grammatical correctness c) speaker style d) appropriate discourse structure • Demonstrate reflective and critical thinking in the analysis of interpretation <ul style="list-style-type: none"> ○ Identify successful and unsuccessful segments within consecutive interpretation ○ Identify error patterns and develop strategies to correct them ○ Critique simultaneous interpreting samples for effectiveness • Demonstrate the ability to work effectively with Deaf-Blind consumers <ul style="list-style-type: none"> ○ Use guiding, intervening and interpreting techniques appropriate to various Deaf-Blind consumers ○ Prepare for assignments and adhere to ethical standards when debriefing assignments ○ Model cross-cultural appropriateness when working with consumers and fellow service providers
O:	<p>Methods of Instruction</p> <ul style="list-style-type: none"> • Lecture/practice • Group work
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p>T.B.A.</p>
Q:	<p>Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.</p>
R:	<p>Prior Learning Assessment and Recognition. This course is open for PLAR.</p>
Course Designer(s) Cheryl Palmer	Education Council / Curriculum Committee Representative
Dean: Jan Lindsay	Registrar