



# Course Information

A: Division: Instructional Division Date: 9 October 1996  
 B: Dept.: Child, Family and Community Studies New Course:  
 Program: Sign Language Interpretation Revision of Course Information form: X  
 Dated: 10 December 1993  
*SEE VLIT 225*

C: INTR 225 D: Professionalism and Cultural Mediation E: 2

Subject & Course No. Descriptive Title Semester Credit

F: Calendar Description: This course provides students with opportunities to explore the concept of visual language interpreters as cultural mediators within their professional role. Role play, culturally-linked texts and field experiences will be used to stimulate discussion, reflection and class projects.

Summary of Revisions: (Enter date & section) Eg: Section C,E,F  
 9 Oct. 1996: Section G

G: Type of Instruction: Hours per Week / per Semester  
 Lecture/Practice: 45 Hrs.  
 Laboratory: Hrs.  
 Seminar: Hrs.  
 Clinical Experience: Hrs.  
 Field Experience: Hrs.  
 Practicum: Hrs.  
 Shop: Hrs.  
 Studio: Hrs.  
 Student Directed Learning: Hrs.  
 Other: Hrs.  
 Total: 45 Hrs.

H Course Prerequisites:  
 Successful completion of Semester 1 with a minimum of a B+ in all major courses  
 I: Course Corequisites:  
 Nil  
 J: Course for which this Course is a Prerequisite:  
 Third semester courses  
 K Maximum Class Size:  
 16

L: College Credit Transfer   
 College Credit Non-Transfer

M Transfer Credit: Requested:   
 Granted:

Specify Course Equivalents or Unassigned Credit as appropriate:  
 U.B.C.  
 S.F.U.  
 U. Vic.  
 Other:

Non-Credit

*Jan Humphrey*  
 (Jan Humphrey) Course Designer  
*Tom Keller*  
 Dean

*[Signature]*  
 Vice-President, Instruction  
*[Signature]*  
 Registrar

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

The Mast of Benevolence, H. Lane; Interpreting: The Art of Cross-Cultural Mediation, M. McIntire; Why I Act Like a Canadian, Burton.

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**Sections O, P, R**

**Major Concepts:** *global ideas that guide the design and delivery of the course*

1. Oppression influences the group dynamics between majority-minority group members in predictable, identifiable ways.
2. It is critical that interpreters understand the characteristics of oppressed and oppressor peoples and recognize any tendencies they may have to use their position of power to reinforce this status quo.
3. Empowerment of individuals in deaf-deaf interactions and in deaf-hearing interactions results in healthy and essential self-determination. Interpreters can play a part in the empowerment of others in interpreted interactions.
4. Language and culture cannot be separated. A significant part of communication facilitation that an interpreter provides depends on cultural, as well as linguistic, mediation.
5. "Professionalism" is a concept which grows from a cultural frame of reference. Interpreters must know the meaning of "professionalism" from both a Deaf cultural frame and from a hearing cultural frame. Further, interpreters must know how to balance that role in deaf-hearing interactions.
6. Professional practice requires the critical thinking and the application of ethical principles in making decisions. Further, practitioners must be able to clearly express their decision and the basis for their point of view in a variety of formats and settings.
7. Professional practice requires physical, mental, and emotional stamina. Sustained practice requires the application of wellness principles, including techniques to avoid repetitive motion injury.
8. In order to be credible, professional practitioners, it is important for visual language interpreters to become certified.

## **Evaluation:**

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

1. Adherence to college evaluation policy regarding number and weighting 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 includes 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.