



**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 and Culture in Action** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
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<b>F:</b>	Calendar Description: <b>This course provides opportunities 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.</b>	
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<b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Lecture: 30 hours</b> <b>Lab: 45 hours</b>  Number of Contact Hours: Number of Weeks per Semester:  <b>Flexible delivery ranging over 1 to 15 weeks</b>	<b>H:</b> Course Prerequisites: <b>INTR 1241, INTR 1225, or INTR 1275</b> <b>B+ or better</b>	
	<b>I:</b> Course Corequisites: <b>None</b>	
	<b>J:</b> Course for which this Course is a Prerequisite <b>INTR 2300 or INTR 2375</b>	
	<b>K:</b> Maximum Class Size: <b>16</b>	

**L:** PLEASE INDICATE:

	Non-Credit
X	College Credit Non-Transfer
	College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ([www.bccat.bc.ca](http://www.bccat.bc.ca))

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