



**EFFECTIVE: MAY, 2008**  
**CURRICULUM GUIDELINES**

A. Division: **Education** Effective Date: **May 2008**

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

If Revision, Section(s) Revised: **E, F, G, H, J, M, N, O, Q,**  
 Date of Previous Revision: **September 2004**  
 Date of Current Revision: **November 2007**

C: **INTR 1290** D: **Community-Based Language and Culture in Action** E: **1.5**

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: <b>This review course provides opportunities for students to review and apply basic theories of interpreting as they practice consecutive and simultaneous interpreting with a variety of discourse samples. There are two segments to the course, the first segment being offered primarily on-line, and the second segment taking place at an off-campus week-long retreat. Prior to attending the retreat, students will review guiding and interpreting techniques for working with people who are Deaf-Blind.</b>	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites: <b>INTR 1225 and INTR 1280 with a B or better</b>
	Primary Methods of Instructional Delivery and/or Learning Settings: <b>Lecture</b> <b>On-line Seminar</b>	I: Course Corequisites: <b>None</b>
	Number of Contact Hours: (per semester for each descriptor) <b>20</b> <b>10</b>	J: Course for which this Course is a Prerequisite <b>INTR 2300 and INTR 2320</b>
	Number of Weeks per Semester: <b>Flexible delivery ranging over 2 to 15 weeks</b>	K: Maximum Class Size: <b>16</b>
L:	PLEASE INDICATE:	
	<input type="checkbox"/> Non-Credit <input checked="" type="checkbox"/> College Credit Non-Transfer <input type="checkbox"/> College Credit Transfer:	
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bctransferguide.ca">www.bctransferguide.ca</a> )	

M:	<p>Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. <b>Apply the principles of interpreting process models to consecutive interpreting</b></li> <li>2. <b>Integrate interpreting building blocks into interpretations, e.g., discourse map, predictions, etc.</b></li> <li>3. <b>Practice consecutive interpreting</b></li> <li>4. <b>Practice analysis of interpretations</b></li> <li>5. <b>Demonstrate guiding, intervening and interpreting with Deaf-Blind consumers in cross-culturally appropriate ways</b></li> <li>6. <b>Demonstrate work-readiness skill, e.g., daily scheduling, debriefing meetings, preparing for interpretations, etc.</b></li> </ol>
N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ul style="list-style-type: none"> <li>• <b>To develop one's interpretation skills requires on-going practice.</b></li> <li>• <b>Interpretation requires a person to:</b> <ul style="list-style-type: none"> <li>• <b>Analyze text for overt and implied meaning</b></li> <li>• <b>Identify speaker/signer goal, including critical elements of meaning and essential detail</b></li> <li>• <b>Convey speaker/signer goal, including critical elements of meaning and essential detail</b></li> <li>• <b>Ensure that target language interpretation reflects equivalent register, grammatical correctness, speaker style, and appropriate discourse structure.</b></li> </ul> </li> <li>• <b>Reflective and critical thinking are required in the analysis of interpretation to:</b> <ul style="list-style-type: none"> <li>• <b>Identify successful and unsuccessful segments in interpretation</b></li> <li>• <b>Identify error patterns and develop strategies to correct them.</b></li> </ul> </li> <li>• <b>The ability to work effectively with Deaf-Blind consumers requires one to:</b> <ul style="list-style-type: none"> <li>• <b>Use guiding, intervening and interpreting techniques appropriate to a variety of Deaf-Blind consumers, including close-vision, tracking, and tactile signing</b></li> <li>• <b>Prepare for assignments and adhere to ethical standards when debriefing assignments</b></li> <li>• <b>Model cross-cultural appropriateness when working with consumers and fellow service providers.</b></li> </ul> </li> </ul>
O:	<p>Methods of Instruction</p> <ul style="list-style-type: none"> <li>• <b>Lecture/discussion</b></li> <li>• <b>Course readings</b></li> <li>• <b>On-line assignments/discussion</b></li> <li>• <b>Immersion/field experience</b></li> </ul>
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p><b>T.B.A.</b></p>
Q:	<p>Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. Typical means of evaluation would include a combination of:</p> <ul style="list-style-type: none"> <li>• <b>Assessment of videotaped interpretations</b></li> <li>• <b>Quizzes</b></li> <li>• <b>Written assignments</b></li> <li>• <b>Class participation</b></li> </ul> <p><b>This is a mastery/non-mastery course.</b></p>
R:	<p>Prior Learning Assessment and Recognition: specify whether course is open for PLAR. If not available for PLAR, please provide rationale.</p> <p><b>This course is available for PLAR.</b></p>

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Course Designer(s): Cheryl Palmer

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Education Council / Curriculum Committee Representative

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Dean: Jan K. Carrie

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Registrar

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