



# Course Information

A: Division: Instructional Division Date: 10 October 1996

B: Department: Child, Family and Community Studies New Course:

Program: Program of Sign Language Interpretation Revision of Course Information form: X  
13 May 1996

C: INTR 400 D: Language & Culture in Action: E: 1.5  
Interpretation II

Subject & Course No. Descriptive Title Semester Credit

F: Calendar Description: This methods course provides opportunities for students to develop simultaneous interpreting skills while using a variety of general and technical texts. Students will be challenged to reflect on and integrate new and prior skills, knowledge, and experiences with their emerging professional identities.

Summary of Revisions: (Enter date & section) Eg: Section C,E,F

2 February 1995: Sections: A, B, C  
5 October 1995: Sections: G, R  
13 May 1996: Sections: E, G, C  
10 October 1996: Section: H

G: Type of Instruction: Hours per Semester  
Lecture/Practice: 32 Hrs.  
Laboratory: Hrs.  
Seminar: Hrs.  
Clinical Experience: Hrs.  
Field Experience: Hrs.  
Practicum: Hrs.  
Shop: Hrs.  
Studio: Hrs.  
Student Directed Learning: Hrs.  
Other: Hrs.  
Total: 32 Hrs.

H: Course Prerequisites:  
INTR 300 AND ASLS 375

I: Course Corequisites:  
Nil

J: Course for which this Course is a Prerequisite:  
Nil

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 Course Designer

Director

Vice President Instruction  
Registrar

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

T.B.A.

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Sections O, P, Q

## **Major Concepts:** *global ideas and meta notions around which course is framed*

1. Interpretation requires the ability to complete a series of highly sophisticated cognitive and interpersonal tasks involving text analysis, cross-cultural communication, and a variety of texts reflecting various registers, speaker/signer goals, and differing degrees of technical complexity.
2. In addition to interpreting competence, professional interpreters demonstrate the ability to keep appointments and arrive on time, to work with other professionals in various settings, to behave ethically in making decisions and solving problems, and to communicate effectively with both Deaf and non-Deaf individuals.
3. Technical proficiency and business behaviours must be balanced with a caring attitude, tolerance for a wide range of behaviour and cultures, and respect for the rights of others including their right to self-determination.
4. Reflection, evaluation, and integration of self critique and collegial feedback form the basis of on-going professional development regarding skills, interpersonal expertise, attitude and other observable behaviours.

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## Section R

**Evaluation:** This course shall be graded on a Mastery/Non-Mastery Basis

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.