



<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) <b>Cheryl Palmer</b>	Education Council / Curriculum Committee Representative
Dean: <b>Jan Lindsay</b>	Registrar