

EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

Α.	Division:	Instruction	Ef	fective Date:	September 2004
В.	Department / Program Area:	Faculty of Child, Family and Community Studies Sign Language Interpretation	Re	evision	New Course
			If	Revision, Section(s)	С, Н
			Re	evised:	
				ate of Previous Revision:	May, 2004
~		- a		ate of Current Revision:	September 2004
C:	INTR 1290	D: Community	-based	l Language 491:n	
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	ities 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		wiio ai	te Dear-Dilliu and practi	ce their professional skins
	uru seven day i				
G:	Allocation of Co	ontact Hour	H:	Course Prerequisites:	
				INTR 1241, INTR 122	5, or INTR 1275
				B+ or better	
			I:	Course Corequisites: N	Ione
				Course Corequisites.	
			J:	Course for which this C	
				INTR 2300 or INTR 2	375
1			I		

Dean:	Jan Lindsay	Registrar				
Course	Designer(s) Cheryi i annei					
Course	e Designer(s) Cheryl Palmer	Education Council / Curriculum Committee Representative				
R:	Prior Learning Assessment and Recognition. Th	nis course is open for PLAR.				
Q:	Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.					
P:	Textbooks and Materials to be Purchased by Students T.B.A.					
	Group work					
٠.	Lecture/practice					
0:	providers Methods of Instruction					
	o Prepare for assignments and adhere to ethical standards when debriefing assignments o Model cross-cultural appropriateness when working with consumers and fellow service					
	Demonstrate the ability to work effectively with Deaf-Blind consumers Use guiding, intervening and interpreting techniques appropriate to various Deaf-Blind consumers Output Description of the second o					
	 Identify successful and unsuccessful segments within consecutive interpretation Identify error patterns and develop strategies to correct them Critique simultaneous interpreting samples for effectiveness 					
	 Demonstrate reflective and critical thinking in the analysis of interpretation 					
	c) speaker styled) appropriate discourse structure					
	 Convey speaker/signer goal, including critical elements of meaning and essential detail Ensure that target language interpretation reflects a) equivalent register b) grammatical correctness 					
	 Analyze text for overt and implied meaning Identify speaker/signer goal, including critical elements of meaning and essential detail Consecutively interpreting texts between English and ASL 					
	Application of text analysis to consecutive interpretation					
N:	Course Content: The following global ideas guid	de the design and delivery of this course:				
	 Demonstrate work-readiness, e.g., da interpretations, etc. 	ily scheduling, debriefing meetings, preparing for				
	 Practice and critique consecutive interpreting Critique simultaneous interpreting Demonstrate guiding, intervening and interpreting with Deaf-Blind consumers in cross-culturally appropriate ways 					
	• 0	s into interpretations, e.g., discourse map, predictions, etc.				
	 Apply the principles of the Colonomos & Cokely interpreting process models to consecutive interpreting 					
1,1,	Upon successful completion of this course, the student will be able to:					
M :	Course Objectives / Learning Outcomes					