CURRICULUM GUIDELINES

Douglas College

A.	Division:	**Instruction**	Effective Date:		**01 January 2003**	

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

If Revision, Section(s) Revised: **J,M,N,O,P,Q,R**

Date of Previous Revision: **10 October 1996**
Date of Current Revision: **23 July 2002**

C:	**INTR 300**	**D**: **Language and Culture in Action: Interpretation I**	**E:**	**6**
	Subject & Course No.	Descriptive Title	Semester Credits	

F:	Calendar Description: **This methods course provides opportunities for students to develop consecutive 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 identity.**

G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Deli	**H:** Course Prerequisites: **INTR 290 B+ or better**
	I: Course Corequisites: **None**
	J: Course for which this Course is a Prerequisite **INTR 340**

M: Course Objectives / Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. **Demonstrate the skills and knowledge required to successfully interpret an utterance from ASL into English and from English to ASL.**
2. **Contrast consecutive and simultaneous interpretation.**
3. **Describe the key components of the process of interpretation.**
4. **Value and respect the diversity of individuals, both Deaf and non-Deaf.**
5. **Evaluate one's own interpretation and formulate a plan of continued professional development.**

N: Course Content: The following global ideas guide the design and delivery of this course:

1. **Text Analysis**

   Analyzing English and ASL texts
   Identify stated and implied meaning
   Discerning signer/speaker goal, and
   Identifying critical elements of meaning

2. **Interpreting**

   Identify a complete chunk
   Assess essential elements of meaning
   Incorporate cultural adaptations
   Produce an equivalent message in L2
   Organize critical elements of meaning
   Generate messages in all registers