



**EFFECTIVE: SEPTEMBER 2004**  
**CURRICULUM GUIDELINES**

A. Division: **Instruction** Effective Date: **September 2004**

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

If Revision, Section(s) Revised: **C, J**

Date of Previous Revision: **January 1, 2003**

Date of Current Revision: **16 February 2004**

C: **INTR 1142** D: **Introduction to Practice** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b>	Calendar Description: <b>This field based course provides students an introduction to the field of Sign Language interpretation and will involve learning in various areas. The focus is on opportunities to observe interpreters in practice; development of pre-interpreting skills such as vocabulary development, discourse mapping, and discourse reconstruction; and an introduction to the Deaf-Blind community.</b>	
<b>G:</b>	Allocation of Contact Hours to Type of Instruction / Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings: <b>Lecture Seminar Practicum</b>  Number of Contact Hours: (per week / semester for each descriptor) <b>30 hours 15 hours 45 hours</b>  Number of Weeks per Semester: <b>15 weeks</b>	<b>H:</b> Course Prerequisites: <b>Enrollment in INTR or permission of instructor.</b>  <b>I:</b> Course Corequisites: <b>None</b>  <b>J:</b> Course for which this Course is a Prerequisite <b>INTR 1241</b>  <b>K:</b> Maximum Class Size: <b>16</b>
<b>L:</b>	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.bccat.bc.ca">www.bccat.bc.ca</a> )		

M:	<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>Analyze a text to determine the main points and supporting detail.</b></li> <li>• <b>Diagram a text, indicating main points, supporting detail, and connections between one portion of the discourse to another.</b></li> <li>• <b>Observe working interpreters and analyze choices made by the interpreters.</b></li> <li>• <b>Record observations using various techniques and precise, nonjudgmental language.</b></li> <li>• <b>Discuss observations adhering to confidentiality practices in the field of Sign Language interpretation.</b></li> <li>• <b>Analyze their observations in light of their own personal filters.</b></li> <li>• <b>Apply techniques learned through observation to their own professional practice.</b></li> <li>• <b>Explain various settings in which interpreters work.</b></li> <li>• <b>Explain the etiology of Deaf-Blindness, various communication methods used by Deaf-Blind people, significant organizations of, by and for Deaf-Blind people.</b></li> <li>• <b>Explain the distinction between interpreters and intervenors.</b></li> <li>• <b>Employ guiding techniques.</b></li> <li>• <b>Demonstrate pre-interpreting skills including cloze techniques, discourse prediction skills, memory, and multi-tasking.</b></li> <li>• <b>Reconstruct English texts working from a map of their own design.</b></li> <li>• <b>Demonstrate English vocabulary development and ability to research current events and world knowledge.</b></li> </ul>
N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> <li>1. <b>Multi-faceted and multi-sensory observation skills are cornerstones of practice in human services. The purpose of observation is to be more effective in responding to others.</b></li> <li>2. <b>Observation is dynamic and continuous, formal and informal. These skills include observing, recording, interpreting and reporting. They improve through practice and reflection.</b></li> <li>3. <b>Effective observers have clear focus, purpose and intention. They conduct themselves in a legal, ethical and respectful manner.</b></li> <li>4. <b>Accurate observation requires awareness of personal values and filters, preconceptions and biases.</b></li> <li>5. <b>Observation of and reflection on the self-in-action are integral to on-going practitioner development.</b></li> <li>6. <b>Competent practitioners consider different hypotheses when interpreting their observations. Their conclusions are tentative, open to reflection, review and revision.</b></li> <li>7. <b>Context and events are linked, thus contextual factors need consideration when observing, recording and interpreting.</b></li> <li>8. <b>The manner in which observations are recorded, reported and used, influences interpretation of the material collected. Choice of language needs careful consideration, as it influences perceptions and interpretations.</b></li> <li>9. <b>The observer's presence and behaviour affects the situation being observed.</b></li> <li>10. <b>Field observations recordings form critical links between course work and practice. What is observed becomes substance for discussion and reflection.</b></li> <li>11. <b>Study and observation of skilled practitioners provide insight into roles, responsibilities and contexts of practice.</b></li> </ol>
O:	<p>Methods of Instruction</p>
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p><b>T.B.A.</b></p>

**Q:** Means of Assessment  
 This course will conform to Douglas College Policy regarding the number and weighting of evaluations.

- 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. This is a master/non mastery course.**

**R:** Prior Learning Assessment and Recognition:  
**This course is open for PLAR**

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