



## EFFECTIVE: SEPTEMBER, 2007 CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: **September 2007**

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

If Revision, Section(s) Revised: **G,H,J,M,N,O,Q**  
Date of Previous Revision: **16 February 2004**  
Date of Current Revision: **15 May 2007**

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</b>  Number of Contact Hours: (per semester for each descriptor)  <b>30 hours 60 hours</b>  Number of Weeks per Semester:  <b>Flexible delivery ranging over 6 to 15 weeks</b>	<b>H:</b> Course Prerequisites:  <b>None</b>	
	<b>I:</b> Course Corequisites:  <b>None</b>	
	<b>J:</b> Course for which this Course is a Prerequisite  <b>INTR 1241, INTR 1225 and INTR 1221</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.bctransferguide.ca">www.bctransferguide.ca</a> )		

<p><b>M:</b> Course Objectives / Learning Outcomes Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. <b>Analyze observations of interpreters' work in light of their own personal filters, and apply techniques learned through observations to their own professional practice</b></li> <li>2. <b>Apply strategies for on-going English vocabulary development, ability to research current events and develop world knowledge</b></li> <li>3. <b>Explain the etiology of Deaf-Blindness, and communication methods used by Deaf-Blind people as well as the distinction between interpreters and interveners</b></li> <li>4. <b>Explain various settings in which interpreters work</b></li> <li>5. <b>Demonstrate pre-interpreting skills including closure techniques, discourse prediction skills, memory and multi-tasking</b></li> <li>6. <b>Analyze and diagram a text to determine the main points and supporting detail, and reconstruct English texts working from a diagram of their own design.</b></li> </ol>
<p><b>N:</b> Course Content: The following global ideas guide the design and delivery of this course:</p> <ul style="list-style-type: none"> <li>• <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>• <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>• <b>Effective observers have a clear focus, purpose and intention. They conduct themselves in a legal, ethical and respectful manner.</b></li> <li>• <b>Accurate observation requires awareness of personal values and filters, preconceptions and biases.</b></li> <li>• <b>Observation of, and reflection on, the self-in-action are integral to on-going practitioner development.</b></li> <li>• <b>Competent practitioners consider different hypotheses when interpreting their observations. Their conclusions are tentative and open to reflection, review and revision.</b></li> <li>• <b>Context and events are linked, thus contextual factors need consideration when observing, recording and interpreting.</b></li> <li>• <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 others' perceptions and interpretations.</b></li> <li>• <b>The observer's presence and behaviour affects the situation being observed.</b></li> <li>• <b>Field observations recordings form critical links between coursework and practice. What is observed becomes substance for discussion and reflection.</b></li> <li>• <b>Study and observation of skilled practitioners provide insight into roles, responsibilities and contexts of practice.</b></li> <li>• <b>Ongoing development in the languages and cultures involved in an interpreter's work is required for effective practice, as well as increasing world knowledge and being up-to-date on current events including events in the global Deaf community.</b></li> <li>• <b>Interpreters may work with people who are Deaf-Blind, which entails mastering an additional skill-set to accommodate specific communication needs as well as intervening techniques.</b></li> <li>• <b>The task of interpreting requires mastery of foundational skills including closure techniques, prediction skills, memory, and multi-tasking.</b></li> </ul>
<p><b>O:</b> Methods of Instruction</p> <ul style="list-style-type: none"> <li>• <b>Lecture/discussion</b></li> <li>• <b>Demonstration/practice</b></li> <li>• <b>Field observations</b></li> <li>• <b>Group work</b></li> </ul>
<p><b>P:</b> 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.

- **Demonstration/practice**
- **Field observations**
- **Group work**

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

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR. If not available for PLAR, please provide rationale.

**This course is available for PLAR.**

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Course Designer(s) Cheryl Palmer

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Education Council / Curriculum Committee Representative

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Dean: Jan K. Carrie

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Registrar

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