

EFFECTIVE: JANUARY 2006 CURRICULUM GUIDELINES

Α.	Division:	Instruction	E	frective Date:		January 2006		
В.	Department / Program Area:	Faculty of Child, Family and Community Studies Program of Sign Language Interpretation	R	evision	X	New Course		
				Revision, Section(s) evised:		H, J, O		
				ate of Previous Revisionate of Current Revision		16 February 2004 22 June 2005	ļ	
C:	INTR 1225	D: Profession		nd Cultural Mediation		E: 2		
	Subject & Cour	rse No. Descri	ptive T	itle	Sen	nester Credits		
F:	Calendar Description: This course provides students with opportunities to explore the concept of visual language interpreters as cultural mediators within their professional role. Role play, culturally-linked texts and field experiences will be used to stimulate discussion, reflection and class projects.							
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/Practice Number of Contact Hours: (per week / semester for each descriptor) 45 hours Number of Weeks per Semester: Flexible delivery ranging over 2 – 15 weeks		Н:	: Course Prerequisites: INTR 1145 with a minimum of B+ and INTR 1142 Mastery				
			I:	Course Corequisites: None				
			J:	Course for which this Course is a Prerequisite INTR 2300 INTR 2310 INTR 2375				
			K:	Maximum Class Size: 16				
L:	PLEASE INDIC	CATE:						
	Non-Credi	t						
	X College Cr	redit Non-Transfer						
	College Cr	redit Transfer:						
	SEE BC TRANS	BEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)						

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M:	Course Objectives / Learning Outcomes					
	Upon si	Upon successful completion of this course, the student will be able to:				
		Analyze the impact of oppression on Deaf/hearing interactions and the role of the				
		interpreter in minimizing the effects of oppression.				
		• Explain the interpreter's role in empowering the interlocutors in interpreted situations.				
		• Illustrate how cultural and linguistic mediation is integral to the communication facilitation				
		provided by an interpreter.				
		• Compare "professionalism" from a Deaf and hearing cultural frame.				
		Utilize a decision-making model.				
		Apply ethical principles to interpreting situations.				
		 Assess how certification applies to being a credible professional practitioner. 				
N:	Course	Content: The following global ideas guide the design and delivery of this course:				
	1.	Oppression influences the group dynamics between majority-minority group members in				
		predictable, identifiable ways.				
	2.	It is critical that interpreters understand the characteristics of oppressed and oppressor peoples				
		and recognize any tendencies they may have to use their position of power to reinforce this				
		status quo.				
	3.	Empowerment of individuals in deaf-deaf interactions and in deaf-hearing interactions results in				
		healthy and essential self-determination. Interpreters can play a part in the empowerment of				
		others in interpreted interactions.				
	4.	Language and culture cannot be separated. A significant part of communication facilitation				
	_	that an interpreter provides depends on cultural, as well as linguistic, mediation.				
	5.	"Professionalism" is a concept which grows from a cultural frame of reference. Interpreters				
		must know the meaning of "professionalism" from both a Deaf cultural frame and from a				
		hearing cultural frame. Further, interpreters must know how to balance that role in deaf-				
	_	hearing interactions.				
	6.	Professional practice requires the critical thinking and the application of ethical principles in				
		making decisions. Further, practitioners must be able to clearly express their decision and the				
	-	basis for their point of view in a variety of formats and settings.				
	7.	In order to be credible, professional practitioners, it is important for visual language				
0:	Mathad	interpreters to become certified. s of Instruction				
O:		e/Practice				
P:		oks and Materials to be Purchased by Students				
	T.B.A.					
Q:		of Assessment: This course will conform to Douglas College policy regarding the number and				
		ng of evaluations.				
	1.	Adherence to college evaluation policy regarding numbering and weighing 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				
D.	Dei an I	graded course.				
R:		earning Assessment and Recognition				
	1 ms co	urse is available for PLAR.				
Course Designer(s) Cheryl Palmer Education Council / Curriculum Committee Representative						

Dean: Jan Carrie

Registrar