



**Course Information**

A: Division: Instructional Division Date: 9 October 1996  
 B: Dept.: Child, Family and Community Studies New Course:  
 Program: Sign Language Interpretation Revision of Course Information form: X  
 Dated: 10 December 1993  
*SEE VLIT 241*

C: INTR 241 D: Program of Sign Language Interpretation - Practicum I E: 4.5

Subject & Course No. Descriptive Title Semester Credit

F: Calendar Description: This course provides opportunities for students to develop interpreting skills and to practice professional skills in selected sites under supervision. Students will integrate and reflect upon their educational, personal and professional experiences in practicum and seminar. This class meets 34 hours per week for 5 weeks.

Summary of Revisions: (Enter date & section) Eg: Section C,E,F  
 9 Oct. 96: Section F

G: Type of Instruction: Hours per Week / per Semester  
 Lecture/Practice: Hrs.  
 Laboratory: Hrs.  
 Seminar: 10 Hrs.  
 Clinical Experience: Hrs.  
 Field Experience: Hrs.  
 Practicum: 160 Hrs.  
 Shop: Hrs.  
 Studio: Hrs.  
 Student Directed Learning: Hrs.  
 Other: Hrs.  
 Total: 170 Hrs.

H Course Prerequisites: Completion of 1st semester courses  
 I: Course Corequisites: Nil  
 J: Course for which this Course is a Prerequisite: VLIT 340  
 K Maximum Class Size: 8

L: College Credit Transfer   
 College Credit Non-Transfer   
 Non-Credit

M Transfer Credit: Requested:   
 Granted:   
 Specify Course Equivalents or Unassigned Credit as appropriate:  
 U.B.C.  
 S.F.U.  
 U. Vic.  
 Other:

*Jan Humphrey*  
 (Jan Humphrey) Course Designer  
*B. Meller*  
 Dean

*[Signature]*  
 Vice-President, Instruction  
*[Signature]*  
 Registrar

N: Textbooks and Materials to be Purchased by Students  
(Use Bibliographic Form):

T.B.A.

**Major Concepts:** *global ideas that guide the design and delivery of the course*

1. Interpreting is a complex cognitive task. There are identifiable sub-tasks of interpreting which can be isolated and taught in a sequential manner. Rehearsing these sub-tasks in isolation and with progressive partial integration builds an appropriate foundation for the development of beginning interpreting skills.
2. Consecutive interpretation provides adequate processing time which enhances source language reception, text analysis, dropping source language form and selection of large language elements, prior to production of interpretation in the target language.
3. Technical proficiency must be balanced with a professional demeanour, ethical decision making, a caring attitude, tolerance for a wide range of behaviour and cultures, and respect for the rights of others including their right to self-determination.
4. Observation of interpreters at work provides for an opportunity for students to see the integration of theory, cultural and linguistic mediation, ethical decision making and interpersonal skills in action. Further, as one's skills develop, opportunities to practice interpreting in actual settings undergirds the development and integration of skills and knowledge.

**Evaluation:**

Selection of evaluation and assessment tools for this course will be based on:

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.