EFFECTIVE: JANUARY 2013
CURRICULUM GUIDELINES

DOUGLASCOLLEGE

A.	Division:	Academic	Effective Date:	January 2013

B. Department / Program Area: Faculty of Child, Family & Community Studies / Sign Language Interpretation

Revision ☐   **X**   New Course ☐

If Revision, Section(s) Revised: A, F, G, J, N, Q
Date of Previous Revision: November 2008
Date of Current Revision: February 2012

C: INTR 1241	**D:** Sign Language Interpretation – Practicum I	**E:** 4.5
Subject & Course No.	Descriptive Title	Semester Credits

F: Calendar Description:

This practical 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.

G: Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Seminar
Practicum

Number of Contact Hours: (per semester for each descriptor)

10 hours - Seminar
160 hours - Practicum

Number of Weeks per Semester:

Flexible delivery ranging over 6 to 15 weeks

H: Course Prerequisites:

B or better in INTR 1145 and INTR 1175 and INTR 1142

I: Course Corequisites:

None

J: Course for which this Course is a Prerequisite

INTR 2420 and INTR 2310

K: Maximum Class Size:

8

L: PLEASE INDICATE:

☐ Non-Credit

X College Credit Non-Transfer

☐ College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)

M:	Course Objectives / Learning Outcomes Upon successful completion of this course, the student will be able to: 1. Apply models of the interpreting process when analyzing interpreting work. 2. Prepare for interpreting assignments. 3. Consecutively interpret between ASL and English, and English and ASL. 4. Demonstrate professional demeanor, ethical decision making, and respect for others when interpreting.
N:	Course Content: The following global ideas guide the design and delivery of this course: • Interpreters develop skill by practicing the various sub-tasks that are part of the interpreting process. • Discourse mapping, predicting and preparing are key strategies for interpreters • The ability to identify and interpret main points of content is an important step, before developing skills to interpret all supporting details. • Practicing interpreting source text consecutively, in linguistic chunks, is necessary before learning to interpret simultaneously. • Studying the process models of Cokely, Colonomos and Seleskovitch and current discourse of a cognitive model of interpreting provides an important theoretical base. • Interpreting in community settings requires assessing the needs of the consumers and of the setting, identifying the demands on the interpreter, and being adaptive as to how to control for these demands. • A professional interpreter learns to monitor their own work and respond to feedback, as well as to reflect accurately on the success and identify needs for further skill development. • A professional interpreter always acts in an ethical manner.
O:	Methods of Instruction Lecture/discussion Demonstration Group work
P:	Textbooks and Materials to be Purchased by Students T.B.A.
Q:	Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. Typical means of evaluation would include, but not be limited to, a combination of: • Attendance and participation • Demonstration of consecutive interpreting skills in the classroom, community, and on assignments, as well as written tests. 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.

Course Designer(s): Cheryl Palmer

Education Council / Curriculum Committee Representative

Interim Dean: Gary Tennant`

Registrar