

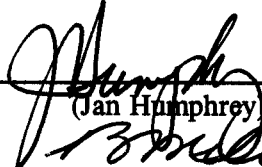
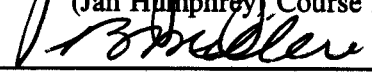


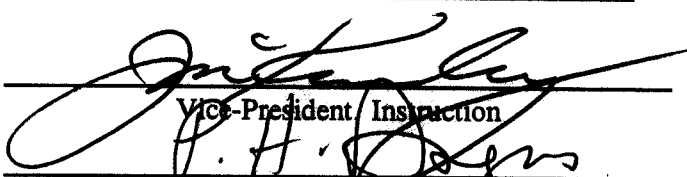
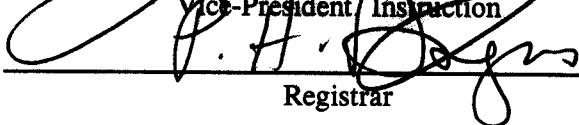
# Course Information

A: Division: Instructional Division Date: 10 October 1996  
 B: Department: Child, Family and Community Studies New Course:  
 Program: Program of Sign Language Interpretation Revision of Course X  
 Information form: 13 May 1996

C: INTR 300 D: Language & Culture in Action: E: 6  
 Interpretation I  
 Subject & Course No. Descriptive Title Semester Credit

<b>F:</b> Calendar Description: This methods course provides opportunities for students to develop consecutive interpreting skills while using a variety of general and technical texts. Students will be challenged to reflect on and integrate new and prior skills, knowledge, and experiences with their emerging professional identity.	<b>Summary of Revisions: (Enter date &amp; section) Eg: Section C,E,F</b>  16 October 1995: Section: G 13 May 1996: Sections: E, G, C 10 October 1996: Section: H
<b>G:</b> Type of Instruction: Hours per Semester Lecture/Practice: 120 Hrs. Laboratory: Hrs. Seminar: Hrs. Clinical Experience: Hrs. Field Experience: Hrs. Practicum: Hrs. Shop: Hrs. Studio: Hrs. Student Directed Learning: Hrs. Other: Hrs.  Total: 120 Hrs.	<b>H:</b> Course Prerequisites: INTR 145 AND INTR 225 AND ASLS 275  <b>I:</b> Course Corequisites: Nil  <b>J:</b> Course for which this Course is a Prerequisite: INTR 445  <b>K:</b> Maximum Class Size: 16
<b>L:</b> College Credit Transfer <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/>         Non-Credit <input type="checkbox"/>	<b>M:</b> Transfer Credit: Requested: <input type="checkbox"/> Granted: <input type="checkbox"/>  Specify Course Equivalents or Unassigned Credit as appropriate: U.B.C. S.F.U. U. Vic. Other:

  
 (Jan Humphrey) Course Designer  
  
 Director/Chairperson

  
 Vice-President Instruction  
  
 Registrar

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**N: Textbooks and materials to be purchased by students  
(Use Bibliographic Form):**

T.B.A.

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**Sections O, P, Q**

**Major Concepts:** *global ideas and meta notions around which course is framed*

1. Interpretation requires the ability to complete a series of highly sophisticated cognitive tasks in which the interpreter takes in a source language message, analyzes the linguistic and para-linguistic elements of the message to identify speaker/signer goal and critical elements of meaning, makes a cultural and linguistic transition, and produces an equivalent message in the target language. The process is so complex that it is necessary to isolate key components of the process and guide students to mastery of those sub-components as they are sequentially re-integrated into the whole.
2. Interpreters work with a variety of texts reflecting a variety of registers, speaker/signer goals, and differing degrees of technical complexity. Non-technical texts should precede technical texts; consecutive interpretation should precede simultaneous interpretation.
3. Skill alone is insufficient for competent practice. Technical proficiency must be balanced with 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. This is reflected by demonstrating the ability to work in partnership with a variety of peers throughout one's educational experience.
4. Reflection, evaluation, and integration of self critique and collegial feedback form the basis of on-going professional development regarding skills, interpersonal expertise, attitude and other observable behaviours.

## Section R

# **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.