



**EFFECTIVE: SEPTEMBER 2004**  
**CURRICULUM GUIDELINES**

A. Division: **Instruction** Effective Date: **September 2004**

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

If Revision, Section(s) Revised: **C,J**  
Date of Previous Revision: **23 July 2002**  
Date of Current Revision: **16 February 2004**

C: **INTR 2300** D: **Language and Culture in Action: Interpretation I** E: **6**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b> Calendar Description: <b>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>		
<b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings: <b>Lecture/Practice</b>  Number of Contact Hours: (per week / semester for each descriptor) <b>120 hours</b>  Number of Weeks per Semester:  <b>Flexible delivery ranging over 4 to 15 weeks</b>	<b>H:</b> Course Prerequisites: <b>INTR 1290 B+ or better</b>	
	<b>I:</b> Course Corequisites: <b>None</b>	
	<b>J:</b> Course for which this Course is a Prerequisite <b>INTR 2420</b>	
	<b>K:</b> Maximum Class Size: <b>16</b>	
<b>L: PLEASE INDICATE:</b> <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.bccat.bc.ca">www.bccat.bc.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>Demonstrate the skills and knowledge required to successfully interpret an utterance from ASL into English and from English to ASL.</b></li> <li>2. <b>Contrast consecutive and simultaneous interpretation.</b></li> <li>3. <b>Describe the key components of the process of interpretation.</b></li> <li>4. <b>Value and respect the diversity of individuals, both Deaf and non-Deaf.</b></li> <li>5. <b>Evaluate one’s own interpretation and formulate a plan of continued professional development.</b></li> </ol>	
<p><b>N:</b> Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> <li>1. <b>Text Analysis</b> <ul style="list-style-type: none"> <li>• Analyzing English and ASL texts</li> <li>• Identify stated and implied meaning</li> <li>• Discerning signer/speaker goal, and</li> <li>• Identifying critical elements of meaning</li> </ul> </li> <li>2. <b>Interpreting</b> <ul style="list-style-type: none"> <li>• Identify a complete chunk</li> <li>• Assess essential elements of meaning</li> <li>• Incorporate cultural adaptations</li> <li>• Produce an equivalent message in L2</li> <li>• Organize critical elements of meaning</li> <li>• Generate messages in all registers</li> <li>• Self analysis</li> </ul> </li> <li>3. <b>Diversity</b> <ul style="list-style-type: none"> <li>• Caring attitude</li> <li>• Respect</li> <li>• Boundaries: personal/professional</li> <li>• Self analysis/awareness</li> <li>• Reflection</li> <li>• Journal writing</li> <li>• Gender patterned messages</li> <li>• Indicators of oppression</li> </ul> </li> <li>4. <b>Self-Analysis</b> <ul style="list-style-type: none"> <li>• Professional development plan</li> <li>• Patterns of errors</li> <li>• Terminology/techniques for self analysis</li> </ul> </li> </ol>	
<p><b>O:</b> Methods of Instruction  <b>Lecture/discussion</b>  <b>Demonstration</b>  <b>Group work</b></p>	
<p><b>P:</b> Textbooks and Materials to be Purchased by Students  <b>T.B.A.</b></p>	
<p><b>Q:</b> Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.  <b>This will include but not be limited to: written assignments, group presentations, and analysis of skill development. This is a graded course.</b></p>	
<p><b>R:</b> Prior Learning Assessment and Recognition  <b>This course is open for PLAR</b></p>	
Course Designer(s): <b>David Still</b>	Education Council / Curriculum Committee Representative
Dean: <b>Jan Lindsay</b>	Registrar