



EFFECTIVE: SEPTEMBER, 2007
CURRICULUM GUIDELINES

A. Division:	Education	Effective Date:	September 2007
B. Department / Program Area:	Faculty of Child, Family and Community Studies <i>Department of Sign Language Interpretation</i>	Revision	<input checked="" type="checkbox"/> New Course <input type="checkbox"/>
		If Revision, Section(s) Revised:	G,H,J,M,N,Q
		Date of Previous Revision:	16 February 2004
		Date of Current Revision:	15 May 2007
C: INTR 2300	D: Language and Culture in Action – Interpretation I	E:	6

Subject & Course No.	Descriptive Title	Semester Credits
F: 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.		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/Seminar Number of Contact Hours: (per semester for each descriptor) 120 hours Number of Weeks per Semester: Flexible delivery ranging over 4 to 15 weeks	H: Course Prerequisites: INTR 1290	
	I: Course Corequisites: None	
	J: Course for which this Course is a Prerequisite INTR 2420 and INTR 2400	
	K: Maximum Class Size: 16	
L: PLEASE INDICATE: <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 (www.bctransferguide.ca)		

<p>M: Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none">1. Interpret from ASL into English and from English into ASL, incorporating all of the main points and necessary supporting detail2. Use consecutive and simultaneous interpretation as required3. Describe the key components of the process of interpretation4. Evaluate one's own interpretation and formulate a plan of continued professional development5. Use instructor-provided visual materials when interpreting6. Give and receive support and feedback when working in teamed situations7. Use strategies to provide accurate interpretation when working in situations that are not teamed.
<p>N: Course Content: The following global ideas guide the design and delivery of this course:</p> <ul style="list-style-type: none">• Interpreters need to differentiate between main points and supporting detail in their interpretations.• Interpreters need to be aware when they have omitted main points in their interpretations.• Competent practitioners adjust their communication to the setting by deciding when and where to use consecutive and simultaneous interpreting.• Practitioners' awareness of the process of interpretation increases field effectiveness.• Interpreters can enhance their learning by recognizing and identifying areas in their interpretation and language use that need strengthening.• Interpreters often are called upon to interpret discourses that include visual materials and must have strategies for doing this effectively.• Practitioners often work in teamed situations. To ensure quality service when teaming, interpreters must know how to effectively work together and provide support for one another. When working in teams, interpreters can provide feedback to one another to enhance their professional development.• Interpreters may work in isolation and are required to incorporate strategies which allow them to provide accurate interpretations.
<p>O: Methods of Instruction</p> <ul style="list-style-type: none">• Lecture/discussion• Demonstration/practice• Guest speakers• Course readings• Group work
<p>P: Textbooks and Materials to be Purchased by Students</p> <p>T.B.A.</p>

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 a combination of:

- **Written assignments**
- **Group presentations**
- **Videotaped assignments**
- **Quizzes**
- **Class participation**

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

Dean: Jan K. Carrie

Registrar