



Course Information

A: Division: Instructional Division Date: 11 February 1997
 B: Dept.: Child, Family and Community Studies New Course:
 Program: Program of Sign Language Interpretation Revision of Course Information form: X
 Dated: 14 June 1993
 SEE VLIT 140

C: INTR 140 D: Directed Studies in Sign Language Interpreting E: 1 - 3

Subject & Course No. Descriptive Title Semester Credit

F: **Calendar Description:** This course enables students to get practical experience in interpreting skill development and professional interaction. Through negotiation with the program faculty, the student will develop the framework for a skills development project involving one or more members of the Deaf community and one or more professional interpreters. Upon completion of the project, the student shall present evidence of language learning in the form of a written and/or videotaped report subscribing to instructor-provided format. This course may be repeated up to 3 times for credit.

Summary of Revisions: (Enter date & section)
 Eg: Section C,E,F
 11 Feb. 1997: Sections C & D

G: Type of Instruction: Hours per Week / per Semester

Lecture\Practice:	Hrs.
Laboratory:	Hrs.
Seminar:	Hrs.
Clinical Experience:	Hrs.
Field Experience:	24 Hrs./Cr
Practicum:	Hrs.
Shop:	Hrs.
Studio:	Hrs.
Student Directed Learning:	Hrs.
Other:	Hrs.
Total:	24 Hrs.

H Course Prerequisites:
 Permission of the program faculty

I: Course Corequisites:
 Nil

J: Course for which this Course is a Prerequisite:
 Nil

K Maximum Class Size:
 24

L: College Credit Transfer
 College Credit Non-Transfer

M Transfer Credit: Requested:
 Granted:

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

Non-Credit

Jan Humphrey
 (Jan Humphrey) Course Designer

Jan B. Miller
 Dean

[Signature]
 Vice-President, Instruction

[Signature]
 Registrar

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

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

1. Visual language interpretation is a complex task, involving technical competence in ASL-English text analysis and language transmission, bicultural interpersonal skills and professional competence.
2. Interpreting is not done in a vacuum. Interpreting skills can be enhanced by working with members of the communities using the services of a language interpreter to develop specific technical, interpersonal and/or professional skills and knowledge.
3. Working interpreters and experienced consumers of interpreter services provide a rich resource for learning the nuances and complexities of working as a professional interpreter.
4. Mature students are able to identify their learning needs and develop a plan for meeting those educational needs.

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.