



EFFECTIVE: MAY 2003
CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **May 2003**

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

If Revision, Section(s) Revised: **G,H,J,M,N,Q**

Date of Previous Revision: **9 October 1996**

Date of Current Revision: **25 July 2002**

C: **INTR 241** D: **Sign Language Interpretation - Practicum I** E: **4.5**

| Subject & Course No. | Descriptive Title | Semester Credits |
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| F: | Calendar Description: This 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. This class meets 34 hours per week for 5 weeks. | |
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| G: | H: | I: |
| Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Seminar Practicum | Course Prerequisites: B+ or better in INTR 145 and INTR 175 | Course Corequisites: None |
| Number of Contact Hours: (per week / semester for each descriptor) 10 hours 160 hours | J: | K: |
| Number of Weeks per Semester: Flexible delivery ranging over 1 to 15 weeks | Course for which this Course is a Prerequisite INTR 340 | Maximum Class Size: 8 |

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| 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.bccat.bc.ca) | | |

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| <p>M: Course Objectives / Learning Outcomes Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 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. | | |
| <p>N: Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> 1. Models of interpretation <ul style="list-style-type: none"> • Cokely • Seleskovitch • Colonomos • Gish 2. Process of consecutive interpretation <ul style="list-style-type: none"> • Preparation • Logistics • Explaining process to participants • Dropping form, conveying meaning • Monitoring work 3. Application of interpreting in community settings <ul style="list-style-type: none"> • Coordination of events • Adapting to setting • Assessing consumer needs • Reflecting accurately on success of work • Identifying needs for further skill development | | |
| <p>O: Methods of Instruction</p> | | |
| <p>P: Textbooks and Materials to be Purchased by Students T.B.A.</p> | | |
| <p>Q: Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. This will include but not be limited to : demonstration of consecutive interpreting skills in the classroom and community, and written tests.</p> | | |
| <p>R: Prior Learning Assessment and Recognition This course is available for PLAR</p> | | |
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| Course Designer(s): Karen Malcolm | | Education Council / Curriculum Committee Representative |
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| Dean: Jan Lindsay | | Registrar |