



**Trinity College Dublin**  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin

# Centre for Deaf Studies

School of Linguistic, Speech & Communication Sciences

## Module Handbook 2022-2023

Junior Freshman  
Senior Freshman  
Junior Sophister  
Senior Sophister



## Table of contents

<b>Modules</b>		
<b>Code</b>	<b>Module/Course Name</b>	<b>Page</b>
UBLS-DEAS-1F UBLS-DEAS-2F	Bachelor in Deaf Studies (B.St.Su.)	3
<b>Junior Freshman (pp. 5-19)</b>		
DFU11001	Irish Sign Language 1	5
DFU11002	Irish Sign Language 2	7
DFU11003	Working with the Deaf Community 1	9
DFU11004	Working with the Deaf Community 2	10
DFU11005	Introduction to the Deaf Community 1	11
DFU11006	Introduction to the Deaf Community 2	13
DFU11007	Deaf Education	15
DFU11008	Modality and Second Language Learning	16
LIU11008	Introduction to Linguistics 1	18
LIU11013	First Language Acquisition	19
<b>Senior Freshman (pp. 20-30)</b>		
DFU22001	Irish Sign Language 3	20
DFU22002	Irish Sign Language 4	22
DFU22003	Introduction to Sign Linguistics 1	24
DFU22004	Introduction to Sign Linguistics 2	26
DFU22005	Translation and Interpreting: Philosophy and Practice 1	28
DFU22006	Translation and Interpreting: Philosophy and Practice 2	30
<b>Junior Sophister (pp. 31-44)</b>		
DFU33001	Irish Sign Language 5	31
DFU33002	Irish Sign Language 6	33
DFU33003	Ethics 1	35
DFU33004	Ethics 2	36
DFU33005	Research Methods	37
DFU33006	Deafhood and Deaf Culture	39
DFU33007	Deaf People and the Media	40
DFU33008	Introduction to Interpreting	41
DFU33009	Introduction to ISL Teaching	43
<b>Senior Sophister (pp. 45-53)</b>		
DFU44001	Practical Placement 1	45
DFU44002	Practical Placement 2	46
DFU44003	Irish Sign Language 7	47
DFU44004	Research Project (Capstone)	48
DFU44005	Advanced Topics in Deaf Studies	50
DFU44006	Advanced Interpreting	51
DFU44007	ISL Teaching and Assessment	53

## Course Details for Centre for Deaf Studies

<b>Course Code</b>	UBLS-DEAS-1F UBLS-DEAS-2F
<b>Course Title</b>	<b>Bachelor in Deaf Studies (B.St.Su.)</b>
<b>Course URL</b>	<a href="https://www.tcd.ie/slscs/undergraduate/deaf-studies-bachelor/">https://www.tcd.ie/slscs/undergraduate/deaf-studies-bachelor/</a>
<b>Mission Statement</b>	The Centre for Deaf Studies, University of Dublin, is committed to excellence in both innovative research and teaching in the area of Deaf Studies, to the enhancement of the learning of each of its students and to an inclusive college community with equality of access for all in an ISL/English bilingual and multicultural environment. The Centre will continue to disseminate its knowledge and expertise for the benefit of the Deaf community, wider society and the scientific community.
<b>Programme Aims</b>	<p>The Bachelor in Deaf Studies programme aims to</p> <ul style="list-style-type: none"> <li>• Deliver skill competency in Irish Sign Language to level C1 (receptive/comprehension) and B2 (productive/expressed) as outlined by the Council of European Framework of References for Languages (CEFR). The CEFR maps language competence across six broad categories ranging from A1 (beginners) to C2 (highly proficient across a range of high-level domains). The CEFR serves two major functions: <ol style="list-style-type: none"> <li>1) <b>Reporting:</b> it adds information about a learner's experience and concrete evidence of achievements in their language(s). This coincides with the EU's interest in facilitating individual mobility and relating regional and national qualifications to internationally agreed standards;</li> <li>2) <b>Pedagogical:</b> it makes learning languages more transparent to learners and helps develop their capacity for self-reflection and self-assessment and assume greater responsibility for learning (i.e. learner autonomy).</li> </ol> </li> <li>• Develop knowledge about the socio-cultural issues that impact on Deaf people in society through a broad range of programmes that reflect the thematic issues of relevance to the Deaf community/ies in Ireland and internationally.</li> <li>• Offer appropriate scope for professional development within the specific domains of working with the Deaf community/ies and depending on specific path choice, competence as an Irish Sign Language-English interpreter or as an Irish Sign Language teacher.</li> </ul>
<b>Learning Outcomes</b>	<p>On successful completion of this programme, students will be able to:</p> <p>LO1. Demonstrate fluency in Irish Sign Language.</p> <p>LO2. Demonstrate effective communication skills with the full range of relevant stakeholders, in the professional liaisons and in the larger community.</p> <p>LO3. Critically research, interpret, reflect upon and apply the evolving theoretical knowledge base in Deaf Studies and Applied Linguistics and relate this body of knowledge to evidence-based professional decision-making.</p> <p>LO4. Demonstrate professional autonomy (including self and peer assessment), accountability, responsibility and a commitment to ethical action and social responsibility in professional practice.</p>
<b>Course Description</b>	The Bachelor in <i>Deaf Studies</i> (B.St.Su.) is a four-year full time course leading to an honours degree. The course provides a comprehensive introduction to the Deaf community/ies and Irish Sign Language (ISL) for those wishing to work with signers. No prior knowledge of ISL is required for entry. The degree also draws on a multidisciplinary approach to introduce a broad spectrum of knowledge, skills and competencies related to Deaf Communities, Deaf History and Culture. In the sophister year (Years 3 and 4), profession-specific competencies are in focus for those who select pathways to ISL teaching or ISL-English Interpreting.

<b>Personnel Information</b>	<b>Head of Discipline:</b> Dr. Breffni O'Rourke <b>Director of Undergraduate Teaching &amp; Learning:</b> Dr. Margaret Walshe <b>Director of Centre Deaf Studies:</b> Dr John Bosco Conama <b>Programme Director:</b> Carmel Grehan <b>Staff:</b> Dr. John Bosco Conama, Ms. Carmel Grehan, Mr. Patrick Matthews, Ms. Teresa Lynch, Dr. Sarah Sheridan and Dr. Isabelle Heyerick
------------------------------	--

<b>Assessment Details</b>	<p>A diverse range of assessment practices are used within the course, both formative and summative, which align with subject context, learning activities, and learning outcomes.</p> <ul style="list-style-type: none"> <li>• Theoretical knowledge is assessed by a combination of continuous assessment and examinations.</li> <li>• Continuous assessment includes coursework and reference to attendance, punctuality, in class performance and collegiality, all essential skills in professional formation.</li> <li>• Formal assessment includes written examination, language performance tests, interpreting tests, online assessments (online quizzes) and the submission of written essays or dissertations.</li> <li>• All courses/modules are subject to a process of end-of-course assessment. This normally consists of either a formal unseen examination or an essay-type assignment.</li> </ul>
<b>Legacy Course Code:</b>	<b>Course approval date:</b>
<b>Year abroad years:</b>	<b>Conjoint course:</b>
<b>Course Start Date:</b>	<b>Course End Date:</b>
<b>Academic Year of Data: 2022/2023</b>	

## Junior Freshman Modules

<b>Module Code</b>	DFU11001
<b>Module Name</b>	Irish Sign Language 1
<b>ECTS Weighting</b>	10
<b>Semester/Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Direct hours</b> = 44 <b>Indicative hours</b> = 300
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Mr Patrick A. Matthews <b>Lecturer:</b> Mr Patrick A. Matthews
<b>Learning Outcomes</b>	<p>On successful completion of this module, students will be able to demonstrate the following:</p> <ul style="list-style-type: none"> <li>• <b>Productive language skills:</b> Use a series of phrases and sentences to describe in simple terms his/her family and other people, living environment, his/her educational background and present or most recent job.</li> <li>• <b>Productive language skills (prepare a recording):</b> Produce and record short messages in ISL to video. Produce and record a basic personal message, e.g. a thank you to someone for a favour, done, gift given, etc.</li> <li>• <b>Interactive skills:</b> Request and respond to requests for information on familiar topics and activities. Manage short social conversations.</li> <li>• <b>Receptive language skills (Digital Data):</b> Demonstrate understanding of signed video/DVD clips of basic ISL signed at a moderate pace. Identify specific and main points of information on signed video clips and record it to gloss. Demonstrate understanding of announcements and short personal information.</li> <li>• <b>Receptive language skills (Real life):</b> Demonstrate understanding of phrases and common vocabulary related to areas of general personal knowledge e.g. information about his/herself, family, occupation, shopping, and residential area. Comprehend the main point/s in short, simple communication and announcements.</li> </ul>
<b>Module Learning Aims</b>	This module introduces students to ISL and delivers teaching to the Common European Framework of Reference for Languages (CEFR). The aim is to bring students to level A2 receptive skills, A1 productive skills.
<b>Recommended Reading List</b>	<p>Leeson, Lorraine and John I. Saeed (2012) <i>Irish Sign Language</i>. Edinburgh: Edinburgh University Press.</p> <p>Matthews, P. (2006): <i>Around the House, Placement and 2D Tracing in Irish Sign Language</i> (ISL) (Booklet and DVD), Dublin, Ireland, Centre for Deaf Studies, Trinity College Dublin.</p> <p>O'Baoill, D. and P. Matthews (2000). <i>The Irish Deaf Community, The Structure of ISL, Volume 2</i>. Dublin, Ireland. Instituid Teangeolaiochta na Eireann (The Linguistics Institute of Ireland).</p> <p>Council of Europe (2001) <i>Common European Framework of Reference for Languages: Learning, teaching, assessment</i>. Cambridge University Press <a href="https://www.coe.int">https://www.coe.int</a></p>

<b>Assessment Details</b>	<p>There are two parts to the assessment of this module:</p> <ul style="list-style-type: none"> <li>(i) Portfolio (40%)</li> <li>(ii) Language Test (60%)</li> </ul> <p>The portfolio (40%) includes 10%, which is awarded on the condition that the student attends at least 80% of ISL classes during each term.</p>
-------------------------------	--

<b>Module Code</b>	DFU11002
<b>Module Name</b>	Irish Sign Language 2
<b>ECTS Weighting</b>	10
<b>Semester/Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Direct hours</b> = 44 <b>Indicative hours</b> = 300
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Mr Patrick A. Matthews <b>Lecturer:</b> Mr Patrick A. Matthews
<b>Learning Outcomes</b>	<p>On successful completion of this module, students will be able to demonstrate the following:</p> <ul style="list-style-type: none"> <li>• <b>Productive language skills:</b> Understand individual sentences, including sentences where one or more words are finger spelled. Understand commonly used expressions related to areas of interest and relevance i.e. basic personal and family information, shopping, local geography and employment. Able to request and respond in basic ISL about information relating to familiar situations or routine matters. Describe in basic ISL terms aspects of his/her background, present environment, and ability to express his/her needs.</li> <li>• <b>Interaction skills:</b> Able to request and respond about information on familiar topics and activities. Able to manage short social conversations.</li> <li>• <b>Receptive language skills (Digital Data):</b> Able to understand signed video clips of basic ISL signed at a moderate pace. Able to identify specific and main points of information on signed video/DVD clips and record it to gloss. Able to understand announcements and short personal information.</li> <li>• <b>Receptive language skills (Real life):</b> Able to understand phrases and common vocabulary related to areas of general personal knowledge e.g. information about his/herself, family, occupation, shopping, and residential area. Able to comprehend short, simple announcements and main point/s in communication.</li> <li>• <b>Productive language skills (prepare a recording):</b> Able to produce and record short, simple notes and messages. Able to produce and record a basic personal message, e.g. a thank you to someone for a favour done, gift given, etc.</li> </ul>
<b>Module Learning Aims</b>	This module builds on work completed in ISL 1. It focuses on further developing student skill within the framework of the CEFR to level B1 receptive, A2 productive.
<b>Recommended Reading List</b>	<p>Leeson, Lorraine and John I. Saeed (2012) <i>Irish Sign Language</i>. Edinburgh: Edinburgh University Press.</p> <p>Matthews, P. (2006): <i>Around the House, Placement and 2D Tracing in Irish Sign Language</i> (ISL) (Booklet and DVD), Dublin, Ireland, Centre for Deaf Studies, Trinity College Dublin.</p> <p>O'Baoill, D. and P. Matthews (2000). <i>The Irish Deaf Community, The Structure of ISL, Volume 2</i>. Dublin, Ireland. Instituid Teangeolaiochta na Eireann (The Linguistics Institute of Ireland).</p> <p>Council of Europe (2001) <i>Common European Framework of Reference for Languages: Learning, teaching, assessment</i>. Cambridge University Press. <a href="https://www.coe.int">https://www.coe.int</a></p>
<b>Assessment Details</b>	<p>There are two parts to the assessment of this module:</p> <ol style="list-style-type: none"> <li>Portfolio (40%)</li> </ol>



	<p>ii. Language Test (60%)</p> <p>The portfolio (40%) includes 10%, which is awarded on the condition that the student attends at least 80% of ISL classes during each term.</p>
--	--



<b>Module Code</b>	<b>DFU11003</b>
<b>Module Name</b>	<b>Working with the Deaf Community 1</b>
<b>ECTS Weighting</b>	5
<b>Semester/Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Direct hours = 22</b> <b>Indicative hours = 150</b>
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr John Bosco Conama <b>Lecturer:</b> Dr John Bosco Conama
<b>Learning Outcomes</b>	On completion of this module, students will demonstrate an ability to: LO1. Classify differing perspectives on Deaf ISL users and the impact this has on working relationships with/within the Deaf community LO2. Compare and contrast the concepts and strategies adopted by organisations/service providers to meet the needs/rights of the Deaf community.
<b>Module Learning Aims</b>	The learning aims of this module are to familiarize students with the presence of Irish deaf community and the existence of Irish Sign Language in Irish life
<b>Module Content</b>	This module explores the current issues that are shaped or experienced by those who are working with the Deaf community; in particular, it will focus on how these issues affect the Irish Deaf community. The module is roughly divided into two main areas: (i) a focus on general concepts relating to power, working relationships, etc., and (ii) themes and perspectives that can be identified in the various fields of working with the Deaf community.
<b>Recommended Reading List</b>	Conama, John Bosco and Carmel Grehan 2001: <i>Is There Poverty in the Deaf Community?</i> Dublin: Irish Deaf Society Publications. Glickman, Neil S. and S. Gulati 2003: <i>Mental Health Care of Deaf People: A Culturally Affirmative Approach</i> . New York. New York University Press. Ladd, Paddy 2003: <i>Understanding Deaf Culture: In Search of Deafhood</i> . Cleavdon Multilingual Matters. Leeson, Lorraine and Myriam Vermeerbergen (eds) (2012) <i>Working with the Deaf Community: Education, Mental Health and Interpreting</i> . Dublin: Interresource Group Publishing. Mullane, A., Conama, J. B., & Fourie, R. (2011). Human rights and the deaf community in Ireland. <i>CLINICAL SPEECH</i> , 78. Rose, H., & Conama, J. B. (2018). Linguistic imperialism: still a valid construct in relation to language policy for Irish Sign Language. <i>Language policy</i> , 17(3), 385-404. Young, A. M., & Ackerman, J. (2001). Reflections on validity and epistemology in a study of working relations between deaf and hearing professionals. <i>Qualitative Health Research</i> , 11(2), 179-189.
<b>Assessment Details</b>	There are two parts to assessment for this module: (i) Examination (70%) (ii) Three online quiz (to be averaged into 30%)

<b>Module Code</b>	DFU11004
<b>Module Name</b>	Working with the Deaf Community 2
<b>ECTS Weighting</b>	5
<b>Semester/Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Direct hours</b> = 22 <b>Indicative hours</b> = 150
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr John Bosco Conama <b>Lecturer:</b> Dr John Bosco Conama and guest lecturers from various organisations.
<b>Learning Outcomes</b>	Upon completion of this module, students will demonstrate an ability to: LO1. Compare and contrast the concepts and strategies adopted by organisations/ service providers representatives to meet the needs/rights of the Deaf community.
<b>Module Learning Aims</b>	The learning aims of this module are to familiarize students with the presence of Irish deaf community and the existence of Irish Sign Language in Irish life.
<b>Module Content</b>	This module explores the current issues that are shaped or experienced by those who are working with the Deaf community; in particular, it will focus on how these issues affect the Irish Deaf community. The module focuses on the practical applications of themes, concepts and perspectives from the preceding module: Working with the Deaf Community 1.
<b>Recommended Reading List</b>	As same in the Working with the Deaf Community 1 <i>Additional selected reading:</i> Costa, B., Lázaro Gutiérrez, R., & Rausch, T. (2020). Self-care as an ethical responsibility: A pilot study on support provision for interpreters in human crises. <i>Translation and Interpreting Studies</i> . DESIGNS Project website <a href="http://www.designsproject.eu/index.html">http://www.designsproject.eu/index.html</a> Gale Elaine, Michele Berke, Beth Benedict, Stephanie Olson, Karen Putz & Christie Yoshinaga-Itano (2019): Deaf adults in early intervention programs, Deafness & Education International, DOI: 10.1080/14643154.2019.1664795 Pollard Jr, R. Q., Betts, W. R., Carroll, J. K., Waxmonsky, J. A., Barnett, S., deGruy III, F. V., ... & Kellar-Guenther, Y. (2014). Integrating primary care and behavioral health with four special populations: Children with special needs, people with serious mental illness, refugees, and deaf people. <i>American Psychologist</i> , 69(4), 377.
<b>Assessment Details</b>	There are two parts to assessment for this module: i. Three online quiz (to be averaged into 30%) ii. Assignment (70%).

<b>Module Code</b>	<b>DFU11005</b>
<b>Module Name</b>	<b>Introduction to the Deaf Community 1</b>
<b>ECTS Weighting</b>	5
<b>Semester/Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Direct hours = 11</b> <b>Indicative hours = 150</b>
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr John Bosco Conama <b>Lecturer:</b> Dr John Bosco Conama
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to:  LO1. Understand about the users of Irish Sign Language and the positionalities of Deaf communities locally and globally.  LO2. Describe the major philosophical influences on responses to deafness (e.g. legal, religious, educational, rehabilitation, normalisation, eugenics, human rights, socio-cultural views, medical responses to deafness, Deafhood, Deaf Gain).
<b>Module Learning Aims</b>	The learning aims of this module are to familiarize students with the presence of Irish deaf community and the existence of Irish Sign Language in Irish life.
<b>Module Content</b>	<p>This module introduces students to the range of ways in which deafness and Deaf people are categorised - by medical personnel, by hearing people, and by the Deaf community. We examine the variety of societal responses to deafness over time.</p> <p>We begin with references to deaf people in ancient times and trace changing attitudes to deaf people, signed languages and Deafhood up until contemporary times. We also explore the notion of Deaf culture and community and consider the objective symbols and behavioural norms of this culture.</p> <p>This module introduces a continuum of perspectives of deafness, and examines the range of practical and political implications of these views. We also consider the range of implications that this can have on a Deaf person's self-image.</p> <p>A range of views from Deaf deafened and hard of hearing people which have been pre-recorded are shared over the course of this module. This module also considers different ways of being Deaf in the modern world.</p> <p>Major organisations from the Irish Deaf community are given attention, while at the same time the relationship between the developed and the developing worlds, with special emphasis on the global experience of deafness and deaf communities are considered.</p>
<b>Recommended Reading List</b>	<p>Kusters, A., De Meulder, M., &amp; O'Brien, D. (Eds.). (2017). Innovations in deaf studies: The role of deaf scholars. Oxford University Press.</p> <p>Ladd, Paddy (2003). Understanding Deaf Culture; in search for Deafhood. Multilingual Matters, Clevedon.</p> <p>Lane, H., Hoffmeister, R. and B. Bahan (1996). A Journey into the Deaf World. San Diego, California: Dawn Sign Press.</p> <p>Leeson, L., &amp; Saeed, J. I. (2012). Irish Sign Language: A cognitive linguistic account. Edinburgh University Press</p> <p>Marschark, M., &amp; Spencer, P. E. (2010). The Oxford handbook of deaf studies, language, and education (Vol. 2). Oxford University Press.</p> <p>Further reading materials will be advised in the classes.</p>

<b>Assessment Details</b>	<p>There is a continuous formative part to the assessment for this module:</p> <ol style="list-style-type: none"> <li>1. Three online assessment quizzes (scores to be averaged into 30%)</li> <li>2. Assignment of 1500 words (written or in ISL) (70%).</li> </ol>
-------------------------------	--

<b>Module Code</b>	<b>DFU11006</b>
<b>Module Name</b>	<b>Introduction to the Deaf Community 2</b>
<b>ECTS Weighting</b>	5
<b>Semester/Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Direct hours = 11</b> <b>Indicative hours = 150</b>
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr John Bosco Conama <b>Lecturer:</b> Dr John Bosco Conama
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: LO1. Describe the historical context that notions about deaf people are grounded within society. LO2. Compare and parallelly discuss positionalities of Deaf communities and the disability movement The recent enactment of the Irish Sign Language Act 2017 may oblige a number of professionals to understand the effective communication and liaison approaches with Deaf people in Ireland
<b>Module Learning Aims</b>	This module introduces students to the range of ways in which deafness and Deaf people are categorised - by medical personnel, by hearing people, and by the Deaf community. We examine the variety of societal responses to deafness over time.
<b>Module Content</b>	We begin with references to deaf people in ancient times and trace changing attitudes to deaf people, signed languages and Deafhood up until contemporary times. We also explore the notion of Deaf culture and community and consider the objective symbols and behavioural norms of this culture.  This module introduces a continuum of perspectives of deafness, and examines the range of practical and political implications of these views. We also consider the range of implications that this can have on a Deaf person's self-image.  A range of views from Deaf deafened and hard of hearing people which have been pre-recorded are shared over the course of this module. This module also considers different ways of being Deaf in the modern world.  Major organisations from the Irish Deaf community are given attention, while at the same time the relationship between the developed and the developing worlds, with special emphasis on the global experience of deafness and deaf communities are considered.
<b>Recommended Reading List</b>	Kusters, A., De Meulder, M., & O'Brien, D. (Eds.). (2017). Innovations in deaf studies: The role of deaf scholars. Oxford University Press.  Ladd, Paddy (2003). Understanding Deaf Culture; in search for Deafhood. Multilingual Matters, Clevedon.  Lane, H., Hoffmeister, R. and B. Bahan (1996). A Journey into the Deaf World. San Diego, California: Dawn Sign Press.  Leeson, L., & Saeed, J. I. (2012). Irish Sign Language: A cognitive linguistic account. Edinburgh University Press  Marschark, M., & Spencer, P. E. (2010). The Oxford handbook of deaf studies, language, and education (Vol. 2). Oxford University Press.

	Further reading materials will be advised in the classes.
<b>Assessment Details</b>	<p>There is a continuous formative part to the assessment for this module:</p> <ol style="list-style-type: none"> <li>1. Three online assessment quizzes (scores to be averaged) 30%</li> <li>2. A short coursework 70%</li> </ol>

<b>Module Code</b>	<b>DFU11007</b>
<b>Module Name</b>	<b>Deaf Education</b>
<b>ECTS Weighting</b>	5
<b>Semester/Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Direct hours = 22</b> <b>Indicative hours = 150</b>
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr John Bosco Conama <b>Lecturer:</b> Dr John Bosco Conama
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: LO1. Assess the structure of the Irish educational system for the Deaf LO2. Appraise bilingual education as it pertains to the situation of Deaf and hard-of-hearing children LO3. Define educational philosophical approaches LO4. Synthesize the main policies and practices applied to Deaf education in Ireland and internationally from earlier times to the present day LO5. Critique the approaches to Deaf education globally.
<b>Module Learning Aims</b>	The module aims to give students considerable knowledge in Deaf Education which proves an invaluable insight into their professional work when it comes to dealing with the social, economic, political and personal issues in the lives of deaf people. The module also encourages students to self-examine / self-reflect on how they became educated in various contexts.
<b>Module Content</b>	This module explores a range of issues relevant to the delivery of education to Deaf people today. The focus is predominantly on the Irish context and traces the evolution of educational provision from the establishment of educational services for the Deaf through to the current date. Topics for consideration include the manual-oral debate, bilingualism for deaf children, mainstreaming, educational support services (visiting teachers service, home tutors' scheme), the educational review process, the voice of the Deaf community in shaping educational policy, accessing information about educational options and the right to choice of parents, preschool provision, primary and post-primary education and access to the third level.
<b>Recommended Reading List</b>	Crean, Edward J. 1997: Breaking the silence: the education of the deaf in Ireland 1816-1996. Dublin: Irish Deaf Society Publications. King, J. Freeman. 2001: Introduction to Deaf Education: A Deaf Perspective. Oregon, USA. Butte Publications. Lane, Harlan. 1984: When the Mind Hears: A History of the Deaf. London. Penquin. Marschark, Marc and Patrica E. Spencer (eds.) 2003: Oxford Handbook of Deaf Studies, Language, and Education. Oxford. Oxford University Press. Mathews, E. S. (2017). Language, Power, and Resistance: Mainstreaming Deaf Education. Gallaudet University Press.  Additional core and optional materials will be suggested for each session.
<b>Assessment Details</b>	There are two components in the assessment: a) 1 x 1,500 word essays (60%) b) Three online assessment quizzes (three scores to be averaged) (40%)



<b>Module Code</b>	<b>DFU11008</b>
<b>Module Name</b>	<b>Modality and Second Language Learning</b>
<b>ECTS Weighting</b>	5
<b>Semester/Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Direct hours = 44</b> <b>Indicative hours = 100</b>
<b>Module Personnel</b>	<b>Module Co-ordinators:</b> Carmel Grehan <b>Lecturer:</b> Caitríona O' Brien
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: LO1. Describe similarities and differences between first language acquisition, second language acquisition and bilingualism; LO2. Discuss key theories and issues relating to bilingualism and second language acquisition and their relevance in second language research and teaching; LO3. Describe the hallmarks of the nativist and behaviourist approaches to language acquisition and their relevance in second language acquisition; LO4. Discuss ways in which theories of bilingualism/ second language acquisition have developed over the last century; LO5. Describe key issues relating to sign language acquisition; LO6. Discuss principal findings which have emerged from research on second language acquisition of sign language users.
<b>Module Learning Aims</b>	This module aims to introduce students to key issues in second language acquisition (SLA). The course will cover a range of theoretical perspectives on second language teaching and learning, research on SLA and key issues relating to the language acquisition of sign languages. We will contrast deaf and hard-of-hearing language users, who have a signed language as a first or second language, with hearing language users, particularly those who learn a sign language, or are spoken-sign language multilinguals. The backdrop to the discussion will entail review of the major theoretical positions on second language acquisition (e.g. behaviourism vs nativism, the critical period hypothesis, individual and group differences) and will draw on research on spoken and sign language users. This course also includes reading seminars, which students will be expected to participate in fully, based on a more detailed course outline and reading list distributed at the beginning of the course.
<b>Module Content</b>	a) Introduce theories related to language acquisition b) Consider the context of Deaf children born to hearing parents and the importance of early interventions c) Parent perspectives (Sharing the Journey) d) Typical language acquisition pathways - Deaf children born to Deaf parents e) Discussion of hearing children of Deaf adults (CODAs) f) Sign language learning in adulthood g) Individual differences (age, gender, motivation, etc.) and how they relate (or not) to language learning
<b>Recommended Reading List</b>	<b>Essential Reading:</b> Chamberlain, C., Morford, J., and Mayberry., R. (eds.), 2000. <i>Language Acquisition by Eye</i> . New Jersey: Lawrence Erlbaum Associates.  Dörnyei, Z. and Ryan, S., 2015. <i>The Psychology of the Language Learner Revisited</i> . Routledge.

	<p>Meier, R. P., 2016. Sign Language Acquisition. Oxford Handbooks Online. doi:10.1093/oxfordhb/9780199935345.013.19</p> <p>Mitchell, R., Myles, F. and Marsden, E., 2013. <i>Second language learning theories</i>. Routledge.</p> <p>Napier, J., Leeson, L., 2016. <i>Sign Language in Action</i>. Palgrave Macmillan. Additional readings will be recommended for specific lectures.</p>
<b>Assessment Details</b>	One written assignment of 2,500 words.

<b>Module Code</b>	LIU11008
<b>Module Name</b>	Introduction to Linguistics 1
<b>ECTS Weighting</b>	5
<b>Semester/Term Taught</b>	Semester 1/Michaelmas Term
<b>Pre-requisites</b>	None
<b>Contact Hours</b>	<b>Direct hours</b> = 22 (1 term, 2 hours per week) <b>Indicative hours</b> = 100
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Conor Pyle <b>Lecturers:</b> : Dr. Irena Yanushevskaya, Prof. Nathan Hill, Prof. Breffni O'Rourke, Prof. Elaine Ui Dhonnchadha, Prof. Valentina Colasanti, Mr. Patrick Matthews, Prof. Isabelle Heyerick, Mr. Bruno Spadi
<b>Learning Outcomes</b>	On successful completion of this module, students should be able to: LO1. Discuss critically a range of introductory topics in linguistics. LO2. Analyse the structure of spoken and signed languages. LO3. Identify major concepts in linguistics related to the language modalities. LO4. Evaluate different accounts of the relationship between language and thought. LO5. Apply knowledge and understanding of linguistics to engage with linguistic data.
<b>Module Learning Aims</b>	This module is an introduction to linguistics. It gives a general knowledge of each area of linguistics drawing from a range of spoken and signed languages. Its aim is to provide the students who have no previous knowledge of linguistics with a background in core areas of the field – phonetics, phonology, syntax, morphology, semantics, and their acquisition. The module is divided in three parts: the first part is an introduction to the field of linguistics, the second part is concerned with the structure of natural languages, and the third part is related to language modality, with particular attention to sign language and gesture.
<b>Module Content</b>	<ul style="list-style-type: none"> <li>- What is Linguistics?</li> <li>- Brain and Language</li> <li>- Phonetics: the sounds of language</li> <li>- Phonology: the sound patterns of language</li> <li>- Morphology: the study of words</li> <li>- Syntax: from words to phrases</li> <li>- Semantics</li> <li>- Pragmatics</li> <li>- Sign languages and Sign Language Linguistics</li> </ul>
<b>Recommended Reading List</b>	Fromkin, V., Rodman, R., Hyams, N. 2017. <i>An introduction to Language</i> (11 <sup>th</sup> edition). Boston: Cengage. O'Grady, W., Archibald, J., Aronoff, M., Rees-Miller, J. 2017. <i>Contemporary Linguistics. An Introduction</i> (7 <sup>th</sup> edition). Boston/New York: Bedford/St. Martin's.
<b>Assessment Details</b>	<b>Take-home test (100%)</b> Students are required to complete a take-home test based on selected weekly topics. All tests must be submitted electronically on Blackboard. <b>Date:</b> TBA

<b>Module Code</b>	<b>LIU11013</b>
<b>Module Name</b>	<b>First Language Acquisition</b>
<b>ECTS Weighting</b>	5
<b>Semester/Term Taught</b>	Semester 2/Hilary Term
<b>Contact Hours</b>	<b>Direct hours</b> = 22 (1 term, 2 hours per week) <b>Indicative hours</b> = 100
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Prof Breffni O'Rourke, Prof. Irene Walsh <b>Lecturer(s):</b> Prof Breffni O'Rourke, Prof Irene Walsh
<b>Learning Outcomes</b>	On successful completion of this module, students should be able to: LO1. Debate historically influential theories of first language acquisition LO2. Explain some central concepts in the linguistic domains of phonology, morphology, syntax, semantics, and pragmatics. Describe central aspects of first language acquisition in relation to each of the major domains of language. LO3. Describe central aspects of first language acquisition and development in relation to several developmental stages. LO4. Discuss the characteristics of bilingual and multilingual first language acquisition, and the differences between them.
<b>Module Learning Aims</b>	This module will introduce students to central issues in language acquisition and development. The aim is to equip students with an understanding of the nature of non-pathological language acquisition and development in various domains, and an appreciation of the rates and routes of normal language acquisition.
<b>Module Content</b>	After a general introduction, the module deals with the principal domains of language acquisition: sounds, word meanings, sentence grammar, word grammar, and communication. It then deals with the issues of bilingual and multilingual acquisition, individual variation, acquisitional stages, and language universals.
<b>Recommended Reading List</b>	Rowland, Caroline (2013). <i>Understanding Child Language Acquisition</i> . Abingdon: Routledge. [required textbook]  [Other references will be supplied during the module]
<b>Assessment Details</b>	<b>Take-home test</b> (100%) Students are required to complete a take-home test during the Semester 1 assessment period.  <b>Date:</b> TBA

## Senior Freshman Modules

<b>Module Code</b>	DFU22001
<b>Module Name</b>	Irish Sign Language 3
<b>ECTS Weighting</b>	10
<b>Semester/Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Direct hours</b> = 44 <b>Indicative hours</b> = 300
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Ms Carmel Grehan <b>Lecturer:</b> Ms Carmel Grehan
<b>Learning Outcomes</b>	<p>On successful completion of this module, students will demonstrate the following skill set:</p> <ul style="list-style-type: none"> <li>• <b>Productive language skills:</b> Demonstrate ability (i) to deal with most situations where ISL is used (ii) to communicate comprehensibly in grammatical and lexical terms (iii) to use sufficient vocabulary through ISL to express one's opinion, perhaps with some hesitation.</li> <li>• <b>Productive language skills (prepare a recording):</b> Evidence ability to produce an intermediate video clip of ISL discourse related to topics that are familiar or of personal interest.</li> <li>• <b>Receptive language skills (Digital Data):</b> Record ability (i) to comprehend video footage pertaining to everyday situations, work, or contemporary problems, in which signers adopt particular attitudes or viewpoints; (ii) to convey and explain in ISL, information from an unseen signed video clip of familiar topics or information of personal interest.</li> <li>• <b>Receptive language skills (Real life):</b> <ul style="list-style-type: none"> <li>(i) Demonstrate understanding of a short theatrical or poetic performance in ISL and be able to understand the details of events and the expression of feelings and wishes of another signer's communication.</li> <li>(ii) Demonstrate ability to comprehend the main points of information on familiar matters regularly encountered at work, school, leisure, etc. that are produced in a standard skill level of ISL.</li> </ul> </li> <li>• <b>Interactive skills:</b> Show ability (i) to naturally enter into conversations about familiar topics, personal interests, or general life situations (e.g., family, hobbies, work, travel and current events) (ii) to manage long social conversations with more than two people.</li> </ul>
<b>Module Learning Aims</b>	This module builds on work completed in ISL 2. It focuses on further developing students' skill within the framework of the <b>Common European Framework of References for Languages</b> (CEFR) to level B1 receptive, B1 productive.
<b>Module Content</b>	<p>This module will focus on student' improvement on receptive skills doing the glossing work.</p> <p>CEFR themes (each will be given in the class) will be covered which states that tasks should be based on real-life,</p> <ul style="list-style-type: none"> <li>a. in order to achieve a communication goal (Learner Autonomy)</li> </ul>

	<ul style="list-style-type: none"> <li>b. the classroom is one that should include student' ability to comprehend, negotiate and express meaning.</li> <li>c. take note of the linguistic culture that permeates the Deaf Community in a "real-world" sense (a parallel with the module - Introduction to Sign Linguistics)</li> </ul> <p>The European Language Portfolio (ELP) (based on the CEFR) – self study</p>
<b>Recommended Reading List</b>	<p>Council of Europe (2001) <i>Common European Framework of Reference for Languages: Learning, teaching, assessment</i>. Cambridge University Press <a href="https://www.coe.int">https://www.coe.int</a></p> <p>Leeson, L., van den Bogaerde, B., Rathmann, C. and Haug, T. (2016) <i>Sign Languages and the Common European Framework of Reference for Languages. Common Reference Level Descriptors</i>. Graz; European Centre for Modern Languages. (In English and International Sign). <a href="http://www.ecml.at/ProSign/">http://www.ecml.at/ProSign/</a></p> <p>Leeson, Lorraine. and John I. Saeed (2012) <i>Irish Sign Language</i>. Edinburgh: Edinburgh University Press.</p>
<b>Assessment Details</b>	<p><b>Portfolio and Language Test</b></p> <p>There are two parts to the assessment of this module:</p> <ul style="list-style-type: none"> <li>• <b>Portfolio entries (40%)</b> 2 x group presentation in the class <b>Date:</b> Week 6 and 11, Michaelmas Term</li> </ul> <p>The portfolio (40%) includes a score worth 10% of the overall module related to attendance (minimum attendance 80% at ISL class in this term)</p> <ul style="list-style-type: none"> <li>• <b>Language Test (60%)</b> <b>Date:</b> Assessment Week, Michaelmas Term</li> </ul> <p>In order to progress to the Sophister years with <i>Irish Sign Language (ISL)/English interpreting specialist</i>: students must achieve a minimum mark of 60 per cent in both 'Translation and Interpreting: Philosophy and Practice' modules, with each module achieving a minimum mark of 50 per cent. Students must achieve a minimum average mark of 60 per cent in 'Irish Sign Language 3' and 'Irish Sign Language 4', with each module achieving a minimum mark of 50 per cent</p> <p><i>Irish Sign Language (ISL) teaching specialist</i> students must achieve a minimum average mark of 60 per cent in 'Irish Sign Language 3' and 'Irish Sign Language 4', with each module achieving a minimum mark of 50 per cent.</p>

<b>Module Code</b>	<b>DFU22002</b>
<b>Module Name</b>	<b>Irish Sign Language 4</b>
<b>ECTS Weighting</b>	10
<b>Semester/Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Direct hours = 44</b> <b>Indicative hours = 300</b>
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Ms Carmel Grehan <b>Lecturer:</b> Ms Carmel Grehan
<b>Learning Outcomes</b>	<p>On successful completion of this module, students will demonstrate the following skill set:</p> <ul style="list-style-type: none"> <li>• <b>Productive language skills:</b> Show ability to: <ul style="list-style-type: none"> <li>(i) describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for his/her opinions and plans</li> <li>(ii) to request and respond in intermediate level ISL about information relating to familiar situations or routine matters</li> <li>(iii) to reproduce a scene from material containing only visual information into ISL, incorporating productive signing</li> </ul> </li> <li>• <b>Productive language skills (prepare a recording):</b> Evidence ability to <ul style="list-style-type: none"> <li>(i) produce an intermediate video/DVD clip of ISL discourse related to topics.</li> <li>(ii) produce a clear, good-structured presentation.</li> </ul> </li> <li>• <b>Receptive language skills (Digital Data):</b> Record ability to convey and explain in ISL information from an unseen signed video or DVD clip of familiar topics or information of personal interest.</li> <li>• <b>Receptive language skills (Real life):</b> Evidence ability to understand extended lectures and discourse, which may follow complex lines of argument on topics of reasonable familiarity. It is essential for the student to understand most TV news and current affairs programmes in ISL.</li> <li>• <b>Interactive skills:</b> Show ability to interact with a moderate degree of fluency and spontaneity in ISL that facilitates natural and on-going conversation with proficient signers.</li> </ul>
<b>Module Learning Aims</b>	This module builds on work completed in ISL 3. It focuses on further developing students' skill within the framework of the <b>Common European Framework of References for Languages</b> (CEFR) to level B2 receptive, B1 productive.
<b>Module Content</b>	<p>This module, continued from Irish Sign Language 3 with the expansion of the linguistic features such as vocabulary choices, lexicon and the presentation skills in order to achieve the level B1 productive skills.</p> <p>CEFR themes (each will be given in the class) will be covered which states that tasks should be based on real-life,</p> <ol style="list-style-type: none"> <li>in order to achieve a communication goal (Learner Autonomy)</li> <li>the classroom is one that should include student' ability to comprehend, negotiate and express meaning.</li> <li>take note of the linguistic culture that permeates the Deaf Community in a "real-world" sense.</li> <li><i>to take responsibility of self-assessment and peer assessment</i></li> </ol> <p>The European Language Portfolio (ELP) – Self-study.</p>



<b>Recommended Reading List</b>	<p>Council of Europe (2001) <i>Common European Framework of Reference for Languages: Learning, teaching, assessment</i>. Cambridge University Press <a href="https://www.coe.int">https://www.coe.int</a></p> <p>Leeson, L., van den Bogaerde, B., Rathmann, C. and Haug, T. (2016) <i>Sign Languages and the Common European Framework of Reference for Languages. Common Reference Level Descriptors</i>. Graz; European Centre for Modern Languages. (In English and International Sign). <a href="http://www.ecml.at/ProSign/">http://www.ecml.at/ProSign/</a></p> <p>Leeson, Lorraine. and John I. Saeed (2012) <i>Irish Sign Language</i>. Edinburgh: Edinburgh University Press.</p>
<b>Assessment Details</b>	<p><b>Portfolio and Language Test</b></p> <p>There are two parts to the assessment of this module:</p> <ul style="list-style-type: none"> <li>• <b>Portfolio entries (40%)</b> 2 x group presentation in the class <b>Date:</b> Week 6 and 11, Hilary Term</li> </ul> <p>The portfolio (40%) includes a score worth 10% of the overall module related to attendance (minimum attendance 80% at ISL class in this term).</p> <ul style="list-style-type: none"> <li>• <b>Language Test (60%)</b> <b>Date:</b> Assessment Week, Hilary Term</li> </ul> <p>In order to progress to the Sophister years with <i>Irish Sign Language (ISL)/English interpreting specialist</i>: students must achieve a minimum mark of 60 per cent in both 'Translation and Interpreting: Philosophy and Practice' modules, with each module achieving a minimum mark of 50 per cent. Students must achieve a minimum average mark of 60 per cent in 'Irish Sign Language 3' and 'Irish Sign Language 4', with each module achieving a minimum mark of 50 per cent</p> <p><i>Irish Sign Language (ISL) teaching specialist</i> students must achieve a minimum average mark of 60 per cent in 'Irish Sign Language 3' and 'Irish Sign Language 4', with each module achieving a minimum mark of 50 per cent.</p>

<b>Module Code</b>	<b>DFU22003</b>
<b>Module Name</b>	<b>Introduction to Sign Linguistics 1</b>
<b>ECTS Weighting</b>	5
<b>Semester/Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Direct hours = 22</b> <b>Indicative hours = 100</b>
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr. Isabelle Heyerick <b>Lecturer:</b> Dr. Isabelle Heyerick
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: LO1. Deploy ELAN to search the Signs of Ireland digital corpus LO2. Describe the role of iconicity and phonetic features in ISL LO3. Identify the 5 phonological parameters that make up a sign LO4. Demonstrate the way in which new signs develop LO5. Recognise the use of signing space in a signed language, with reference to verb agreement and constructed action LO6. Explain the major categories of verbs in ISL LO7. Identify the major NMFs that occur in ISL and how NMFs co-occur with other manual elements in ISL LO8. Recognise how temporal reference and aspect function in ISL LO9. Demonstrate ability to gloss ISL texts accurately LO10. Outline the historical context and understand the importance of the sociolinguistic context for ISL
<b>Module Learning Aims</b>	This module guides the student towards a basic understanding of the linguistic structures of signed languages, with particular reference to the indigenous sign language of Ireland, Irish Sign Language and its sociolinguistic context. This module introduces the basic descriptive parameters of sign languages. Focus is particularly on the phonetic, phonological, morphological, and morpho-syntactic breakdown of sign languages. Topics covered include analysis of the basic parameters of a sign, compounding processes in ISL, verb categories in ISL, non-manual features, and use of space in ISL. Across these topics attention is devoted to sociolinguistic aspects. We work with the Irish Sign Language corpus to identify authentic examples.
<b>Module Content</b>	Week 1 An Introduction to sign language linguistics and sociolinguistics Week 2 Phonetics. Introducing ELAN and the Signs of Ireland Corpus Week 3 Phonology Week 4 Morphology 1 Week 5 Morphology 2 Week 6 Lexicology (and the historic context of ISL – possible visit to Deaf Heritage Centre, Deaf Village Ireland) Week 7 Reading Week Week 8 Non-manual features Week 9 Verbs 1 Week 10 Verbs 2 Week 11 Marking Time 1 Week 12 Marking Time 2 Revision
<b>Recommended Reading List</b>	Leeson, L and Saeed, J.I 2012: Irish Sign Language. Edinburgh: Edinburgh University Press. See: <a href="https://ebookcentral-proquest-">https://ebookcentral-proquest-</a>

	<p><a href="https://com.elib.tcd.ie/lib/trinitycollege/detail.action?docID=10690">com.elib.tcd.ie/lib/trinitycollege/detail.action?docID=10690</a></p> <p>Kusters, Annelies and Lucas Ceil. 2022. Emergence and evolutions: Introducing sign language sociolinguistics. <i>Journal of Sociolinguistics</i>, 26, 84-98 See: <a href="https://onlinelibrary.wiley.com/doi/full/10.1111/josl.12522">https://onlinelibrary.wiley.com/doi/full/10.1111/josl.12522</a></p> <p>Selected chapters from: Schembri, A. C. and Lucas Ceil. 2015. Sociolinguistics and Deaf Communities. Cambridge University Press</p> <p>Important note: a detailed reading list will be advised by the lecturer.</p>
<b>Assessment Details</b>	EXAM 75% and in-class presentation 25%.

<b>Module Code</b>	<b>DFU22004</b>
<b>Module Name</b>	<b>Introduction to Sign Linguistics 2</b>
<b>ECTS Weighting</b>	5
<b>Semester/Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Direct hours = 22</b> <b>Indicative hours = 100</b>
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr. Isabelle Heyerick <b>Lecturer:</b> Dr. Isabelle Heyerick
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: LO1. Search and annotate texts accurately in ELAN LO2. Demonstrate a basic understanding of semantic role assignment in ISL LO3. Describe the preferred word-order expressed in ISL LO4. Identify how reflexives and reciprocals, passives, topics, and questions are marked in ISL LO5. Explain the functions of eye-gaze in ISL word order LO6. Describe features that are evident in narrative structure in ISL LO7. Explain a deep and analytical understanding of the socio-cultural and sociolinguistic context that signed languages operate within, reference to ISL. LO8. Identify the range of literature that exists in signed languages linguistics, with reference to ISL. LO9. Relate the historical and sociolinguistics context for ISL past, current, and future development.
<b>Module Learning Aims</b>	This module builds on content from An Introduction to Sign Linguistics 1 (DFU22003), introducing students to sign language sociolinguistics, the morpho-syntax, semantics, and pragmatics of ISL. Topics for discussion include the identification of word order in ISL, use of topic-comment constructions, question marking, negation, reflexives and reciprocals in ISL, and passive constructions. Other subjects addressed include iconicity and gesture and their relationship to signed languages. This module further expands on specific sociolinguistic aspects of Irish Sign Language. These include linguistic variation associated with gender, generation, sexual orientation, regional usage, language acquisition/exposure/ deprivation. The students are introduced to concepts such as multilingualism, multimodality, translanguaging and are invited to broaden their understanding of who are sign language “users”. We work with the Irish Sign Language corpus to identify authentic examples.
<b>Module Content</b>	Week 1 Outline for term. Introducing Mental Space Theory and its application in Sign Language Linguistics. Week 2 Simultaneity in Sign Languages; Practical session – using ELAN Week 3 Word Order Issues 1; Practical session – using ELAN. Week 4 Word Order Issues 2; Practical session – using ELAN. Week 5 Reciprocals, Reflexives and Passives Week 6 Discourse Structure Considerations Week 7 Reading Week. Week 8 Pragmatics and ISL. Week 9 Language Variation 1. Week 10 Language Variation 2. Week 11 Language, Gesture and Metaphor Week 12 Broadening our scope: who is the signer (considering language practices, multilingualism, multimodality and translanguaging) Revision

<b>Recommended Reading List</b>	<p>Leeson, L and Saeed, J.I 2012: Irish Sign Language. Edinburgh: Edinburgh University Press. See: <a href="https://ebookcentral-proquest-com.elib.tcd.ie/lib/trinitycollege/detail.action?docID=10690">https://ebookcentral-proquest-com.elib.tcd.ie/lib/trinitycollege/detail.action?docID=10690</a></p> <p>Annelies Kusters, Massimiliano Spotti, Ruth Swanwick &amp; Elina Tapio (2017) Beyond languages, beyond modalities: transforming the study of semiotic repertoires, International Journal of Multilingualism, 14:3, 219-232. See: <a href="https://www.tandfonline.com/doi/full/10.1080/14790718.2017.1321651">https://www.tandfonline.com/doi/full/10.1080/14790718.2017.1321651</a></p> <p>Maartje De Meulder, Annelies Kusters, Erin Moriarty &amp; Joseph J. Murray (2019) Describe, don't prescribe. The practice and politics of translanguaging in the context of deaf signers, Journal of Multilingual and Multicultural Development, 40:10, 892-906 See: <a href="https://www.tandfonline.com/doi/full/10.1080/01434632.2019.1592181?src=recsys">https://www.tandfonline.com/doi/full/10.1080/01434632.2019.1592181?src=recsys</a></p> <p>Selected chapters from: Schembri, A. C. and Lucas Ceil. 2015. Sociolinguistics and Deaf Communities. Cambridge University Press</p> <p>Important note: a detailed reading list will be advised by the lecturer.</p>
<b>Assessment Details</b>	<p>There are two elements to the assessment of this module:</p> <ul style="list-style-type: none"> <li>(i) Annotation of a short video in ELAN (50%)</li> <li>(ii) (Group task – create a wiki (50%))</li> </ul>

<b>Module Code</b>	DFU22005
<b>Module Name</b>	Translation and Interpreting: Philosophy and Practice 1
<b>ECTS Weighting</b>	5
<b>Semester/Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	Direct hours = 22 Indicative hours = 100
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr Isabelle Heyerick <b>Lecturer:</b> Dr Isabelle Heyerick
<b>Learning Outcomes</b>	On completion of this module, students will be able to:  LO1. Articulate how the domain of sign language interpreting is positioned as a profession and academic discipline within the field of Translation and Interpreting Studies. LO2. Use and demonstrate understanding of key concepts and terminology related to Translation and Interpreting Studies. LO3. Exemplify interpreting as a complex cognitive linguistic interaction in a situated context and reflect on the goal of interpreting as an activity and as a service. LO4. Critically consider the notion of equivalence at word level, clause level, sentence level, grammatical level and discourse level. LO5. Articulate and exemplify the impediments to attaining absolute equivalence between language pairs. LO6. Reflect on the strategic nature of interpreting and on the cognitive linguistic decision-making process involved in interpreting. LO7. Define and identify interpreting strategies and reflect on triggers and motivations related to linguistic interpreting decisions. LO8. Analyse an interpreting performance. LO9. Draft a basic English language text for translation to ISL. LO10. Draft a basic ISL text for translation to English.
<b>Module Learning Aims</b>	This module introduces students to current thought on translation and interpretation, with respect to both spoken and signed languages. It outlines the common models used to situate interpreting (international vs. community-based or conference vs. dialogue interpreting) and how interpreting as an activity can be described taking into account the interpreting mode, interpreting setting, and directionality. It positions sign language interpreting within the broad spectrum of Interpreting and Translation Studies. Students are introduced to the interpreting process from a linguistic cognitive and interactional situated lens. This lens is used to explore topics such as equivalence, interpreting strategies, decision-making processes, the goal of an interpretation (product, process, or product and process orientation), and triggers and motivations. Analysis of interpreting performances will form a central component of this module, relating theory to practice.

<b>Module Content</b>	<p>Week 1 Outline for term. Outline of term. Introduce the end of module assignment. Introduction: What is Translation and Interpreting Studies &amp; why should you care?</p> <p>Week 2 Key concepts, terminology, models and metaphors of interpreting.</p> <p>Week 3 Situating signed language interpreting within T&amp;I Studies.</p> <p>Week 4 What do we talk about when we talk about <i>interpreting</i>?</p> <p>Week 5 The interpreter's love - hate relationship with equivalence.</p> <p>Week 6 Spoken &amp; signed languages and the issues regarding equivalence.</p> <p>Week 7 Reading Week.</p> <p>Week 8 The strategic nature of interpreting: interpreting as a goal-oriented activity</p> <p>Week 9 The strategic nature of interpreting: linguistic interpreting strategies</p> <p>Week 10 What's your strategy?</p> <p>Week 11 The strategic nature of interpreting: triggers and motivations</p> <p>Week 12 The strategic nature of interpreting: process, product, process and product oriented strategies.</p> <p>Revision</p>
<b>Recommended Reading List</b>	<p>Baker, M. 2018: In Other Words: A Coursebook on Translation (3rd Edition). London and New York: Routledge.</p> <p>Dean, Robyn K., and Robert Q. Pollard. 2013: The Demand Control Schema: Interpreting as a Practice Profession. CreateSpace.</p> <p>Heyerick, I. 2021. A descriptive study of linguistic interpreting strategies in Dutch – Flemish Sign Language interpreting. Exploring interpreters' perspectives to understand the what, how and why. (Selected chapters)</p> <p>Leeson, L., &amp; Lynch, T. (2009). Three leaps of faith and four giant steps: Developing interpreter training in Ireland. <i>Signed language interpreter education and training: A world survey</i>, 35-56.</p> <p>Napier, J. 2002. Sign language interpreting. Linguistic coping strategies. Coleford: Douglas McLean.</p> <p>Pochhacker, F. 2016: Introducing Interpreting Studies (2nd Edition). London and New York: Routledge.</p> <p>Roy, C.B., Brunson, J.L., &amp; Stone, C.A. 2018: The Academic Foundations of Interpreting Studies: An Introduction to Its Theories. Washington: Gallaudet University Press.</p> <p>Roy C. B., &amp; Napier, J. (eds.) 2015: The Sign Language Interpreting Studies Reader. Amsterdam/Philadelphia: John Benjamins Publishing Company.</p> <p>Important note: a detailed reading list will be advised by the lecturer.</p>
<b>Assessment Details</b>	<p>A written self-reflection based on an (unmarked) interpretation (2,000 words).</p> <p>In order to progress to the Sophister years with a specialism in Irish Sign Language (ISL)/English interpreting and Irish Sign Language (ISL)Teaching, students must demonstrate a minimum grade of second class (first division) (II.1 60-69%) in their Senior Fresh Translation Interpreting: Philosophy and Practice (TIPP) results. (i.e. an average grade of II.1 across the courses)</p>



<b>Module Code</b>	DFU22006
<b>Module Name</b>	Translation and Interpreting: Philosophy and Practice 2
<b>ECTS Weighting</b>	5
<b>Semester/Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Direct hours</b> = 22 <b>Indicative hours</b> = 100
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr Isabelle Heyerick <b>Lecturer:</b> Cormac Leonard
<b>Learning Outcomes</b>	On completion of this module, students will be able to: LO1. Prepare and deliver a presentation on an agreed topic to demonstrate confidence presenting in front of an audience (unmarked). LO2. Discuss the linguistic challenges of working in a variety of interpreted domains. LO3. Appraise the impact that cultural difference plays in interpreted events. LO4. Analyse and evaluate social factors that influence an interpreter's activities (e.g., turn-taking, overlapping turns, power relations, ethical considerations, etc.). LO5. Demonstrate the ability to prepare an interlingual synopsis task (English source language, ISL target language). LO6. Demonstrate the ability to prepare an interlingual synopsis task (ISL source language, English target language).
<b>Module Learning Aims</b>	This module builds on the knowledge gained from Translation and Interpreting, Philosophy and Practice 1 (DFU22005).
<b>Module Content</b>	Seminars will focus on exploring the literature with respect to interpretation philosophy and practice, and consider the practical applications of these findings for sign language interpreters working in different domains - education, medical, legal, etc. We consider the role of the interpreter and ethical issues which impact all parties involved. There will also be the opportunity for in-class presentations to develop skill in this area (presenting / performing to an audience). Time will be allocated for the preparation of the interlingual synopsis task and reflection on the challenges encountered.
<b>Recommended Reading List</b>	Janzen, T. (ed.) 2005: Topics in Signed Language Interpretation: Theory and Practice. Amsterdam: John Benjamins. Leeson, Lorraine and Myriam Vermeerbergen (eds.) 2012: Working with the Deaf Community: Education, Mental Health and Interpreting. Dublin: Interesource Group Publishing. Mindess, A. 2014: Reading between the Signs: Intercultural Communication for Sign Language Interpreters (3rd Edition). UK: Hachette. Napier, J. & Leeson, L. 2015: Sign Language in Action. London: Palgrave Macmillan. Additional readings will be assigned throughout the semester
<b>Assessment Details</b>	Interlingual Synopsis Task (100%) In order to progress to the Sophister years with Irish Sign Language (ISL)/English interpreting specialist: students must achieve a minimum mark of 60 per cent in both 'Translation and Interpreting: Philosophy and Practice' modules, with each module achieving a minimum mark of 50%. Students must achieve a minimum average mark of 60 per cent in 'Irish Sign Language 3' and 'Irish Sign Language 4', with each module achieving a minimum mark of 50 per cent

## Junior Sophister Modules

<b>Module Code</b>	DFU33001
<b>Module Name</b>	Irish Sign Language 5
<b>ECTS Weighting</b>	10
<b>Semester/Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Direct hours</b> = 44 <b>Indicative hours</b> = 300
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Teresa Lynch <b>Lecturer:</b> Teresa Lynch
<b>Learning Outcomes</b>	<p>On completion of this module, students will be able to able to:</p> <ul style="list-style-type: none"> <li>• <b>Productive language skills:</b> <ol style="list-style-type: none"> <li>i. explain a viewpoint on an issue, giving the pros and cons or various options or topic.</li> <li>ii. Present clear, well-structured detailed descriptions on a wide range of topics.</li> </ol> </li> <li>• <b>Productive language skills (prepare a recording):</b> <ol style="list-style-type: none"> <li>i. produce a clear, well-structured presentation, expressing points of view at some length</li> </ol> </li> <li>• <b>Interactive skills:</b> <ol style="list-style-type: none"> <li>i. communicate with a moderate degree of fluency and spontaneity in ISL that facilitates natural and ongoing interaction with proficient signers.</li> <li>ii. Manage most situations in which ISL is being used.</li> </ol> </li> <li>• <b>Receptive language skills (Digital Data):</b> <ol style="list-style-type: none"> <li>i. understand complex lines of argument provided the topic is reasonably familiar</li> <li>ii. understand most Deaf programming</li> <li>iii. understand ISL clips with most situations arising from ISL variation (including style, gender and age)</li> </ol> </li> <li>• <b>Receptive language skills (Real life):</b> <ol style="list-style-type: none"> <li>i. Adapt to most situations arising from ISL variations e.g. style, gender, age etc.</li> </ol> </li> </ul>
<b>Module Learning Aims</b>	This module builds on work completed in ISL 4. It focuses on further developing students' skill within the framework of the CEFR to level B2 receptive, B2 productive.
<b>Recommended Reading List</b>	<p>Leeson, L., Van de Bogaerde, B., Rathmann, C. and Haug, T. (2016) Sign Languages and the Common European Framework of Reference for Language. Common Reference Level Descriptors. Graz: European Centre for Modern Languages. (in English and International Sign). <a href="http://www.ecml.at/ProSign/">http://www.ecml.at/ProSign/</a></p> <p>Leeson, Lorraine, and John I. Saeed (2012) <i>Irish Sign Language</i>. Edinburgh: Edinburgh University Press.</p> <p>ISL vloggers and video makers in</p> <ul style="list-style-type: none"> <li>• <a href="https://www.facebook.com/groups/118469671603766">https:// www.facebook.com/groups/118469671603766</a></li> </ul>

	<ul style="list-style-type: none"> <li>• RTE News for the Deaf</li> <li>• YouTube: Irish Deaf News</li> </ul>
<b>Assessment Details</b>	<p>There are two parts to the assessment of this module:</p> <ul style="list-style-type: none"> <li>(i) Portfolio (40%)</li> <li>(ii) Language Test (60%)</li> </ul> <p>The portfolio (40%) includes 10%, which is awarded on the condition that the student attends at least 80% of ISL classes during each term.</p>

<b>Module Code</b>	DFU33002
<b>Module Name</b>	Irish Sign Language 6
<b>ECTS Weighting</b>	10
<b>Semester/Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Direct hours</b> = 44 <b>Indicative hours</b> = 300
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Mr Patrick A. Matthews <b>Lecturer:</b> Mr Patrick A. Matthews
<b>Learning Outcomes</b>	<p>On completion of this module, students will be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• <b>Productive language skills:</b> to reproduce a scene from material containing only visual information into ISL, incorporating productive signing. Be familiar with which register is most appropriate for presentation skills.</li> <li>• <b>Productive language skills (prepare a recording):</b> to sign information, highlighting the personal significance of events and experiences; to convey and explain in ISL information from an unseen signed video clip of familiar topics or information of personal interest.</li> <li>• <b>Interactive skills:</b> to communicate with a degree of fluency and to discuss topics in familiar contexts accounting for and sustaining viewpoints.</li> <li>• <b>Receptive language skills (Digital Data):</b> to understand a wide range of complex, extended signed discourses (direct or recorded), and recognise implicit meaning.</li> <li>• <b>Receptive language skills (Real life):</b> to follow lectures, discussions and debates with relative ease.</li> </ul>
<b>Module Learning Aims</b>	This module builds on work completed in ISL 5. It focuses on further developing students' skill within the framework of the CEFR to level C1 receptive, B2 productive.
<b>Recommended Reading List</b>	<p>Council of Europe (2001) <i>Common European Framework of Reference for Languages: Learning, teaching, assessment</i>. Cambridge University Press. <a href="https://www.coe.int">https://www.coe.int</a></p> <p>Leeson, Lorraine, and John I. Saeed (2012) <i>Irish Sign Language</i>. Edinburgh: Edinburgh University Press.</p> <p>Matthews, P. A. 2006: <i>Signing Picture Sequence Stories in ISL (Intermediate and Advanced)</i> (Booklet and DVD). Trinity College Dublin, Centre for Deaf Studies.</p> <p>O'Baoill, D. and P. Matthews (2000). <i>The Irish Deaf Community, The Structure of ISL, Volume 2</i>. Dublin, Ireland. Instituid Teangeolaiochta na Eireann (The Linguistics Institute of Ireland).</p> <p><b>Digital/Online Resources:</b></p> <ul style="list-style-type: none"> <li>• Sign of Ireland Corpus</li> <li>• Irish Deaf Archives</li> <li>• RTE News for the Deaf</li> <li>• Facebook ISL Vlogs <a href="https://www.facebook.com/groups/118469671603766">www.facebook.com/groups/118469671603766</a></li> </ul>
<b>Assessment Details</b>	<p>There are two parts to the assessment of this module:</p> <ol style="list-style-type: none"> <li>Portfolio (40%)</li> <li>Language Test (60%)</li> </ol>

	The portfolio (40%) includes 10%, which is awarded on the condition that the student attends at least 80% of ISL classes during each term.
--	--

<b>Module Code</b>	<b>DFU33003</b>
<b>Module Name</b>	<b>Ethics 1</b>
<b>ECTS Weighting</b>	5
<b>Semester/Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Direct hours</b> = 22 <b>Indicative hours</b> = 150
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr John Bosco Conama <b>Lecturers:</b> Dr John Bosco Conama
<b>Learning Outcomes</b>	On completion of this module, a student will demonstrate an ability to:  LO1. Describe the theoretical foundations of ethics LO2. Evaluate the ethical standards of professional responsibility, conduct and behaviours LO3. Engage with ethical dilemmas and scenarios identified in the module
<b>Module Learning Aims</b>	The module aims to equip students with basic theoretical foundations in ethics to deal with ethical issues in professional life.
<b>Module Content</b>	Ethics becomes more relevant in our professional lives as we are challenged to make moral judgments and form professional opinions, sometimes in a constrained environment. This module introduces a range of ethical aspects in contexts related to working with and within the Deaf community in a variety of contexts, including teaching and interpreting.
<b>Recommended Reading List</b>	Blackburn, Simon 2002: Being good: a short introduction to ethics. Oxford, Oxford University Press. Edmonds, David and Nigel Warburton (eds) 2010: Philosophy bites. Oxford, Oxford University Press. Pojman, Louis P. 2004: The moral life: an introductory reader in ethics and literature. 2nd ed. New York; Oxford University Press. Pojman, Louis P. 2006: Philosophy: the quest for truth. 6th ed. New York; Oxford University Press. Rachels, James 1999: The elements of moral philosophy 3rd ed; London: McGraw-Hill. Shafer-Landau, Russell (ed) 2013: Ethical theory: an anthology. Malden, MA: Wiley-Blackwell
<b>Assessment Details</b>	There are three components in the assessment: (i) 1 x 1,500 word or 15 minute signed essay (55%) (ii) Three online assessment quizzes (three scores to be averaged) 30% (iii) Class participation and discussion (15%)

<b>Module Code</b>	<b>DFU33004</b>
<b>Module Name</b>	<b>Ethics 2</b>
<b>ECTS Weighting</b>	5
<b>Semester/Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Direct hours = 22</b> <b>Indicative hours = 150</b>
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr John Bosco Conama <b>Lecturer:</b> Dr John Bosco Conama
<b>Learning Outcomes</b>	On completion of this module, a student will demonstrate an ability to:  LO1. Identify and reflect on personal values LO2. Compare these values with Codes of Ethics and Deaf community values LO3. Critically evaluate the standards of professional responsibility, conduct and behaviours entailed within the Codes of Ethics of selected organisations discussed in the module. LO4. Reflect on decision-making skills relative to specific ethical dilemmas.
<b>Module Learning Aims</b>	The module aims to advance students with skills to handle real-life scenarios in ethics to deal with ethical issues in professional life.
<b>Module Content</b>	This module builds on concepts developed in Ethics 1. In Ethics 2, we focus on specific outcomes of behaviours, values, and decision-making in professional contexts relevant to the Deaf community. The ethical aspects of various topics will be explored as well as issues linked to specific professional roles such as interpreting and teaching within the Deaf community.
<b>Recommended Reading List</b>	Pojman, L. P. (2016) Philosophy: the quest for truth. 10th ed. New York; Oxford University Press. Rachels, J. (2019). The elements of moral philosophy 9th ed; London: McGraw-Hill Scally, J. (2003). A just society?: Ethics and values in contemporary Ireland Dublin: Liffey. Singer, P. Ed. (1991) A Companion to ethics. Oxford: Basil Blackwell. Richter, D. (2008) Why be good?: a historical introduction to ethics. Oxford: Oxford University Press. Thompson, M. (2003) An introduction to philosophy and ethics. London: Hodder & Stoughton.  Additional core and optional materials will be suggested for each session.
<b>Assessment Details</b>	There are three components in the assessment: This module is assessed as follows: i. A 3-hour <u>take home</u> exam (55%) ii. Three online quizzes (to be averaged to 30%) iii. Class participation and Discussion (15%)



<b>Module Code</b>	<b>DFU33005</b>
<b>Module Name</b>	<b>Research Methods</b>
<b>ECTS Weighting</b>	5
<b>Semester/Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Direct hours = 22</b> <b>Indicative hours = 100</b>
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr Isabelle Heyerick <b>Lecturer:</b> Dr Isabelle Heyerick
<b>Learning Outcomes</b>	<p>On completion of this module, students will be able to:</p> <p>LO1. Demonstrate understanding of the aims of and differences between qualitative, quantitative and mixed methods research, descriptive and exploratory research, primary and secondary data.</p> <p>LO2. Distinguish between various data collection methods (experimental, semi-experimental, observations, surveys, interviews, desktop studies).</p> <p>LO3. Formulate a research topic, research question(s), a research rationale, and a critical reflection of the researcher's positionality.</p> <p>LO4. Devise appropriate ethical approaches in the conduct of research.</p> <p>LO5. Specify guidelines appropriate to researching and/or sign language communities, or communities on the intersection of plural vulnerabilities.</p> <p>LO6. Design a research proposal (preparation for the Capstone project) that includes draft research questions, research rationale, researcher's positionality, research methods, data collection instruments and approach to data analysis.</p> <p>LO7. Compile a sample Research Ethics application if the project's design requires this step.</p>
<b>Module Learning Aims</b>	The module has three aims: (i) to introduce students to the key principles that constitute good research (integrity, transparency, scientific rigour, researcher positionality), (ii) to familiarise students with various main research methods and related basic concepts, (iii) to provide students with the knowledge and skills necessary to design a research plan that takes into consideration the principles of good research and adopts appropriate approaches for engaging in research with/about Deaf and/or sign language communities, or communities on the intersection of plural vulnerabilities.
<b>Module Content</b>	<p>Week 1 Term outline. Module assignment. An Introduction to Research Methodologies, Methods, and Research Integrity.</p> <p>Week 2 Planning your Research – How do I plan a Capstone Project? Module Assignment - Capstone project outline.</p> <p>Week 3 Literature Reviews and Data Base Searches – From Paywalls towards Open Access materials.</p> <p>Week 4 Research Design &amp; Delivery: Qualitative Approaches 1</p> <p>Week 5 Research Design &amp; Delivery: Qualitative Approaches 2</p> <p>Week 6 Research Design &amp; Delivery: Quantitative Approaches &amp; Mixed Methods</p> <p>Week 7 Reading week</p> <p>Week 8 Starting your Research - 1: Rationale, Positionality, Design, Ethics.</p> <p>Week 9 Starting your Research - 2: Rationale, Positionality, Design, Ethics.</p> <p>Week 10 Writing your Research Proposal.</p> <p>Week 11 Research Impact &amp; Dissemination - 1: thinking about the end at the start.</p> <p>Week 12 Research Impact &amp; Dissemination -2: thinking about the end at the start.</p>

<b>Recommended Reading List</b>	<p>Dawson, C. (2019). Introduction to Research Methods. A practical guide for anyone undertaking a research project. Oxford: How To Books.</p> <p>Heyerick, Isabelle. 2019. <u>Is there an I in Impact? Considering the two-way process of public engagement</u>. <i>Exchanges: The Interdisciplinary Research Journal</i>, 7(1), 82-93. See: <a href="https://exchanges.warwick.ac.uk/index.php/exchanges/article/view/520">https://exchanges.warwick.ac.uk/index.php/exchanges/article/view/520</a></p> <p>Heyerick, Isabelle. 2020. The importance of video recordings in signed language interpreting research. In H. Salaets, &amp; G. Brône (Eds.), <i>Linking up with Video: Perspectives on Interpreting Practice and Research</i>. (pp. 127-149). Amsterdam/Philadelphia: John Benjamins Publishing Company.</p> <p>Kusters, Annelies, Maartje De Meulder, and Dai O'Brien. 2017. "Innovations in deaf studies: Critically mapping the field." in Kusters, Annelies, Maartje De Meulder, and Dai O'Brien, eds. <i>Innovations in deaf studies: The role of deaf scholars</i>. 1-53. Oxford University Press.</p> <p>McKinley, J. and Rose, H. (eds.) (2017). Doing Research in Applied Linguistics: Realities, Dilemmas and Solutions. London: Routledge.</p> <p>Selected chapters from</p> <p>Kircher, R., &amp; Zipp, L. (Eds.). (2022). <i>Research Methods in Language Attitudes</i>. Cambridge: Cambridge University Press.</p> <p>See: <a href="https://www.cambridge.org/core/books/research-methods-in-language-attitudes/7E344C735E6144BE7DE00470FB1135AA">https://www.cambridge.org/core/books/research-methods-in-language-attitudes/7E344C735E6144BE7DE00470FB1135AA</a></p> <p>Napier, J., Gile, D. and Hale, S. (2014). Research Methods in Interpreting. London: Bloomsbury.</p> <p>Napier, J. and Leeson, L. (2016) Sign Language in Action. London: Palgrave Macmillan.</p> <p>Orfanidou, E., Morgan, G. and Woll, B. (eds.) (2015). Research Methods in Sign Language Studies. London: John Wiley &amp; Sons.</p> <p>Important note: a detailed reading list will be advised by the lecturer.</p>
<b>Assessment Details</b>	<p>In Class preparation (10%)</p> <p>Propose a Capstone project topic (research topic, research questions, state of the art, to include REC if needed) (min. 2,000 words max. 4000 words) (50%)</p> <p>Write research rationale and researcher's positionality piece (min. 2,000 words max. 4,000 words) (40%)</p>

<b>Module Code</b>	<b>DFU33006</b>
<b>Module Name</b>	<b>Deafhood and Deaf Culture</b>
<b>ECTS Weighting</b>	5
<b>Semester/Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Direct hours = 22</b> <b>Indicative hours = 150</b>
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr John Bosco Conama <b>Lecturer:</b> Dr John Bosco Conama
<b>Learning Outcomes</b>	Upon successful completion of this course, a student will be able to:  LO1. Define the critical elements of Deaf culture: language, principles, values, rules, and traditions and compare it with other linguistic cultures LO2. Define audism, linguisticism, and other forms of discrimination LO3. Identify the systemic effects of discrimination on Deaf people's access and inclusion LO4. Describe the boundaries, commonalities and differences within Deafhood LO5. Examine the diverse and intersecting personal and group identities within the Deaf community LO6. Recognise the significance of the use of signed languages among the Deaf population, including language use among people who identify as Deafblind
<b>Module Learning Aims</b>	The module aims to equip students with a reasonable cultural understanding to deal with cultural and linguistic issues in professional life
<b>Module Content</b>	The module familiarises students with key aspects of Deafhood and Deaf Culture, equipping them with the knowledge, skills and socio-cultural perspective needed to work as a professional with Deaf communities.
<b>Recommended Reading List</b>	Bauman, H. D. L., & Murray, J. J. (Eds.). (2014). Deaf gain: Raising the stakes for human diversity. U of Minnesota Press. Hauser, P. C., O'Hearn, A., McKee, M., Steider, A., & Thew, D. (2010). Deaf epistemology: Deafhood and deafness. American annals of the deaf, 154(5), 486-492. Ladd, P. (2003). Understanding deaf culture: In search of deafhood. Multilingual Matters. Langholtz, D. J., & Rendon, M. E. (2019). The deaf gay/lesbian client: Some perspectives. JADARA, 25(3), 8. Leigh, I. W., Andrews, J. F., Harris, R. L., & Ávila, T. G. (2020). Deaf culture: Exploring deaf communities in the United States. Plural Publishing. Wright, S. J. (2020). Deafnormativity: who belongs in deaf culture?. Disability & Society, 1-19. Young, A., Napier, J., & Oram, R. (2019). The translated deaf self, ontological (in) security and deaf culture. The Translator, 25(4), 349-368.
<b>Assessment Details</b>	There are three components in the assessment: 1. Signed essay (20 minutes) (70%) 2. Two online quizzes (10%) 3. Classroom discussion participation (20%)

<b>Module Code</b>	<b>DFU33007</b>
<b>Module Name</b>	<b>Deaf People and the Media</b>
<b>ECTS Weighting</b>	10
<b>Semester/Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Direct hours = 22</b> <b>Indicative hours = 150</b>
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr John Bosco Conama <b>Lecturer:</b> Dr John Bosco Conama
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to:  LO1. Appraise policy regarding the use of ISL on Irish and British television and other forms of visual media LO2. Appraise policy relating to the provision of subtitling on Irish and British television and other forms of visual media LO3. Describe the guidelines for subtitling for the Deaf and hard of hearing developed by the BBC LO4. Evaluate how State policy impacts Deaf and hard of hearing viewers in Ireland LO5. Debate how the media frames views on Deaf people and the impact of this on the Deaf community
<b>Module Learning Aims</b>	The module aims to advance students with general knowledge and insight of how the media and deaf people interact, as an essential part of their professional competence.
<b>Module Content</b>	This module explores the role of the media in shaping perceptions on deaf people and it also examines the roles that Deaf people play in the media. Attention will be given to Deaf literary characters, the portrayal of Deaf characters in film/ TV and the involvement of Deaf people in developing Deaf community television and accessible programming in Ireland and abroad. This discussion will be embedded in a context of broadcasting policy.
<b>Recommended Reading List</b>	Albertazzi D, & Colbey, P. (eds) (2010) The Media: An Introduction: 3rd ed. Harlow, England. Pearson. Bragg, L. (2001). Deaf World: A Historical Reader and Primary Sourcebook New York; New York University Press. Edwards, V, (2004) Multilingualism in the English-speaking world. London. Blackwell Publishing (chapter 9) Pointon, A. & Davies, C. (1997) Framed: Interrogating Disability in the Media London, British Film Institute Schuchman, J. S. (1999) Hollywood Speaks: Deafness and the Film Entertainment Industry. Chicago. University of Illinois Films including Deaf people or Deaf-related issues: check: <a href="http://disabilityfilms.tripod.com//deaftoc.htm">http://disabilityfilms.tripod.com//deaftoc.htm</a>  Additional core and optional materials will be suggested for each session.
<b>Assessment Details</b>	There are two parts to the assessment of this module: i. One essay on topics selected to be submitted (60%). Essay assignment shall be a 25 minutes signed presentation or a 2,500 word written assignment. ii. Portfolio (40%): Three topics to be decided during the module

<b>Module Code</b>	<b>DFU33008</b>
<b>Module Name</b>	<b>Introduction to Interpreting</b>
<b>ECTS Weighting</b>	10
<b>Semester/Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Direct hours = 44</b> <b>Indicative hours = 200</b>
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Teresa Lynch <b>Lecturers:</b> Dr Isabelle Heyerick and Teresa Lynch
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to:  LO1. Prepare effectively for a consecutive interpreting assignment LO2. Analyse source language discourse, identifying core and supporting themes LO3. Reformulate message (in L1 and L2 respectively) using both consecutive and simultaneous interpreting modes LO4. Reflect and evaluate on their own performance using interpreting models covered in lectures /self-study LO5. Evaluate the most appropriate interpreting mode for specific contexts, taking account of the function and the context of the event LO6. Manage the social factors that influence an interpreter's activities (e.g. turn-taking, overlapping turns, power relations, etc.) in bilateral settings in a non-dominating manner. LO7. Critically evaluate the impact that cultural difference plays in interpreted events (e.g. through appropriate interpretation of culturally-biased components/ use of culturally appropriate interaction within the interpreted environment such as gaining attention, etc.)
<b>Module Learning Aims</b>	This module introduces students to community interpreting, with specific emphasis on public service contexts. Students will develop the base-line skills necessary for consecutive interpreting; such as shadowing, paraphrasing, split attention exercises and note-taking, before applying these skills to monolateral and bilateral settings. As the course continues the simultaneous interpreting mode will be introduced and students will consider when each mode is most effective and efficient in terms of accuracy and functionality in a given domain. Students will apply knowledge of interpreting models covered in this module to the analysis of their interpreted performances
<b>Recommended Reading List</b>	<b>Essential Reading:</b>  Janzen, T (ed.) 2005: Topics in Signed Language Interpreting. Amsterdam and Philadelphia: John Benjamins. Leeson, L., Wurm, S. & Vermeerbergen, M. (eds) (2011) Signed Language Interpreting: Preparation, Practice and Performance. Manchester: St. Jerome.  Napier, J. & Leeson, L. (2016) Sign Language in Action. London: Palgrave Macmillan.  Patrie, C.J. (2001): Translating from English. San Diego: Dawn Sign Press  Patrie, C. J. (2000): Cognitive Processing Skills in English. San Diego: Dawn Sign Press.  <b>Selected chapters from:</b>  Roy, C.B., Brunson, J.L., & Stone, C.A. 2018: The Academic Foundations of Interpreting Studies: An Introduction to Its Theories. Washington: Gallaudet University Press.  <b>Selected papers from:</b>

	<p>Metzger, M. &amp; Fleetwood, E. 2007. Translation, Sociolinguistic, and Consumer Issues in Interpreting. Washington: Gallaudet University Press.</p> <p>Pratt, S. &amp; Whistance, T. 2017. "It's all Greek to me". Versatility in the Sign Language Interpreting Profession. EFSLI</p> <p><b>Articles:</b></p> <p>O'Connell, N. &amp; Lynch, T. 2020 Deaf Interpreters' Perception of Themselves as Professionals in Ireland: A Phenomenological Study. Volume 28, Issue 2 Article 4. RID Journal of Interpretation</p> <p>Sidker, A. 2019. Power Down. NEWSLI issue 109: 8-12 (<a href="https://asli.org.uk/wp-content/uploads/2019/07/8-12-Diversity-Final2-3.pdf">https://asli.org.uk/wp-content/uploads/2019/07/8-12-Diversity-Final2-3.pdf</a>)</p> <p><b>Blog posts:</b></p> <p><a href="https://strategicinterpreting.blog/2021/02/03/blacklivesmatter-also-in-the-signed-language-interpreting-profession/">https://strategicinterpreting.blog/2021/02/03/blacklivesmatter-also-in-the-signed-language-interpreting-profession/</a></p> <p><a href="https://strategicinterpreting.blog/2020/07/07/blacklivesmatter-also-in-the-signed-language-profession/">https://strategicinterpreting.blog/2020/07/07/blacklivesmatter-also-in-the-signed-language-profession/</a></p>
<b>Assessment Details</b>	<p><b>There are three parts to the assessment of this module:</b></p> <ul style="list-style-type: none"> <li>(i) ISL-English consecutive interpreting piece (15%)</li> <li>(ii) English-ISL consecutive interpreting piece (15%)</li> <li>(iii) Live role-played Interpretation (70%)</li> </ul>

<b>Module Code</b>	<b>DFU33009</b>
<b>Module Name</b>	<b>Introduction to ISL Teaching</b>
<b>ECTS Weighting</b>	10
<b>Semester/Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Direct hours = 22</b> <b>Indicative hours = 200</b>
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Ms Carmel Grehan <b>Lecturer:</b> Ms Carmel Grehan
<b>Learning Outcomes</b>	<b>On successful completion of this module, students will be able to:</b> LO1. Critique the key theories behind the development of curricula LO2. Describe the principles underlying creation of learning outcomes for courses LO3. Articulate learning outcomes that are linked to teaching, credit weighting, assessment and learning goals LO4. Interrogate the principles discussed in this module with respect to curriculum design LO5. Describe and apply the approaches to learning contained within the Common European Framework of Reference for Languages (CEFR)
<b>Module Learning Aims</b>	This module focuses on developing students' knowledge of approaches to curriculum planning both theoretical and practical in ISL. We also introduce students to the Common European Framework of Reference for Languages and outline how the CEFR can be used as a tool to guide curriculum planning.
<b>Module Content</b>	The module aims will be addressed across the following content areas: a) Adult Learning (Learning, Adults and Curriculum) b) Bloom Taxonomy/Constructive Alignment c) Student-centred approach, self-directed approach d) Quality of ISL teaching skills including cultural input e) Rubric marking/assessment criteria f) Assessing learner's ISL performance g) Self-assessment and peer assessment
<b>Recommended Reading List</b>	Biggs, J. (2003). <i>Teaching for Quality Learning at University</i> . 2 <sup>nd</sup> edition. Berkshire: SHRE and Open University Press.  Council of Europe. 2001. <i>A Common European Framework of Reference for Languages</i> . Cambridge: Cambridge University Press. Website is also available. <a href="http://www.coe.int/T/DG4/Linguistic/CADRE_EN.asp">http://www.coe.int/T/DG4/Linguistic/CADRE_EN.asp</a>  Fry, H., Ketteridge, S. and Marshall S. (2009). (eds.) <i>A Handbook for Teaching and Learning in Higher Education: enhancing academic practice</i> . 3 <sup>rd</sup> edition. New York: Taylor and Francis.  Leeson, L., van den Bogaerde, B., Rathmann, C. and Haug, T. (2016) <i>Sign Languages and the Common European Framework of Reference for Languages. Common Reference Level Descriptors</i> . Graz; European Centre for Modern Languages. (in English and International Sign). <a href="http://www.ecml.at/ProSign/">http://www.ecml.at/ProSign/</a>  Articles and journals will be circulated on blackboard when required.
<b>Assessment Details</b>	There are two elements to the assessment of this module. • <b>Class Presentation (25%)</b> 10-minute presentation in ISL <b>Date:</b> Monday, Teaching Week 10, Hilary Term

	<ul style="list-style-type: none"> <li>• <b>Assignment (75%)</b> 25 minutes presentation in ISL or a 2,500-word written assignment <b>Date:</b> Friday, Teaching Week 12, Hilary Term at 12 noon</li> </ul>
--	---



## Senior Sophister Modules

<b>Module Code</b>	DFU44001
<b>Module Name</b>	Practical Placement 1
<b>ECTS Weighting</b>	10
<b>Semester/Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Direct hours</b> = 4 hour with the coordinator, 10 hours with mentors <b>Indicative hours</b> = 125
<b>Mandatory/Optional Unit</b>	Mandatory for all Strands
<b>Module Personnel</b>	<b>Coordinator</b> Dr John Bosco Conama <b>Mentors:</b> Dr John Bosco Conama, Carmel Grehan, Dr Isabelle Heyerick, Teresa Lynch and Patrick A Matthews
<b>Learning Outcomes</b>	On successful completion of this module students will be able to: LO1. Describe and adhere to policies, procedures, protocols and guidelines on professional conduct, health & safety, and risk management in the placement organisation. LO2. Demonstrate appropriate professional conduct and competencies, under supervision, when interpreting, teaching or engaged in other activities in the placement organisation. LO3. Demonstrate ethical behaviour relevant to their professional pathway, including matters related to recording-keeping and confidentiality LO4. Demonstrate appropriate professional conduct and communication skills during interactions with all stakeholders during placement LO5. Engage in reflective practice, apply self-appraisal to develop professional conduct and competence and respond to feedback received from mentors LO6. Apply constructive feedback received from mentors to their own practice
<b>Module Content</b>	This module consists of supervised placement in a relevant organisation that provides services to/for the Deaf community. This may include, for example, an interpreting agency, a Deaf community organisation, a school or college with a cohort of deaf students, an evening class of students learning ISL, or another appropriate organisation. Mentoring sessions with the service providers or representative organisations. A service-learning focus will be taken throughout.
<b>Recommended Reading List</b>	Reading list and relevant materials available on Blackboard
<b>Assessment Details</b>	There are three components to the assessment: i. Professional Development Log (1,500 words max) (35%) (to be submitted at the end of placement 1 – Michaelmas Term - Week 6) ii. Attendance at the tri-weekly rendezvous discussion meetings (15%) – meetings to be held in weeks: 2 and 5 (Michaelmas Term). iii. Mentor Interview will take place in Michaelmas Term - Week 7 (50%)

<b>Module Code</b>	DFU44002
<b>Module Name</b>	Practical Placement 2
<b>ECTS Weighting</b>	10
<b>Semester/Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Direct hours</b> = 4 hour with the coordinator, 10 hours with mentors <b>Indicative hours</b> = 125
<b>Mandatory/Optional Unit</b>	Mandatory for all Strands
<b>Module Personnel</b>	<b>Coordinator</b> Dr John Bosco Conama <b>Mentors:</b> Dr John Bosco Conama, Carmel Grehan, Dr Isabelle Heyerick, Teresa Lynch and Patrick A Matthews
<b>Learning Outcomes</b>	On successful completion of this module students will be able to:  LO1. Describe and adhere to policies, procedures, protocols and guidelines on professional conduct, health & safety, and risk management in the placement organisation. LO2. Demonstrate appropriate professional conduct and competencies, under supervision, when interpreting, teaching or engaging in other activities in the placement organisation. LO3. Demonstrate ethical behaviour relevant to their professional pathway, including matters related to recording-keeping and confidentiality LO4. Demonstrate appropriate professional conduct and communication skills during interactions with all stakeholders during placement LO5. Engage in reflective practice, apply self-appraisal to develop professional conduct and competence and respond to feedback received from mentors LO6. Apply constructive feedback received from mentors to their own practice
<b>Module Content</b>	This module, continued from the Practical Placement 1, consists of a supervised placement in a relevant organisation that provides services to/for the Deaf community. This may include, for example, an interpreting agency, a Deaf community organisation, a school or college with a cohort of deaf students, an evening class of students learning ISL, or another appropriate organisation. Mentoring sessions with the service providers or representative organisations. A service-learning focus will be taken throughout.
<b>Recommended Reading List</b>	Reading list and relevant materials available on Blackboard
<b>Assessment Details</b>	There are three components to the assessment:  i. Professional Development Log (1,500 words max) (25%) (to be submitted at the end of placement 2 – Michaelmas Term – Week 12) ii. Attendance at the tri-weekly rendezvous discussion meetings (15%) – meetings to be held in weeks: 8 and 11 (Michaelmas Term). iii. Viva voce presentation will take place during the Assessment Week of the Michaelmas Term (60%)

<b>Module Code</b>	DFU44003
<b>Module Name</b>	Irish Sign Language 7
<b>ECTS Weighting</b>	10
<b>Semester/Term Taught</b>	Hilary Term
<b>Contact Hours</b>	Direct hours = 44 Indicative hours = 300
<b>Module Personnel</b>	Module Co-ordinator: : Teresa Lynch Lecturer: Teresa Lynch
<b>Learning Outcomes</b>	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• <b>Productive language skills</b> <ul style="list-style-type: none"> <li>i. present clear, elaborate narratives</li> <li>ii. use non-manual features to convey finer shades of meaning in a precise manner</li> <li>iii. handle interjections well, responding spontaneously and without effort</li> </ul> </li> <li>• <b>Productive language skills (prepare a recording):</b> produce a clear, well-structured presentation, expressing points of view at some length</li> <li>• <b>Interactive skills:</b> <ul style="list-style-type: none"> <li>i. express oneself fluently and spontaneously almost effortlessly</li> <li>ii. use language flexibly and effectively for social and professional purposes</li> </ul> </li> <li>• <b>Receptive language skills (Digital Data):</b> follow extended signing even when it is not clearly structured and when relationships are only implied and not signalled explicitly</li> <li>• <b>Receptive language skills (Real life):</b> <ul style="list-style-type: none"> <li>i. follow presentations, discussions and debates with relative ease</li> <li>ii. follow complex interactions between third parties in-group discussion and debate, even on abstract, complex and unfamiliar topics</li> </ul> </li> </ul>
<b>Module Learning Aims</b>	This module builds on work completed in ISL 6. It focuses on further developing students' skill within the framework of the CEFR to level C1 receptive, B2 productive.
<b>Recommended Reading List</b>	<p>Leeson, L., Van de Bogaerde, B., Rathmann, C. and Haug, T. (2016) Sign Languages and the Common European Framework of Reference for Language. Common Reference Level Descriptors. Graz: European Centre for Modern Languages. (in English and International Sign). <a href="http://www.ecml.at/ProSign/">http://www.ecml.at/ProSign/</a></p> <p>Leeson, L. and Saeed, J.I. (2012); Irish Sign Language. Edinburgh: Edinburgh University Press.</p> <p>ISL vloggers and video makers in <a href="https://www.facebook.com/groups/118469671603766">https://www.facebook.com/groups/118469671603766</a></p> <p>RTE News for the Deaf</p> <p>YouTube: Irish Deaf News</p>
<b>Assessment Details</b>	<p><b>There are 2 parts to this assessment:</b></p> <ul style="list-style-type: none"> <li>(i) Portfolio entries (20%)</li> <li>(ii) Language Test (80%)</li> </ul> <p>The portfolio (20%) includes 10%, which is awarded on the condition that the student attends at least 80% of ISL classes during each term.</p>

<b>Module Code</b>	<b>DFU44004</b>
<b>Module Name</b>	<b>Capstone (Research Project)</b>
<b>ECTS Weighting</b>	20
<b>Semester/Term Taught</b>	Michaelmas and Hilary Terms
<b>Contact Hours</b>	<b>Direct hours</b> = 30 hours with supervisor <b>Indicative hours</b> = 125
<b>Mandatory/Optional Unit</b>	Mandatory for all Strands
<b>Module Personnel</b>	<b>Coordinator</b> Dr John Bosco Conama <b>Supervisors:</b> Dr John Bosco Conama, Carmel Grehan, Dr Isabelle Heyerick, Teresa Lynch and Patrick A Matthews
<b>Learning Outcomes</b>	On successful completion of this module students will be able to: LO1. Demonstrate in-depth knowledge on a particular topic LO2. Develop and implement a research methodology, LO3. Demonstrate critical evaluation skills regarding the process and the outcome of the research LO4. Demonstrate skills in reporting research according to academic conventions.
<b>Module Learning Aims</b>	a) To equip students with the skills needed to undertake and complete their Capstone Research Project b) To develop a lifelong learning approach to research and development c) To introduce students to the application of a research methodology, to the design of a research project and to appropriate methods of data collection and analysis. d) To equip students with basic skills to support their development as researchers.
<b>Module Content</b>	There are two routes to developing this research project:  (1) Students may participate in research projects currently undertaken by staff members, addressing their own research methodology, design, research questions and data collection instruments in that area. (2) Students will be provided with a list of project areas currently pursued by staff. (3) Students may generate their own research project (within the Deaf Studies discipline) and complete their project under the supervision of a staff member, subject to the availability of an appropriate supervisor.  It should be noted that if human participants are involved in the data collection stage, students are required to obtain research ethics approval for their research project through the School's, Research Ethics Committee. A fast-track process is available for projects involving anonymous online surveys as the sole data collection instrument.  Students will be required to sign up for an area of research interest/research supervisor. Students will meet the designated supervisor over the course of the academic year, and the schedule to be determined in consultation between the supervisor and the student.
	Baker-Shenk, Charlotte 1990: Research with Deaf People: Issues and Conflicts. Disability, Handicap and Society 5 (1) 65-75.

<p><b>Recommended Reading List</b></p>	<p>Bell, J. 2005: Doing your own research project. Milton Keynes: Open University.</p> <p>Cawthon Stephanie W., Carrie Lou Garberoglio 2017. <i>Research in deaf education : contexts, challenges, and considerations</i> Oxford University Press</p> <p>Harris, R., Holmes, H.M. and Mertens, D.M., 2009. Research ethics in sign language communities. <i>Sign Language Studies</i>, 9(2), pp.104-131.</p> <p>Moriarty, E., 2020. Filmmaking in a linguistic ethnography of deaf tourist encounters. <i>Sign Language Studies</i>, 20(4), pp.572-594.</p> <p>Nicodemus, Brenda and Laura Swabie (eds.) 2011: <i>Advances in Interpreting Research</i>. Amsterdam and Philadelphia. John Benjamins.</p> <p><b>Web Based Resources:</b></p> <p>Trinity College Dublin Theses and Dissertations Planning Click on a leaflet to download or go to audio &amp; video for an audio version:  <a href="https://www.tcd.ie/disability/services/academicsupport/Academic%20support/These%20support/These%20support.s.php">https://www.tcd.ie/disability/services/academicsupport/Academic%20support/These%20support/These%20support.s.php</a></p> <p>Cornell University's Web Centre for Social Research Methods.  <a href="http://www.socialresearchmethods.net/">http://www.socialresearchmethods.net/</a></p> <p>Scribbr website: How to structure a dissertation :  <a href="https://www.scribbr.com/category/dissertation/">https://www.scribbr.com/category/dissertation/</a></p> <p><u>More information on the Capstone Project:</u>  <a href="https://www.tcd.ie/teaching-learning/uq-regulations/Capstone.php">https://www.tcd.ie/teaching-learning/uq-regulations/Capstone.php</a></p>
<p><b>Assessment Details</b></p>	<ul style="list-style-type: none"> <li>• Submit a capstone project in either written format (min. 7500, max. 10,000 words) or in a video format in ISL (min. 1 hour, max. 1.5 hour) (100%) Hilary Term, Week 10</li> <li>• Students are expected to present their capstone project, whether written or an ISL recording, in a professional format that adheres to academic and professional standards.</li> <li>• Students are expected to meet/in-contact their supervisor on a regular basis and they should ensure the specific dates for consultative meetings.</li> </ul>

<b>Module Code</b>	<b>DFU44005</b>
<b>Module Name</b>	<b>Advanced Topics in Deaf Studies</b>
<b>ECTS Weighting</b>	10
<b>Semester/Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Direct hours = 22</b> <b>Indicative hours = 150</b>
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> : Dr. John Bosco Conama <b>Lecturers:</b> Dr John Bosco Conama and various guest lecturers
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: LO1. Critically discuss contemporary issues in Deaf studies LO2. Synthesise major theoretical perspectives from Deaf Studies for specific sub-domains (e.g. Deaf education, Equality studies issues, interpreting studies, linguistics of signed languages, applied sign linguistics issues). LO3. Analyse key theoretical underpinnings and practical consequences of key contemporary policies in Deaf Studies
<b>Module Learning Aims</b>	This module aims at the development of critical analysis of contemporary research topics that affect Deaf communities
<b>Module Content</b>	This module presents contemporary topical issues relevant to Deaf community members from an interdisciplinary perspective. Topics considered include interpreting provision, interpreting theory, social policy issues (e.g. access to health care, recognition of signed languages, etc.), educational policy and practice issues, human rights agenda, etc. The module will take a seminar format and the topics selected will be influenced by class participants. Session one sets the scene for this: we will identify and select contemporary, relevant topics that are regarded as needing to be critically debated.
<b>Recommended Reading List</b>	Bauman, H-Dirksen L. (ed) 2008: Open your eyes: Deaf studies talking Minneapolis, Minn.: University of Minnesota Press.  Lane, Harlan L. Richard C. Pillard, Ulf Hedberg 2011: The people of the eye: deaf ethnicity and ancestry. Oxford: Oxford University Press.  Leeson, Lorraine and Myriam Vermeerbergen (eds.) 2012: Working with the Deaf Community: Mental Health, Education and Interpreting. Dublin: Interesource Group Publishing Limited.  Additional readings will be presented on a session-by-session basis.
<b>Assessment Details</b>	There are two parts to assessment for this module:  2 x 2,500 word assignments (or 25 minutes of prepared signed presentations) (50% each)

<b>Module Code</b>	DFU44006
<b>Module Name</b>	Advanced Interpreting
<b>ECTS Weighting</b>	10
<b>Semester/Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Direct hours = 44</b> <b>Indicative hours = 200</b>
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> : Dr. Sarah Sheridan <b>Lecturers:</b> Carmel Grehan and Sarah Sheridan
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: LO1. Interpret an extended piece of prepared or unprepared text simultaneously from English to ISL LO2. Interpret an extended piece of prepared or unprepared text simultaneously from ISL to English LO3. Prepare and engage in bilateral interpreting work (ISL-English-ISL) in live settings LO4. Apply interpreting strategies in practice LO5. Critically analyse performance while applying the literature in the field of interpreting and translation studies to own performance LO6. Engage in an active task orientated and self-directed approach to their own learning
<b>Module Learning Aims</b>	This module builds on the skill-set developed in the Introduction to Interpreting module. We firstly introduce students to simultaneous interpreting in monolateral settings (ISL-English and English-ISL), working towards longer and more complex monologues. This involves the fine-tuning of simultaneous interpreting skills, namely; listening and attention, analysis and memory skills, productive language skills in the target language and coordination of efforts. The module will work on capacity-building for preparation of texts to reduce cognitive burden while on task, and the development of reflective analytical skills in order to develop metalinguistic awareness. In the second half of the semester we move on to more advanced issues in simultaneous interpreting context. Students will focus on improving skill in identifying meaning units, identifying appropriate target language constructions, managing and modifying pace, intonation and register in simultaneous settings, as well as vocabulary development and effort management. We transition from working with highly prepared texts to unprepared data. This involves the student carrying out bilateral interpreting work (ISL-English-ISL) in live settings.
<b>Module Content</b>	a) <b>Monolateral interpreting:</b> Develop capacity in interpreting extending texts from ISL-English and English-ISL in unilateral settings using both prepared and unprepared content b) <b>Bilateral interpreting:</b> Engage in bilateral interpreting work (ISL-English-ISL), clarifying and repairing when required while building rapport with clients c) <b>Interpersonal communication:</b> Communication in the interpreting setting; team work and managing client expectations d) <b>Professional conduct:</b> Prepare for interpreting assignments, demonstrate professional conduct, respond appropriately to linguistic and ethical dilemmas e) <b>Professional Development:</b> Identify goals, track progress and evaluate
<b>Recommended Reading List</b>	<b>Essential Reading:</b> <b>Books / Theses</b>

	<p>Adam, R., Stone, C., Collins, S. D., &amp; Metzger, M. 2014. Deaf interpreters at work. Washington DC: Gallaudet University Press</p> <p>Dean, R. K., &amp; Pollard, R. Q. (2013). The demand control schema: Interpreting as a practice profession. CreateSpace.</p> <p>Heyerick, I. 2021. A descriptive study of linguistic interpreting strategies in Dutch – Flemish Sign Language interpreting. Exploring interpreters’ perspectives to understand the what, how and why. (Selected chapters)</p> <p>Marschark, M., Peterson, R., and Winston, E.A. 2005. Sign Language Interpreting and Interpreter Education. New York: Oxford University Press. (Selected chapters)</p> <p>Mole, H. 2018. Narratives of power: critical reflections on signed language interpreting. Doctoral dissertation. Heriot-Watt University. (Selected chapters).</p> <p>Stone, C., Adam, R., Müller de Quadros, R., &amp; Rathmann, C. (Eds.). (2022). The Routledge Handbook of Sign Language Translation and Interpreting (1st ed.). Routledge. (Selected chapters)</p> <p><b>Articles</b></p> <p>Dangerfield Ms, K. J., &amp; Napier Prof, J. M. (2016). Tracking the development of critical self-reflective practice of a novice sign language interpreter: A case study. <i>Journal of interpretation</i>, 25(1), 3.</p> <p>De Meulder, M., &amp; Hualand, H. (2021). Sign language interpreting services: A quick fix for inclusion?. <i>Translation and Interpreting Studies. The Journal of the American Translation and Interpreting Studies Association</i>, 16(1), 19-40.</p> <p>Díaz-Galaz, S., Padilla, P., &amp; Bajo, M. T. (2015). The role of advance preparation in simultaneous interpreting: A comparison of professional interpreters and interpreting students. <i>Interpreting</i>, 17(1), 1-25.</p> <p>Llewellyn-Jones, P., &amp; Lee, R. G. (2013). Getting to the Core of Role: Defining Interpreters' Role Space. <i>International Journal of Interpreter Education</i>, 5(2), 54-72.</p> <p>Additional readings will be recommended</p>
<b>Assessment Details</b>	<p><b>Continuous Assessment + Interpreting Exam</b></p> <p>There are two parts to the assessment of this module:</p> <p><b>CA1: Self-analysis</b></p> <p>Produced in Irish Sign Language (10 minutes) based on a piece from the student’s classwork interpreting portfolio - applying the literature in the field of interpreting and translation studies to own performance (20%)</p> <p><b>Date of submission:</b> 12 noon, Monday week 8, Hilary Term</p> <p>Examiners: TBC</p> <p><b>Exam: Bilateral interpreting exam (ISL-English-ISL)</b></p> <p>Approximately a 20 minute examination. Prepared and unprepared content (80%)</p> <p>To take place during the examination period</p> <p>Examiners: TBC</p>



<b>Module Code</b>	<b>DFU44007</b>
<b>Module Name</b>	<b>ISL Teaching and Assessment</b>
<b>ECTS Weighting</b>	10
<b>Semester/Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Direct hours = 22</b> <b>Indicative hours = 200</b>
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Mr Patrick A. Matthews <b>Lecturer:</b> Mr Patrick A. Matthews
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: LO1. Explain principles of language learning relevant to students learning ISL as described in the Common European Framework of Reference (CEFR). LO2. Appraise own language proficiency using the European Language Portfolio (ELP) LO3. Appraise a range of teaching methods approaches and methods introduced over the course of the module LO4. Justify a set of methods and assessments for teaching ISL in a range of teaching contexts, including cultural input LO5. Appraise and apply theories of assessment to a range of teaching contexts LO6. Outline the qualifications and requirements for becoming an ISL assessor
<b>Module Learning Aims</b>	a) Introduces students to a variety of teaching methods and assessment in the field of ISL instruction b) Explores the teaching philosophies underlying each approach, including methods that have been applied to the teaching of spoken languages. Examines key issues linked to assessment, including the rationale behind assessment, who assesses, what is being assessed and why, scoring, and the social and political implications of assessment.
<b>Recommended Reading List</b>	Burns, A and J.C Richards (eds). 2012: <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i> . Cambridge: Cambridge University Press. Council of Europe 2001: <i>Common European Framework of Reference for Languages</i> . Cambridge: Cambridge University Press. Larsen-Freeman, D., and M. Anderson 2011: <i>Techniques and Principles in Language Teaching</i> . (3 <sup>rd</sup> edition). New York: Oxford University Press. Leeson, Lorraine, Beppie van den Bogaerde, Christian Rathmann and Tobias Haug 2016: <i>Sign Languages and the Common European Framework of Reference for Languages. Common Reference Level Descriptors</i> . Graz: European Centre for Modern Languages. (Available for free download in English and in International Sign at <a href="http://www.ecml.at/Prosign">www.ecml.at/Prosign</a> ). Richards, Jack, C. 2015: <i>Key Issues in Language Teaching</i> . Cambridge: Cambridge University Press.
<b>Assessment Details</b>	There are two parts to the assessment for this module: I. Class Presentation (30%) II. 3,000 word assignments (or 30 minutes of prepared signed presentations) (70%).