



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

# **Centre for Deaf Studies School of Linguistics, Speech and Communication Sciences**

## **Bachelor in Deaf Studies**

**Course Code: TR016**

**Academic year: 2019–2020**

## **Programme Handbook**



## **MISSION STATEMENT**

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 and wider society

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## GLOSSARY

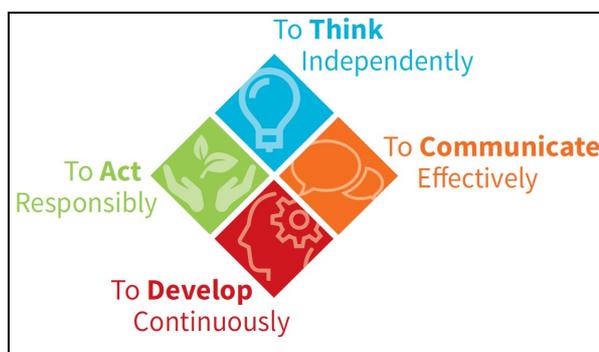
BC	Broad Curriculum
CDS	Centre for Deaf Studies
CLCS	Centre for Language and Communication Studies
DS	Disability Service
DUCAC	Dublin University Central Athletic Club
ECTS	European Credit Transfer and Accumulation System
ICE	In Case of Emergency
ISL	Irish Sign Language
JF	Junior Freshman (1 <sup>st</sup> year)
JS	Junior Sophister (3 <sup>rd</sup> year)
SITS	Student Information System
SF	Senior Freshman (2 <sup>nd</sup> year)
SLSCS	School of Linguistic, Speech and Communication Sciences
S2S	Student to Student
SS	Senior Sophister (4 <sup>th</sup> year)

## TRINITY GRADUATE ATTRIBUTES

The Trinity Graduate Attributes represent the qualities, skills and behaviours that you will have the opportunity to develop as a Trinity student over your entire university experience, in other words, not only in the classroom, but also through engagement in co- and extra-curricular activities (such as summer work placements, internships, or volunteering).

The four Trinity Graduate Attributes are:

- To Think Independently
- To Act Responsibly
- To Develop Continuously
- To Communicate Effectively



### Why are the Graduate Attributes important?

The Trinity Graduate Attributes will enhance your personal, professional and intellectual development. They will also help to prepare you for lifelong learning and for the challenges of living and working in an increasingly complex and changing world. The Graduate Attributes will enhance your employability. Whilst your degree remains fundamental, also being able to demonstrate these Graduate Attributes will help you to differentiate yourself as they encapsulate the kinds of transversal skills and abilities, which employers are looking for.

### How will I develop these Graduate Attributes?

Many of the Graduate Attributes are 'slow learned', in other words, you will develop them over the four or five years of your programme of study. They are embedded in the curriculum and in assessments, for example, through undertaking independent research for your final year project, giving presentations and engaging in-group work. You will also develop them through the co-curricular and extra-curricular activities. If you help to run a club or society you will be improving your leadership skills, or if you play a sport you are building your communication and teamwork skills.

For more details look at <https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf>

**Please note that all course information outlined in this handbook is relevant to the academic year 2019/20 only.**

We strongly encourage you to keep this booklet carefully and refer to it during the year. The information contained in this booklet is also available at the Centre for Deaf Studies website at [www.tcd.ie/slscs/cds/](http://www.tcd.ie/slscs/cds/)

We also advise that you familiarise yourself with College regulations pertaining to the Bachelor in Deaf Studies which are listed in the College Calendar 2019/20. These are also available online at <https://www.tcd.ie/calendar/>

## STATEMENT ON GENERAL REGULATIONS

In the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in programme or local handbooks, the provisions of the General Regulations in the Calendar will prevail. See <https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf> and <https://www.tcd.ie/calendar/graduate-studies-higher-degrees/>

## GENERAL INFORMATION

The Centre for Deaf Studies is committed to supporting students on the Bachelor in Deaf Studies (B. St. Su.) programme. In this section, we highlight Student Support and Services available in College that may be of particular interest to you, such as Student Support and Services, the Student to Student service, the Tutorial Service, the Trinity Disability Service, and the Mature Student Office.

### Student Support and Services

We highly recommend that you take time to read through the Student Support and Services website. The link below “ is the centralized point of access that provides information on all available services in College to all students.”

[http://www.tcd.ie/students/assets/pdf/Student%20Services%20Booklet%20\(web%20version\).pdf](http://www.tcd.ie/students/assets/pdf/Student%20Services%20Booklet%20(web%20version).pdf)

You can also find detailed information at the Student Support and Services website: <http://www.tcd.ie/students/supports-services/>

### Student Provision for Students with Disabilities

Trinity has adopted a [Reasonable Accommodation Policy](#) that outlines how supports are implemented in Trinity. Student seeking reasonable accommodation whilst studying in Trinity must applying for reasonable accommodations with the Disability Service in their student portal my.tcd.ie. Based on appropriate [evidence of a disability](#) and information obtained from the student on the impact of their disability and their academic course requirements, the Disability Staff member will identify supports designed to meet the student’s disability support needs. Following the Needs Assessment, the student’s Disability Officer prepares an Individual [Learning Educational Needs Summary \(LENS\)](#) detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS is communicated to the relevant School via the student record in SITS.

### Examination accommodation and deadlines

Students should make requests as early as possible in the academic year. To ensure the Assessment, Progression and Graduation Team can set your accommodations for examination purposes the following deadlines are applied:

- Semester 1 assessments and Foundation Scholarship assessment: the last Friday in September (27th September 2019)
- Semester 2 assessments: the last Friday in January (24th January 2020)
- Reassessments: the last Friday in May (29th May 2020)

### **Student responsibilities for departmental assessments/course tests**

- Students are required to initiate contact with the School/Department and request reasonable accommodations as **per their LENS report, or email received following their needs assessment** for particular assessments for School/ Department administered assessment. Students are advised to make contact **at least two weeks prior** to the assessment date to enable adjustments to be implemented.

## **The Senior Tutor's area and Tutorial Service**

The Tutorial System in Trinity is the oldest student support service in College, dating from its very foundation. All undergraduate students are assigned to the care of a member of academic staff (your College Tutor) who can assist with matters of academic progress, provide advice on personal issues, direct to relevant professional services and, in special circumstances, act as your advocate.

The Undergraduate Student Support Officer in the Tutorial Service administers student financial aid and provides financial advice in this context.

The Senior Tutor's Office is responsible for the Tutorial Service including the Tutorial Service Support Fund, the various student hardship/financial assistance schemes of the College and is also involved in the co-ordination of Student Services in College.

For more information about the Senior Tutor's area, see:

<https://www.tcd.ie/seniortutor/>

## **Student 2 Student**

From the moment you arrive in College right the way through to your end of year exams Student 2 Student (S2S) is here to make sure your first year is fun, engaging and a great foundation for the rest of your time in Trinity. You'll meet your two S2S mentors in Fresh's Week and they'll make sure you know other people in your course before your classes even start. They'll keep in regular touch with you throughout your first year and invite you to events on and off campus. They'll also give you useful information about your course and what to look out for. Mentors are students who have been through first year and know exactly what it feels like, so you never have to worry about asking them a question or talking to them about anything that's worrying you.

S2S also offers trained Peer Supporters if you want to talk confidentially to another student or just to meet a friendly face for a coffee and a chat.

S2S is supported by the Senior Tutor's Office and the Student Counselling Service. <http://student2student.tcd.ie>. E-mail: [student2student@tcd.ie](mailto:student2student@tcd.ie) Phone: + 353 1 896 2438.

### **Trinity Disability Service**

The Disability Service (DS) aims to make Trinity the number one choice for students with disabilities through a fully inclusive education that incorporates all aspects of student life, both within and beyond the classroom. The DS mission is to empower students with disabilities to achieve their potential and, in collaboration with students, engage the university community in creating an inclusive transformational environment and provide a platform for innovation and inclusion. The Disability Service has in place a range of supports to ensure that students with disabilities have full access to the same facilities for study and recreation as their peers. Most students registering with the Disability Service request access to a range of supports (including sign language interpreting, note-taking, assistive technology, academic support, library supports, dyslexia consultation, and exam accommodations) that help the student reach their full potential while studying. Most students' needs are accommodated through these supports. You, as the student, decide what level of support you require.

For more information about the Disability Support service, see <https://www.tcd.ie/disability/services/>

### **Mature Student Office**

The Mature Student Office provides advice and support to both prospective and current undergraduate mature students. For more information about the Mature Students Office, see: <https://www.tcd.ie/maturestudents/>

To contact us phone (01) 896 4708 or email [mature.student.officer@tcd.ie](mailto:mature.student.officer@tcd.ie)

### **Co-Curricular Activities**

Being a student is not only about studying! We encourage students to engage with College social and sporting activities.

For more information on the 126 societies here in College, see: <http://trinitysocieties.ie/>

For more information about the Dublin University Central Athletic Club (DUCAC), see: [https://www.tcd.ie/Sport/student-sport/ducac/?nodeId=94&title=Sports\\_Clubs](https://www.tcd.ie/Sport/student-sport/ducac/?nodeId=94&title=Sports_Clubs)

We particularly encourage you to join the Sign Language Society. You can contact them at: [sign@csc.tcd.ie](mailto:sign@csc.tcd.ie)

### **Trinity College Dublin Students Union (TCDSU)**

The Students' Union is run for students by students. The Students' Union website is a vital resource for Trinity students. It's the place to go if you have a

problem in College - it has information on accommodation, jobs, campaigns, as well as information pertaining to education and welfare. The website also contains contact details for each Sabbatical Officer.

For more information about TCDSU, see: <https://www.tcdsu.org>

You can find out more about student representation here:

<https://www.tcdsu.org/aboutus>

You can also follow TCDSU on Facebook at 'Trinity College Students' Union' and on Twitter @TCDSU.

## EMERGENCY PROCEDURE

In the event of an emergency, please use the following text/voice numbers:

**Text only:** 087 7638351

**Voice only:** extension 1999 (or, from a mobile +353 1 896 1999)

Security Services provide a 24-hour service to the College community, 365 days a year. They are the liaison to the Fire, Garda, and Ambulance services, and all staff and students are advised to always use the numbers above in case of emergency.

Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance.

Please familiarise yourself with the emergency protocol for South Leinster Street and follow all instructions given by safety officers if asked to evacuate the premises. It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).

## Data Protection

Trinity College Dublin uses personal data relating to students for a variety of purposes. We are careful to comply with our obligations under data protection laws and we have prepared this short guide to ensure you understand how we obtain, use and disclose student data in the course of performing University functions and services. You can find out more here:

[https://www.tcd.ie/info\\_compliance/data-protection/student-data/](https://www.tcd.ie/info_compliance/data-protection/student-data/)

## Student Information System (SITS)

All communications from College will be sent to you via your online portal which will give you access to an 'in-tray' of your messages. You can view your timetables online, both for your teaching and for your examinations. All fee invoices/payments, student levies and commencement fees are issued online and all payments will be carried out online. You can view your personal details in the new system – some sections of which you will be able to edit yourself. Examination results will also be available online.

## GENERAL PROGRAMME INFORMATION

### Welcome to the Centre for Deaf Studies!

We really hope that you will enjoy your time here at CDS. The Centre is the only place on the island of Ireland where students can pursue undergraduate qualifications in ISL, Deaf Studies, ISL/English interpreting and ISL teaching. Indeed, we are one of very few universities in the world where it is possible to study sign language teaching.

The Centre for Deaf Studies was established in 2001 following from sustained lobbying by the Irish Deaf Society (IDS) and allies to ensure that there would be an academic space for Deaf Studies in Ireland. The goal then (as now) was to develop the academic discipline of Deaf Studies, Applied Sign Linguistics and Sign Linguistics; to develop a research agenda in these areas; and to engage with the wider community to increase awareness and influence policy around Irish Sign Language issues.

From 2001-9, the Centre offered 2-year Diploma programmes in Deaf Studies, ISL/English interpreting and ISL teaching. In 2009, we launched the Bachelor in Deaf Studies programme and have seen five cohorts of graduates to date who have gone on to work in the community, set up their own businesses, pursue postgraduate studies, work with NGOs and in industry. We are very proud to say that the majority of Irish Sign Language/English interpreters and ISL teachers in Ireland today are Trinity alumni. We should also add that it is not all hard work - our graduates have also been visible in festivals like Mary of Dungloe, Mr. Gay Ireland, Mr. Gay Europe - and some have even appeared on First Dates Ireland!

Our ethos is about working with Deaf communities – here in Ireland, and internationally – to bring about positive change. The Centre was involved in the long campaign to secure recognition of Irish Sign Language, which led to adoption of the ISL Act 2017. We work closely with Deaf community organisations to provide placement opportunities for students across Ireland, and sometimes in other countries too.

CDS is regularly host to students from other countries who come to Trinity College as Erasmus students – and you should know that you will have the opportunity to consider undertaking an Erasmus visit abroad too! Watch out for information from College about the opportunities that exist and take the opportunity to engage with incoming Erasmus students to find out more about where they come from!

The Bachelor in Deaf Studies is “research-led” : much of the work on Irish Sign Language that you will study was completed by current or past CDS/CLCS staff and students. While we have learned a great deal about the linguistics and applied linguistics of ISL, there is much work to do. As a Bachelor in Deaf Studies student, you will have the opportunity to work with staff on research projects (e.g. as part of your Research Methods module in JS and potentially, your SS research project).

CDS is a bilingual space where ISL is the working language. Most of the CDS staff are deaf. All of the academics at the Centre are fluent ISL users. While here, you have the opportunity to draw on the experience of deaf and hearing academics who are considered global leaders in their areas. You will have the opportunity to gain from CDS staff with a combined expertise spanning more than 150 years – and we look forward to the chance to learn from – and with – you.

Deaf Studies and Applied Sign Linguistics is necessarily multidisciplinary. Hold on to your seat while you prepare to learn about language, culture and identity that will challenge you in ways you have not yet considered! Consider what happens if you don't have easy access to a language you understand. Get ready to use technology as a learning tool and a mechanism for using a visual-gestural language that you may not have considered before now. Get ready to re-evaluate how you understand the concept of citizenship and equality. Be prepared to put in time to engage with the Deaf community outside of class – your participation will open up gateways to what may be a new community for you. Be prepared to be called on to act as an ally to the Deaf community.

We also encourage you to take full advantage of the opportunities that being a Trinity student brings. This includes participating in the wider College community, engaging with societies like the Sign Language Society and the Dublin University Central Athletic Club (DUCAC). Academically, students can, in their SF year, consider sitting the Foundation Scholarship exams (See College Calendar). Students can consider an Erasmus term (or year) abroad. Students can self-nominate or be nominated for the Laura Sadlier Prizes (JF and SS students), which are described later in this handbook.

CDS graduates often tell us that their world changed when they came to CDS – in a good way! We look forward to rocking your world!

Below, you can find some more specific information about the Bachelor in Deaf Studies programme.

## **Bachelor in Deaf Studies**

The Centre for Deaf Studies is a constituent member of the **School of Linguistic, Speech & Communication Sciences (SLSCS)**. The Centre for Deaf Studies delivers the core content of the Bachelor in Deaf Studies programme with additional course content contributed by the Centre for Language and Communication Studies (CLCS). Students also take Trinity Electives (TE) courses from outside the School in their SF years (5 ECTS per year).

### **Programme Aims:**

The Bachelor in Deaf Studies programme aims to:

- Deliver skill competency in Irish Sign Language to level C1 (receptive/comprehension) and B2 (productive/expression) as outlined by the Council of Europe's Common European Framework of Reference 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: (1) **Reporting**: 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; (2) **Pedagogical**: 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).

- 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 in Ireland and internationally.
- Offer appropriate scope for professional development within the specific domains of working with the Deaf community, and, depending on specific path choice, competence as an Irish Sign Language/English interpreter or as an Irish Sign Language Teacher.

#### **Programme Learning Outcomes:**

On completion of the Bachelor in Deaf Studies programme:

- Graduates will 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.
- Graduates will be able to apply relevant principles of assessment to their work (for self-assessment and client assessment, where relevant) and apply appropriate ethical decision-making within their practice.
- Graduates will demonstrate fluency in Irish Sign language.
- Graduates will demonstrate effective communication skills with the full range of relevant stakeholders, in the professional liaisons and in the larger community.

#### **Trinity Electives (TE) (replaced Broad Curriculum)**

In accordance to the credit regulations it is compulsory for Senior Fresh students of Deaf Studies to take a cross faculty or language course in the academic year 2019/20. Students are advised to apply online on the Trinity Elective website: <https://www.tcd.ie/trinity-electives/apply/>

#### **Capstone**

NB: this capstone module will be introduced in the year of 2023.

The capstone project — though defined differently by different subjects — is the common element across all degree exit routes and is weighted at 20 ECTS. It requires a significant level of independent research by the student. It should be an integrative exercise that allows students to showcase skills and knowledge which they have developed across a range of subject areas and across their four years of study. It should result in the production of a

significant piece of original work by the student. It should provide them with the opportunity to demonstrate their attainment of the four graduate attributes: to think independently, to communicate effectively, to develop continuously and to act responsibly.

The link for more information on capstone is: [https://www.tcd.ie/teaching-learning/UG\\_regulations/Capstone.php](https://www.tcd.ie/teaching-learning/UG_regulations/Capstone.php)

Students should refer to School and College Policies and Procedures with regards to Research guidelines and ethical practices.

### Careers Information & Events

Students are actively encouraged to seek information on the career information and events all the year. The Career Counselling Service would provide a specific session for students in Bachelor in Deaf Studies degree, possibly during Hilary or Trinity Term.

The Career Counselling page can be accessed at this link:

<https://www.tcd.ie/Careers/mycareer/students.php>

### CDS Website and Social Media

Information about Centre and the courses we run can be found at the CDS website. This information includes timetable information, exam schedules and style sheet for bibliographies.

We also include interesting links to other websites of relevance. Visit

[www.tcd.ie/slscs/cds/](http://www.tcd.ie/slscs/cds/)

**You can also follow the School on social media:**

Facebook: @TCDSLSCS

Twitter @TCDSLSCS and @studies\_Centre

### CONTACT DETAILS

Contact Person	Role	Telephone Extension or Room Number	Email address
Dr Lorna CARSON	Head of School	Room 121	<a href="mailto:carsonle@tcd.ie">carsonle@tcd.ie</a>
Dr Breffni O'ROURKE	Director of Undergraduate Teaching and Learning	Ext. 3162, Room 3041	<a href="mailto:orourkeb@tcd.ie">orourkeb@tcd.ie</a>
Ms. Dara O'SÍOCHÁIN	School Manager	Ext. 2184	<a href="mailto:dosochin@tcd.ie">dosochin@tcd.ie</a>
Dr John Bosco CONAMA	Director, CDS	Room 122	<a href="mailto:comamaj@tcd.ie">comamaj@tcd.ie</a>
Ms. Carmel GREHAN	Co-ordinator Bachelor in Deaf Studies	Room 123	<a href="mailto:cgrehan@tcd.ie">cgrehan@tcd.ie</a>

	JF Coordinator		
Mr. Patrick A. MATTHEWS	SF Coordinator	<u>Room 117</u>	<a href="mailto:matthep@tcd.ie">matthep@tcd.ie</a>
Prof. Lorraine LEESON	Professor in Deaf Studies	<u>Room 120</u>	<a href="mailto:leesonl@tcd.ie">leesonl@tcd.ie</a>
Ms. Teresa LYNCH	JS Coordinator	<u>Room 118</u>	<a href="mailto:lyncht2@tcd.ie">lyncht2@tcd.ie</a>
Dr Sarah SHERIDAN	SS Coordinator	<u>Room 118</u>	<a href="mailto:sherids1@tcd.ie">sherids1@tcd.ie</a>
Ms. Irene MURTAGH	Adjunct Lecturer	<u>Room 119</u>	<a href="mailto:Irene.Murtagh@itb.ie">Irene.Murtagh@itb.ie</a>
Mr. Haaris SHEIKH	Adjunct Lecturer	<u>Room 119</u>	<a href="mailto:HSHEIKH@tcd.ie">HSHEIKH@tcd.ie</a>
Mr. Robert SMITH	Adjunct Lecturer	<u>Room 119</u>	<a href="mailto:Robert.smith@itb.ie">Robert.smith@itb.ie</a>
Ms Tracey DALY	Adjunct Lecturer		<a href="mailto:tracey.daly@gmail.com">tracey.daly@gmail.com</a>
Dr. Fergus O'DWYER	Adjunct Lecturer		<a href="mailto:fodwyerj@gmail.com">fodwyerj@gmail.com</a>
Ms. Jennifer O'REILLY	Executive Officer	<u>Ext. 1560</u>	<a href="mailto:cdsinfo@tcd.ie">cdsinfo@tcd.ie</a>

**Guest lecturers will support the delivery of specific courses or parts thereof.**

#### Queries

- If you have a query about your course content, please contact **your year's course coordinator** (see table above) in the first instance.
- If you have a query about your degree course, you should contact **Ms. Carmel Grehan** Coordinator of the Bachelor in Deaf Studies at [cgrehan@tcd.ie](mailto:cgrehan@tcd.ie)
- If you want to talk to someone about your progress in College generally, contact your College Tutor (as assigned by College on registration).
- If you want to query support provisions such as interpreting, note-taking, reading support, etc. contact **Mr. Declan Reilly**, Disability Support Service at [reillyde@tcd.ie](mailto:reillyde@tcd.ie);
- If you have a query or concern about a particular module (course) you should contact your lecturer directly. Lecturer contact details are provided in this handbook.
- To contact the **Centre's Executive Officer**, email [cdsinfo@tcd.ie](mailto:cdsinfo@tcd.ie).

#### TEACHING STAFF:

**Dr John Bosco CONAMA** teaches: *DFU11003 Working with the Deaf Community 1, DFU11004 Working with the Deaf Community, DFU11004 Introduction to the Deaf Community 1, DFU11006 Introduction to the Deaf Community 2, DFU11007 Deaf Education, DF2033 Ethics 1, DF2020 Deaf Education, DF3003 Ethics 2, and coordinates the following modules: DF3006 Practical Placement 1 and DF3011 Practical Placement 2; DF4007 Practical Placement 3, DF4015 Practical Placement 4, DF4016 Advanced Topics in*

*Deaf Studies* and *DF4006 Research Project*. Research interests: language policies for signed languages, social, equality and cultural policy issues affecting the Deaf community.

**Ms. Carmel GREHAN** contributes to the following module: *DF2028 Irish Sign Language 3* and *DF 2029 Irish Sign Language 4*; *DF3001 Irish Sign Language 5*, *DF3009 Curriculum Planning* and contributes to *DF3011 Practical Placement 2*; *DF4011 Teaching Methods*. She also contributes to *DF4007 Practical Placement 3*, *DF4015 Practical Placement 4*, *DF4006 Research Project* and *DF4016 Advanced Topics in Deaf Studies*. Research interests: mapping the Common European Framework of Reference (CEFR) to signed languages, linguistics of ISL, language variation and curriculum development.

**Professor Lorraine LEESON** contributes to the following modules: *DF1008 Introduction to Sign Linguistics*, *DF3012 Research Methods*, *DF4006 Research Project*, *DF4008 Simultaneous Interpreting 1* and *DF4009 Simultaneous Interpreting 2* and *DF4016 Advanced Topics in Deaf Studies*. Research interests: linguistics of signed languages and interpreting studies.

**Ms. Teresa LYNCH** teaches the modules: *DF3002 Irish Sign Language 6*, *DF3013 An Introduction to Interpreting*, *DF4001 Irish Sign Language 7*, *DF4002 Irish Sign Language 8* and *DF4008 Simultaneous Interpreting 1*. She also contributes to the following modules: *DF4007 Practical Placement 3*, *DF4015 Practical Placement 4* and *DF4016 Advanced Topics in Deaf Studies*. Research interests: Deaf culture, interpreter training, service learning approaches to professional training and issues in Deafhood.

**Mr Patrick A. MATTHEWS** teaches the following modules: *DFU11001 Irish Sign Language 1* and *DFU11002 Irish Sign Language 2*; *DF3001 Irish Sign Language 5*, and *DF3002 Irish Sign Language 6*. He contributes to *DF3011 Practical Placement 2*; *DF4012 Methods of Assessment*. He also contributes to the following modules: *DF4007 Practical Placement 3*, *DF4015 Practical Placement 4*, *DF4006 Research Project* and *DF4016 Advanced Topics in Deaf Studies*. Research interests: orthography of ISL, pedagogy, assessment, and linguistics of ISL, Deaf community and culture.

**Ms Irene MURTAGH** co-teaches *DF1008 Introduction to Sign Linguistics*. Research interests: Linguistic and Cultural Acquisition in Migrant Communities; Discourse Analysis and Representations of Speech in Text; Dual Language Education

**Dr Breffni O'ROURKE** co-teaches the module *SLU11006 Introduction to Language Acquisition*. Research interests: technology in language learning and teaching; discourse analysis; technology, language, and communication

**Mr. Haaris SHEIKH** contributes to the module: *DF4016 Advanced Topics in Deaf Studies*. Research interests: employment and HR, equality and access issues, digital media.

**Dr Sarah SHERIDAN** teaches: *DFU11008 Modality and Second Language Learning, DF2034 Translation and Interpreting: Philosophy and Practice, DF3013 An Introduction to Interpreting and DF4008 Simultaneous Interpreting 1*. She also contributes to the following modules: *DF4007 Practical Placement 3, DF4015 Practical Placement 4 and DF4016 Advanced Topics in Deaf Studies*. Research interests: second language acquisition, intercultural communication and the intercultural nature of translation and interpreting professions.

**Mr. Robert SMITH** co-teaches *DF1008 Introduction to Sign Linguistics*. Research interests: Sign language linguistics, sign language corpora, theories of grammar, Irish Sign Language (ISL), non-manual features (NMF's) in sign language, sign language notation/transcription methods, sign language synthesis, sign language recognition, synthetic signing, humanoid/avatar animation, attitude and emotion in avatar animation, 3D & 2D computer graphics, digital realities, computer game design & development.

**Ms. Tracey DALY** teaches *DF4009 Simultaneous Interpreting 2*. Research interests: Interpreter Training, Language variation, Team Interpreting and Reflective Practice.

**Dr. Fergus O'Dwyer** co-teaches *DF3012 Research Methods*. Research interests: language and identity, with a focus on normative masculinity and CEFR-informed teaching and assessment.

**External Examiners:**

External Examiners for 2019-20 are:

Dr Robert ADAM	University College London, England
Dr Elizabeth MATHEWS	Dublin City University, Ireland
Prof. Myriam VERMEERBERGEN	KU Leuven, Belgium

**IMPORTANT DATES 2019/20**

The following dates are very important. We take this opportunity to remind students that it is their responsibility to familiarise themselves with the term dates and submission deadlines for their modules.

<p><b><u>Michaelmas Term (Semester 1)</u></b>            9 September 2019 – 29 November 2019</p> <p>Reading Week Semester 1            21 October 2019 – 25 October 2019</p>
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Revision Week Semester 1  
2 December 2019 – 6 December 2019

Semester 1 Examinations  
9 December – 13 December 2019  
(and 16 and 17 December 2019 if required)

**Hilary Term (Semester 2)**  
20 January 2020 – 10 April 2020

Reading Week Semester 2  
2 March 2020 – 6 March 2020

Revision Week Semester 2  
13 April 2020 - 17 April 2020

**Trinity Week**  
20 April 2020 – 25 April 2020

Semester 2 Annual Examinations  
27 April 2020 – 1 May 2020  
(and 23 – 25 April if required)

No classes take place during week 7 of Michaelmas Term or Hilary Term respectively. These weeks are given over to the preparation of assignments, reading and self-access study for students.

**Examination dates** that are set by the examination office in the Academic Registry office and will be made available on the Academic Registry website at <https://www.tcd.ie/academicregistry/exams/index.php>

Students are reminded that they need to be available to take examinations across the examination period. Language Tests are organised by CDS, to be advised by CDS following consultation with Examinations Office.

**We emphasize that it is a student's personal responsibility to ensure they are familiar with deadlines for submitting coursework and it is College policy that students are responsible for knowing when their examinations take place.**

**Coursework deadlines will be set by lecturers and students must submit such work as directed by lecturers. Deadlines for assignments are included below.**

Assignments must be handed in to Executive Officer who is located in **Room 4091, 4<sup>th</sup> Floor, Arts Building** by **12 noon** on the dates below. Please ensure that you submit two copy of each piece of work submitted and that you have attached a copy of the coursework submission form to each piece of work. You must sign each set of assessments in. Assignments must also be

submitted electronically, e.g. using Blackboard or Turnitin as instructed by your lecturer.

**Blackboard:** Students should check for Blackboard updates from their lectures (announcements) and check-in on module content for updates and relevant course information including assessment task detail. Class PowerPoints, notes, and articles for further reading, feedback, information etc. will be uploaded onto TCD Blackboard pages on a regular basis in <https://tcd.blackboard.com/webapps/login/>

**Turnitin:** Students are also required to submit their work via their Blackboard page or via Turnitin at [www.tcd.ie/CAPSL/resources/Turnitin/](http://www.tcd.ie/CAPSL/resources/Turnitin/) as instructed by lecturers. Online submissions will go through a plagiarism-checking facility to ensure that there is no plagiarism in these submissions.

**GoReact:** All students must set up a GoReact account for each language and interpreting module as instructed by your lecturers. This is a small cost associated with this; see <https://get.goreact.com/as/>

**NB:**

- **Feedback** should be given within 20 working days of the submission dates.
- Some submissions dates may be set before or after the regular dates see \*\* below

**Dates for submitting assignments: JUNIOR FRESH 2019-20**

Code	Modules	Dec 13 2019	**	April 20 2020	Language Tests	Exams
DFU11001	ISL 1				Dec 2019	
DFU11002	ISL 2				April 2020	
DFU11003	Working with the Deaf Community 1	□				
DFU11004	Working with the Deaf Community 2					April 2020
DFU11005	Introduction to the Deaf Community 1	□				
DFU11006	Introduction to the Deaf Community 2			□		
DFU11007	Deaf Education	□				
DFU11008	Modality and Second Language Learning		9 April 2020			
SLU11006	Introduction to Language Acquisition		29 <sup>th</sup> Nov 2019			
LIU33002	Aspects of Written Language	Essay	Week 6 PowerPoint Presentation			

### Dates for submitting assignments: SENIOR FRESH 2019-20

Code	Modules	Dec 13 2019	**	April 20 2020	Language Tests	Exams
DF1008	Introduction to Sign Linguistics		13 March 2020	□		Dec 2019
DF2020	Deaf Education	□				
DF2028	ISL 3				Dec 2019	
DF2029	ISL 4				April 2020	
DF2033	Ethics			□		
DF2034	TIPP		10 March 2020			
L1234B	Sociolinguistics			□		
	Trinity Elective *					

**Please note: Broad Curriculum has now ceased, any student should have been doing the BC should now take a Trinity Elective\*.** Modules covered by Trinity Electives are not administered by the Centre or the School of Linguistic, Speech and Communication Sciences. Dates for assignment work or examinations will be advised by the TE course “home” department.

### Dates for submitting assignments: Junior Sophister 2019-20

Code	Modules	**	Dec 13 2019	**	April 20 2020	Language Test	Exams
DF3001	ISL 5					Dec 2019	
DF3002	ISL 6					April 2020	
DF3003	Ethics 2			13 March 2020			April 2020
DF3005	Deaf People and the Media			13 March 2020			
DF3006	Practical Placement 1		□				
DF3009	Curriculum Planning	18 Nov 2019					Dec 2019
DF3011	Placement 2				□		
DF3012	Research Methods	REC 18 Nov 2019	Critique & Proposal				
DF3013	An Introduction to Interpreting					Dec 2019	

### Dates for submitting assignments: Senior Sophister 2019-20

Code	Modules	Dec 13 2019	**	April 20 2020	Language Tests	Exams
DF4001	ISL 7				Dec 2019	
DF4002	ISL 8				April 2020	
DF4003	Research Project			□		
DF4007	Practical Placement 3		Service Learning Interview Week 6 Reflection Diary - 28 Feb 2020			
DF4008	Simultaneous Interpreting 1				Dec 2019	
DF4009	Simultaneous Interpreting 2				April 2020	
DF4011	Teaching Methods	□		□		
DF4012	Methods of Assessment	□				April 2020
DF4015	Practical Placement 4			VIVA (TBC) Analysis Task		
DF4016	Advanced Topic in Deaf Studies	□		□		

Late submission of assignments will not be accepted unless medical grounds or other extenuating circumstances apply. These must be documented.

### SUPPLEMENTAL ASSESSMENTS

If a student fails to pass any module the Court of Examiners may permit them to repeat the assessment required during the supplemental period. For courses where coursework assignments must be re-submitted, students must revise their submission on the basis of feedback from their lecturer and examiners during the summer months and re-submit.

Supplemental assignments must be submitted by  
**Monday 24 August 2020**

For signed language exams (i.e. ISL 1, ISL 2), a supplemental testing period is *provisionally* scheduled for the week of **24-28 August 2020**. Students cannot register for their Senior Fresh year unless they have successfully completed all assessment relating to their Junior Fresh year.

Supplemental examination dates for other modules (e.g. Working with the Deaf Community 2 and Introduction to Sign Linguistics) are set by the Examinations Office in the Academic Registry and will be published online at <https://www.tcd.ie/academicregistry/exams/index.php>.

## TIMETABLE

You can find details about your timetable at: [www.mytcd.ie](http://www.mytcd.ie)

A hard copy of each year's timetable is also published on the notice board opposite Room 111 at the Centre for Deaf Studies.

## KEY LOCATIONS

The majority of your CDS-run modules are delivered on the first floor of 7-9 South Leinster Street. Other class venues are specified in your timetable, which you can find in your MyTCD portal click [https://my.tcd.ie/urd/sits.urd/run/siw\\_lgn](https://my.tcd.ie/urd/sits.urd/run/siw_lgn)

The majority of Deaf Studies references (those that are in hard copy) are available in the Ussher Library. However, check <https://www.tcd.ie/library/> for locations of individual items. Remember that the College Librarians are also very helpful in guiding you towards documents that you are searching for.

**Academic Registry is based** in the east wing of the campus right beside the Science Gallery in the Watts building. See <https://www.tcd.ie/academicregistry/contact/> for a map and directions.

**Disability Services** are based in Room 2054, Arts Building. See <https://www.tcd.ie/disability/contact/> for a map and directions.

**For the faith/prayers; see for more information in** <https://www.tcd.ie/Chaplaincy/chapel/>

## PLACEMENTS FOR CREDIT

Across the four years of the degree, you will be actively encouraged to engage with the Deaf community and key stakeholders through service learning, and civic engagement. This is one of the reasons why we require all students to complete Garda Vetting in advance of entry to the programme, as you will be coming into contact with children, teenagers and potentially, vulnerable deaf adults, across the life of your course.

In JS and SS years, you will be required to complete placement modules that are credit bearing. More information about these can be found below in the module description section.

We note that many graduates now work with organisations where they completed placements. Some were offered employment on graduation while others now have a range of clients who they first met via CDS placements. Therefore, we emphasise to students that placements are both an opportunity

to gain experience in the world of work, and a direct link to future employment potential.

## PLACEMENTS FOR STUDENTS WITH DISABILITIES

### Professional Learning Education Needs Summary - PLENS

Students with disabilities on professional courses in receipt of reasonable accommodation provided by College the Disability Service will be issued a PLENS report and are provided with supports such as examination and academic reasonable accommodations. In the background section of the PLENS the following text is included:

Student is encouraged to discuss any disability supports required on professional course and placement with the Academic contact and/or Placement Co-ordinator of their course. Student can be referred back to Disability Service for placement planning supports - Level 2 - Placement Planning, if and when required.

Students are encouraged to speak with the placement co-ordinator if they are unsure of any needs for placement supports. Students can be referred back to Disability Service for placement planning supports, if and when required. More Information on placement supports offered are linked [here](#)

Please note: no reasonable accommodation can be provided outside the procedures outlined in the Trinity [Reasonable Accommodation Policy](#).

**More detailed text on placement planning and supports can be found at the following link:**

<https://www.tcd.ie/disability/services/placement-planning.php>

## HEALTH AND SAFETY STATEMENT

### General policy

Trinity College is committed to securing a workplace that is as safe and healthy as possible. This Statement, which has been drawn up according to guidelines issued by the Health and Safety Authority, should be read in conjunction with the College's fire safety regulations, a copy of which is displayed in CDS. It should be noted that CDS's fire safety officer, Patrick Matthews. Fire drills will be held during Hilary term and adequate notice will be provided

### Consultation and information

The Director of CDS and CDS' fire safety officer keep the issues covered in this safety statement under review. In addition there is formal consultation with all CDS staff on a yearly basis.

This safety statement has been circulated to all members of CDS staff. It is on permanent display in CDS and the attention of all users of CDS facilities is drawn to it. It will be revised from time to time as circumstances dictate.

Staff and students should familiarize themselves with the College's policy on health and safety. Full details are available at

<https://www.tcd.ie/estatesandfacilities/health-and-safety/>

## **TEACHING AND LEARNING**

The undergraduate course in Deaf Studies involves an integrated course of study which is designed to equip students with a broad spectrum of knowledge, skills and competencies related to the Deaf community, its history and culture, and for those following specific paths, the profession of Irish Sign Language/English interpreting or Irish Sign Language teaching.

The course offered is a four-year course of honors standard leading to a degree of Bachelor in Deaf Studies, a Level 8 qualification on the National Framework of Qualifications.

### **Registration for all JF students for Academic Year 20/21 (Phase 1 & 2 programme )**

Students in Year 1 of Bachelor in Deaf Studies will be invited during the Trinity term to register their preferences for Year 2 of their course, including Trinity Electives and Approved Modules.

Students will be advised of how they will do this and where they will find relevant module information several weeks before they are invited to register. Timetabling may restrict the availability of modules to individual students.

### **For all SF students for Academic Year 2020/21 for the specific strands in JS**

The Sophister years of the Bachelor in Deaf Studies will include specialist training options in (i) Deaf studies, (ii) Irish Sign Language (ISL)/English interpreting or (iii) Irish Sign Language (ISL) teaching. To specialise in Irish Sign Language (ISL)/English interpreting, students must achieve a minimum average mark of 60 per cent and no mark lower than 50 per cent in their Senior Freshman results for the modules 'Irish Sign Language 3', 'Irish Sign Language 4' and 'translation and interpreting: philosophy and practice'. To specialise in Irish Sign Language (ISL) teaching, students must achieve a minimum average mark of 60 per cent and no mark lower than 50 per cent in their results for the modules 'Irish Sign Language 3' and 'Irish Sign Language 4'

The component modules in each year are grouped under two headings: (i) theory and (ii) practice. Throughout the course considerable emphasis is placed on the study of culture, language and linguistics, in addition to aspects of policy relating to the situation of Deaf people educationally, legally and linguistically. Practical placement is a feature of the Junior Sophister and

Senior Sophister years of the course and may be scheduled both during and outside university teaching terms. This work takes place in the College itself, in organisations of/for the deaf and hard of hearing, and in locations where deaf/hard of hearing people access services in Dublin, elsewhere in Ireland, and abroad. Students may be assigned to any such placement location in order to fulfil their placement requirements.

Students who have passed the Junior Sophister year may have the degree of ordinary B.A. conferred if they do not proceed to the Senior Sophister year or if they do not pass the Senior Sophister year/final degree assessments. Except by special permission of the University Council, on the recommendation of the court of examiners, the ordinary degree of B.A. may normally be conferred only on candidates who have spent at least three years in the University. In the case of advanced entry into the Senior Freshman or Junior Sophister year of a student's degree course, the degree of ordinary B.A. may be conferred only on candidates who have spent at least two years in the University subject always to the successful completion of the Junior Sophister year.

## ATTENDANCE REQUIREMENTS

The College regulations require that all students enter into residence in or near Dublin and must begin attendance at the College not later than the first day of teaching term, and may not go out of residence before the last day of teaching term, unless they have previously obtained permission from the [Senior Lecturer](#) through their tutor.

Students must attend College during the teaching term. They must take part fully in the academic work of their class throughout the period of their course. Lecture timetables are published through [my.tcd.ie](http://my.tcd.ie) and on school or department notice-boards before the beginning of Michaelmas teaching term. The onus lies on students to inform themselves of the dates, times and venues of their lectures and other forms of teaching by consulting these timetables.

Attendance at lectures, tutorials (including problem-based learning tutorials), and on placements is **compulsory** in all years.

- a. Students who have not satisfied the departmental requirements for attendance will be returned to the Senior Lecturer as non-satisfactory, in keeping with the regulations of the University Council.
- b. Notwithstanding the provisions of any other regulation, exclusion from the course may be recommended a) to the University Council at any stage in respect of any student whose progress or performance is unsatisfactory or b) to the Board of Trinity College in respect of any student whose conduct is unsatisfactory.

In special circumstances exemption from attendance at lectures for one or more terms may be granted by the Senior Lecturer; application for such exemption must be made in advance through the tutor. Students granted exemption from attendance at lectures are liable for the same annual fee as

they would pay if attending lectures. Students thus exempted must perform such exercises as the Senior Lecturer may require. If these exercises are specially provided, an additional fee is usually charged.

Students who in any term have been unable, through illness or other unavoidable cause, to attend the prescribed lectures satisfactorily, may be granted credit for the term by the Senior Lecturer and must perform such supplementary exercises as the Senior Lecturer may require. The onus for informing the Senior Lecturer of illness rests with individual students who should make themselves familiar with the general and more detailed school or course regulations regarding absence from lectures or examinations through illness. In addition, issues with students may arise from time to time, which in the opinion of the Senior Lecturer affect a student's ability or suitability to participate in his or her course. If required by the Senior Lecturer, students are obliged to undergo a medical examination or assessment by a doctor or specialist nominated by the Senior Lecturer at the expense of the College for the purpose of obtaining an opinion as to the student's medical fitness to continue with his/her studies or as to his/her ability or suitability to participate in his/her course to the standards required by the College. Students found to be unfit following such a medical examination or assessment may be required to withdraw until such times as they are deemed fit to resume their studies. Students who fail to attend such a medical examination or assessment within a reasonable period may be required by the Senior Lecturer to withdraw until such time as they attend the aforementioned medical examination or assessment and are deemed fit to resume their studies.

Students who are unable to attend lectures (or other forms of teaching) due to disability should immediately contact the [Disability Service](#) to discuss the matter of a reasonable accommodation. Exceptions to attendance requirements for a student, on disability grounds, may be granted by the [Senior Lecturer](#) following consultation with the student's school, department or course office, and the Disability Service.

Students who find themselves incapacitated by illness from attending lectures (or other forms of teaching), assessments or examinations should immediately see their medical advisor and request a medical certificate for an appropriate period. Such medical certificates should be submitted to the student's Tutor in the first instance and the student must notify the Course Co-Ordinator, in writing, of such submission.

Students are advised to keep a record of all correspondence relating to absence.

## **ABSENCE FROM EXAMINATIONS**

There are formal University assessment sessions following the end of teaching term in semester one (in Michaelmas term) and following the end of teaching term in semester two (in Trinity term). Students are assessed at the end of semester one in all modules that are taught only in semester one and at the end of semester two in all year-long modules and all modules that are

taught only in semester two. There is one reassessment session which is held at the beginning of Michaelmas term. Students are assessed in all failed modules from both semesters at the reassessment session.

Students who may be prevented from sitting an examination or examinations (or any part thereof) due to illness should seek, through their tutor, permission from the Senior Lecturer in advance of the examination session to defer the examination/s to the reassessment session. Students who have commenced the examination session, and are prevented from completing the session due to illness should seek, through their tutor, permission from the Senior Lecturer to defer the outstanding examination/s to the reassessment session.

Where such permission is sought, it must be appropriately evidenced:

(a) For illness: medical certificates must state that the student is unfit to sit examinations/ complete assessment and specify the date(s) of the illness and the dates on which the student is not fit to sit examinations/complete assessment. Medical certificates must be submitted to the student's tutor within three days of the beginning of the period of absence from the assessment/examination.

(b) For other grave cause: appropriate evidence must be submitted to the student's tutor within three days of the beginning of the period of absence from the assessment/examination.

Where illness occurs during the writing of an examination paper, it should be reported immediately to the chief invigilator. The student will then be escorted to the College Health Centre. Every effort will be made to assist the student to complete the writing of the examination paper.

Where an examination/assessment has been completed, retrospective withdrawal will not be granted by the Senior Lecturer nor will medical certificates be accepted in explanation for poor performance.

If protracted illness prevents students from taking the prescribed assessment components, so that they cannot rise into the next class, they may withdraw from College for a period of convalescence, provided that appropriate medical certificates are submitted to the Senior Lecturer. If they return to College in the succeeding academic year they must normally register for the year in full in order to fulfil the requirements of their class. Where appropriate please see the regulations governing fitness to practise.

Where the effects of a disability prevent a student from taking the prescribed assessment components, so that they cannot rise into the next class, the Senior Lecturer may permit the student to withdraw from College for a period of time provided that appropriate evidence has been submitted to the Disability Service. If they return to College in the succeeding academic year they must normally register for the year in full in order to fulfil the requirements of their class.

The nature of non-standard examination accommodations, and their appropriateness for individual students, will be approved by the Senior Lecturer in line with the Council-approved policy on reasonable accommodations. Any reports provided by the College's Disability Service, Health Service or Student Counselling Service will be strictly confidential.

## PLAGIARISM AND REFERENCING GUIDANCE

**All students must complete our Ready Steady Write plagiarism tutorial and sign a declaration when submitting course work, whether in hard (<http://tcd-ie.libguides.com/plagiarism/ready-steady-write>) or soft copy or via Blackboard, confirming that you understand what plagiarism is and have completed the tutorial.** If you read the information on plagiarism, complete the tutorial and still have difficulty understanding what plagiarism is and how to avoid it, please seek advice from your College tutor, your Course Director, your supervisor, or from Student Learning Development. (Check the website: <https://libguides.tcd.ie/friendly.php?s=plagiarism>)

From the College Calendar (paragraph numbering is maintained for ease of reference):

### *96 General*

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.

Plagiarism is the act of presenting the work or ideas of others as one's own, without due acknowledgement.

Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences.

It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism.

Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

### *97 Examples of Plagiarism*

Plagiarism can arise from actions such as:

- (a) copying another student's work;
- (b) enlisting another person or persons to complete an assignment on the student's behalf;
- (c) procuring, whether with payment or otherwise, the work or ideas of another;
- (d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;

(e) paraphrasing, without acknowledgement, the writings of other authors.

Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:

- (i) fail to distinguish between their own ideas and those of others;
- (ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;
- (iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;
- (iv) come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive.

### *98 Plagiarism in the context of group work*

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collaboration with other students may be considered to be plagiarism. When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised. In order to avoid plagiarism in the context of collaboration and group work, it is particularly important to ensure that each student appropriately attributes work that is not their own.

### *99 Self plagiarism*

No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism.

### *100 Avoiding plagiarism*

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding plagiarism is available on <http://tcd.ie.libguides.com/plagiarism>.

101 If plagiarism as referred to in §96 above is suspected, in the first instance, the Director of Teaching and Learning (Undergraduate), or their designate, will write to the student, and the student's tutor advising them of the concerns raised. The student and tutor (as an alternative to the tutor, students may nominate a representative from the [Students' Union](#)) will be invited to attend an informal meeting with the Director of Teaching and Learning (Undergraduate), or their designate, and the lecturer concerned, in order to put their suspicions to the student and give the student the opportunity to

respond. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Undergraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2.

102 If the Director of Teaching and Learning (Undergraduate), or designate, forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties attending the informal meeting as noted in §101 above must state their agreement in writing to the Director of Teaching and Learning (Undergraduate), or designate. If one of the parties to the informal meeting withholds his/her written agreement to the application of the summary procedure, or if the facts of the case are in dispute, or if the Director of Teaching and Learning (Undergraduate), or designate, feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2.

103 If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Undergraduate), or designate, will recommend one of the following penalties:

- (a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;
- (b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;
- (c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission with corrections. Instead, the student is required to submit a new piece of work as a reassessment during the next available session. Provided the work is of a passing standard, both the assessment mark and the overall module mark will be capped at the pass mark. Discretion lies with the Senior Lecturer in cases where there is no standard opportunity for a reassessment under applicable course regulations.

104 Provided that the appropriate procedure has been followed and all parties in §101 above are in agreement with the proposed penalty, the Director of Teaching and Learning (Undergraduate) should in the case of a Level 1

offence, inform the course director and where appropriate the course office. In the case of a Level 2 or Level 3 offence, the Senior Lecturer must be notified and requested to approve the recommended penalty. The Senior Lecturer may approve, reject, or vary the recommended penalty, or seek further information before making a decision. If the Senior Lecturer considers that the penalties provided for under the summary procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2. Notwithstanding his/her decision, the Senior Lecturer will inform the Junior Dean of all notified cases of Level 2 and Level 3 offences accordingly. The Junior Dean may nevertheless implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2.

105 If the case cannot normally be dealt with under the summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 [Consolidated Statutes](#).

Source: *College Calendar 2018-19*. <http://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf>

### **Other Key Resources on Plagiarism**

**The Library Guidelines for Avoiding Plagiarism** can be found here: <http://www.tcd.ie/teaching-learning/assets/pdf/PlagPolicy02-06-2016.pdf>

#### **Plagiarism Declaration:**

Each coversheet that is attached to submitted work should contain the following completed declaration:

**"I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at <http://www.tcd.ie/calendar>.**

**I have also completed the Online Tutorial on avoiding plagiarism 'Ready Steady Write', located at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>."**

#### **Plagiarism Tutorial**

Students can find the **Plagiarism Tutorial** at: <https://www.tcd.ie/library/support/plagiarism/story.html>



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

## UG DECLARATION

- I hereby declare that all submissions made during the academic year 2018/19 is entirely my own work, free from plagiarism and has not been submitted as an exercise towards a degree at this or any other university.
- I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at <http://www.tcd.ie/calendar>
- I have also completed the Online Tutorial on avoiding plagiarism 'Ready Steady Write', located at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Student Number

\_\_\_\_\_  
Course

\_\_\_\_\_  
Date

### **Note to Students**

To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at <http://tcd-ie.libguides.com/plagiarism>. We ask you to take the following steps:

(i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at <http://tcd-ie.libguides.com/plagiarism>. You should also familiarize yourself with the 2015-16 Calendar entry on plagiarism located on this website and the sanctions which are applied;

(ii) Complete the 'Ready, Steady, Write' online tutorial on plagiarism at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>. Completing the tutorial is compulsory for all students.

(iii) Familiarise yourself with the declaration that you will be asked to sign when submitting course work at <http://tcd-ie.libguides.com/plagiarism/declaration>;

(iv) Contact your College Tutor, your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

### **EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)**

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

The ECTS weighting for a module is a measure of the student input or workload for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The European norm for full-time study over one academic year is 60 credits. 1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations.

ECTS credits are awarded to a student only upon successful completion of the programme year. Progression from one year to the next is determined by the programme regulations. Students who fail a year of their programme will not obtain credit for that year even if they have passed certain components. Exceptions to this rule are one-year and part-year visiting students who are awarded credit for individual modules successfully completed.

## PROGRAMME STRUCTURE AND WORKLOAD

### **Core, elective and optional elements**

An overview of course structure and content is given in Table 1. As shown, there is a common curriculum in the Fresher years while three strands or 'tracks' allow a degree of specialisation in the Sophister years. Students wishing to follow the ISL teaching or ISL/English Interpreting strands must attain an overall grade of at least II.2 in the Senior Fresher year. It should be noted that as per College mobility arrangements, students may avail of Erasmus opportunities in Year 3 of the degree programme.

Students should note that, as a general principle, they are expected to complete 2 hours of self-study (reading the literature, completing homework, practice, engagement with the community) for each hour of class contact.

Students are advised to familiarise themselves with the College's Policy on the Trinity Learning Environment. See: [http://www.tcd.ie/teaching-learning/assets/pdf/academicpolicies/VLE\\_Policy.pdf](http://www.tcd.ie/teaching-learning/assets/pdf/academicpolicies/VLE_Policy.pdf)

**Table 1: Bachelor in Deaf Studies (Deaf Studies Strand)**  
**Please note: this TEP Architecture only applies to Junior Fresh students from 2019-20 onwards**

<b>Year 1</b>	<b>ECTS Year 1</b>	<b>Year 2</b>	<b>ECTS Year 2</b>	<b>Year 3</b>	<b>ECTS Year 3</b>	<b>Year 4</b>	<b>ECTS Year 4</b>
ISL 1	10	ISL 3	10	ISL 5	10	Placement 1	10
ISL 2	10	ISL 4	10	ISL 6	10	Placement 2	10
Working with the Deaf Community (1)	5	Introduction to Sign Linguistics (1)	5	Ethics 1	5	ISL 7	10
Working with the Deaf Community (2)	5	Introduction to Sign Linguistics (2)	5	Ethics 2	5	Research Project (Capstone)	20
Introduction to the Deaf Community (1)	5	Translation & Interpreting, Philosophy & Practice (1)	5	Research Methods	5	Advanced Topics in Deaf Studies	10
Introduction to the Deaf Community (2)	5	Translation & Interpreting, Philosophy & Practice (2)	5	Deafhood and Deaf Culture	5		
Deaf Education	5	Approved Module/ Trinity Electives	10	Deaf People and the Media	10		
Introduction to Language Acquisition	5	Approved Module/ Trinity Electives	10	Approved Module/ Electives	5		
Aspects of Written Language	5			Approved Module/ Electives	5		
<b>ECTS</b>	<b>60</b>		<b>60</b>		<b>60</b>		<b>60</b>

**Table 2: Bachelor in Deaf Studies (ISL interpreting strand)**  
**Please note: this TEP Architecture only applies to Junior Fresh students from 2019-20 onwards**

<b>Year 1</b>	<b>ECTS Year 1</b>	<b>Year 2</b>	<b>ECTS Year 2</b>	<b>Year 3</b>	<b>ECTS Year 3</b>	<b>Year 4</b>	<b>ECTS Year 4</b>
ISL 1	10	ISL 3	10	ISL 5	10	Placement 1	10
ISL 2	10	ISL 4	10	ISL 6	10	Placement 2	10
Working with the Deaf Community (1)	5	Introduction to Sign Linguistics (1)	5	Ethics 1	5	ISL 7	10
Working with the Deaf Community (2)	5	Introduction to Sign Linguistics (2)	5	Ethics 2	5	Research Project (Capstone)	20
Introduction to the Deaf Community (1)	5	Translation & Interpreting, Philosophy & Practice (1)	5	Research Methods	5	Advanced Interpreting	10
Introduction to the Deaf Community (2)	5	Translation & Interpreting, Philosophy & Practice (2)	5	Deafhood and Deaf Culture	5		
Deaf Education	5	Approved Module/ Trinity Electives	10	Introduction to Interpreting	10		
Introduction to Language Acquisition	5	Approved Module/ Trinity Electives	10	Approved Module/ Electives	5		
Aspects of Written Language	5			Approved Module/ Electives	5		
<b>ECTS</b>	<b>60</b>		<b>60</b>		<b>60</b>		<b>60</b>

**Table 3: Bachelor in Deaf Studies (ISL Teaching strand)**  
**Please note: this TEP Architecture only applies to Junior Fresh students from 2019-20 onwards**

<b>Year 1</b>	<b>ECTS Year 1</b>	<b>Year 2</b>	<b>ECTS Year 2</b>	<b>Year 3</b>	<b>ECTS Year 3</b>	<b>Year 4</b>	<b>ECTS Year 4</b>
ISL 1	10	ISL 3	10	ISL 5	10	Placement 1	10
ISL 2	10	ISL 4	10	ISL 6	10	Placement 2	10
Working with the Deaf Community (1)	5	Introduction to Sign Linguistics (1)	5	Ethics 1	5	ISL 7	10
Working with the Deaf Community (2)	5	Introduction to Sign Linguistics (2)	5	Ethics 2	5	Research Project (Capstone)	20
Introduction to the Deaf Community (1)	5	Translation & Interpreting, Philosophy & Practice (1)	5	Research Methods	5	ISL Teaching and Assessment	10
Introduction to the Deaf Community (2)	5	Translation & Interpreting, Philosophy & Practice (2)	5	Deafhood and Deaf Culture	5		
Deaf Education	5	Approved Module/ Trinity Electives	10	Introduction to ISL Teaching	10		
Introduction to Language Acquisition	5	Approved Module/ Trinity Electives	10	Approved Module/ Electives	5		
Aspects of Written Language	5			Approved Module/ Electives	5		
<b>ECTS</b>	<b>60</b>		<b>60</b>		<b>60</b>		<b>60</b>

**Table 4: Bachelor in Deaf Studies (Deaf Studies Strand)**  
**Only applies to Senior Fresh students from 2019-20 onwards**

<b>Year 1</b>	<b>ECTS Year 1</b>	<b>Year 2</b>	<b>ECTS Year 2</b>	<b>Year 3</b>	<b>ECTS Year 3</b>	<b>Year 4</b>	<b>ECTS Year 4</b>
ISL 1	10	ISL 3	10	ISL 5	10	ISL 7	10
ISL 2	10	ISL 4	10	ISL 6	10	ISL 8	10
Working with the Deaf Community	10	Introduction to Sign Linguistics	10	Placement 1	5	Placement 3	10
Perspectives on Deafness	10	Translation & Interpreting, Philosophy & Practice	10	Placement 2	10	Placement 4	10
Language Acquisition and Deafness	10	Deaf Education	5	Ethics 2	5	Dissertation	10
Aspects of Written Language	5	Sociolinguistics	5	Research Methods	10	Advanced Topics in Deaf Studies	10
Broad Curriculum	5	Ethics 1	5	Deaf People and the Media	10		
		Trinity Elective	5				
<b>ECTS</b>	<b>60</b>		<b>60</b>		<b>60</b>		<b>60</b>

**Table 5: Bachelor in Deaf Studies (Interpreting strand)**

<b>Year 1</b>	<b>ECTS Year 1</b>	<b>Year 2</b>	<b>ECTS Year 2</b>	<b>Year 3</b>	<b>ECTS Year 3</b>	<b>Year 4</b>	<b>ECTS Year 4</b>
ISL 1	10	ISL 3	10	ISL 5	10	ISL 7	10
ISL 2	10	ISL 4	10	ISL 6	10	Research Project	10
Working with the Deaf Community	10	Introduction to Sign Linguistics	10	Placement 1	5	Placement 3	10
Perspectives on Deafness	10	Translation & Interpreting, Philosophy & Practice	10	Placement 2	10	Placement 4	10
Language Acquisition and Deafness	10	Deaf Education	5	Ethics 2	5	Simultaneous Interpreting 1	10
Aspects of Written Language	5	Sociolinguistics	5	An Introduction to Interpreting	10	Simultaneous Interpreting 2	10
Broad Curriculum	5	Ethics 1	5	Research Methods	10		
		Trinity Elective	5				
<b>ECTS</b>	<b>60</b>		<b>60</b>		<b>60</b>		<b>60</b>

**Table 6: Bachelor in Deaf Studies (ISL Teaching strand)  
Only applies to Senior Fresh students from 2019-20 onwards**

<b>Year 1</b>	<b>ECTS Year 1</b>	<b>Year 2</b>	<b>ECTS Year 2</b>	<b>Year 3</b>	<b>ECTS Year 3</b>	<b>Year 4</b>	<b>ECTS Year 4</b>
ISL 1	10	ISL 3	10	ISL 5	10	ISL 7	10
ISL 2	10	ISL 4	10	ISL 6	10	Research Project	10
Working with the Deaf Community	10	Introduction to Sign Linguistics	10	Placement 1	5	Placement 3	10
Perspectives on Deafness	10	Translation & Interpreting, Philosophy & Practice	10	Placement 2	10	Placement 4	10
Language Acquisition and Deafness	10	Deaf Education	5	Ethics 2	5	Teaching Methods	10
Aspects of Written Language	5	Sociolinguistics	5	Curriculum Planning	5	Methods of Assessment	10
Broad Curriculum	5	Ethics 1	5	Research Methods	10		
		Trinity Elective	5				
<b>ECTS</b>	<b>60</b>		<b>60</b>		<b>60</b>		<b>60</b>

## COURSEWORK AND ASSESSMENT GUIDELINES

Students are actively encouraged to check this valuable website which offers advisory information on academic work: <https://student-learning.tcd.ie/undergraduate/>

Students are responsible for checking dates and times for any coursework due, and dates for exams and tests across the year, including during supplemental periods. Students must hand in all coursework and assignments by the due dates listed in this handbook. If a student fails the year, they may repeat exams and tests, and hand in coursework/assignments in the supplemental examination period.

If a student is not successful during the supplemental period, they may be given permission to repeat the year by the Court of Examiners. In such cases, the general principle applied is that students must have achieved a II.1 (60% or above) grade in order to be exempted from repeating a module if they are required to repeat the year. Any exemptions granted are at the discretion of the Court of Examiners and are generally considered on a case-by-case basis.

### **Sophister years of the Bachelor in Deaf Studies**

The Sophister years of the Bachelor in Deaf Studies will include specialist training options in (i) Deaf studies, (ii) Irish Sign Language (ISL)/English interpreting or (iii) Irish Sign Language (ISL) teaching. To specialise in Irish Sign Language (ISL)/English interpreting, students must achieve a minimum average mark of 60 per cent and no mark lower than 50 per cent in their Senior Freshman results for the modules 'Irish Sign Language 3', 'Irish Sign Language 4' and 'translation and interpreting: philosophy and practice'. To specialise in Irish Sign Language (ISL) teaching, students must achieve a minimum average mark of 60 per cent and no mark lower than 50 per cent in their results for the modules 'Irish Sign Language 3' and 'Irish Sign Language 4'.

### **Assessment Procedures**

#### **Continuous Assessment**

A percentage of final marks for a given course may be awarded to course work completed during a course/module. Coursework is intended to give the first overall demands of the programme of study. Coursework may include the completion of coursework assignments, reports or in-class presentations or placements or practical language tasks; work in the language laboratory or other forms of on-going assessment. Where suitable, these will show evidence of reading and research at an appropriate level. Continuous assessment may also include reference to attendance, punctuality, in class performance and collegiality, all essential skills in professional formation. Continuous assessment also allows lecturers to offer feedback to students that can help shape better performance in end of term tests and assignments.

### **Formal Assessment**

This can include written examination, language performance tests, interpreting tests and the submission of written essays or minor dissertations. We also apply continuous assessment procedures for many courses to give students maximum opportunity for demonstrating what they have learned across the year. Instructions regarding the language/s of the exam or test will be given prior to the examination period. Generally, language tests will be held in the target language.

### **Other notes regarding assessment:**

All courses/ modules are subject to a process of end-of-course assessment. These assessments will be used to determine student progress throughout their course of study, in line with the provisions laid down by the Faculty of Arts, Humanities and Social Sciences, Trinity College Dublin. Module descriptors for all courses taught are included later in all handbooks along with an indication of the methods of assessment used. Deadlines for assignments are listed in the Junior and Senior handbooks.

End-of-course assessments normally consist of either a formal unseen examination or an essay-type assignment. All written assignments or exams must be presented in English. Students have the option of presenting examination and assignment material in ISL, though a written bibliography must be attached using the format described below. Such assignments will normally be no more than 2500 words in duration or 20 minutes of ISL presentation on USB memory stick. Assignments must also be submitted electronically, e.g. using Blackboard or Turnitin as instructed by your lecturer.

### **The Language of the Assessment/Test**

Assessments involving practical language skills will normally include an appropriate language test. Every assignment submitted must be typed in English or presented in ISL in accordance with the guidelines provided in this handbook.

### **Examination Marking Protocols at Trinity College**

Your course lecturer typically marks assignments and language tests, and in some cases, a second marking is carried out by another lecturer. In addition to this, the College has a system of external assessment in place. External examiners moderate the Centre's assessment procedures to ensure that the examination process is fair and that there is consistency in the manner in which examinations/assessments are marked.

All course results are finalised at the Centre's Court of Examiners meeting in June. Following from this, results are returned to the College's Exams Office and made available in two ways: (1) online and (2) posted on the CDS Student's Board. The Supplemental Court of Examiners meeting takes place in September.

If a student is not successful during the supplemental period, they may be given permission to repeat the year in full and may be liable for fees.

Students should note that the Faculty of Arts, Humanities and Social Sciences holds a bi-annual Court of Appeal. Please note that there are restrictions that apply regarding the grounds for appeal. Details are available from the Faculty of Arts, Humanities and Social Sciences and are posted throughout College during examination and supplemental examination review periods (June, September). Dates for submission of appeals will be made available by the Faculty of Arts, Humanities and Social Sciences office and posted in CDS during examination periods.

### **Examination Results**

As noted above, exam results are posted on the CDS notice board and on the college website (<http://www.tcd.ie>). Official transcripts are sent out to students on successful completion of their year. **Results are not given out over the phone.** Students may not collect results or feedback forms for other students. Students must sign to confirm that they have collected feedback forms and results sheets from the Executive Officer's office.

### **Research Ethics**

Students are highly recommended to check the following link ([https://www.tcd.ie/research/dean/assets/pdf/FINAL\\_Good%20Research%20Practice%20policy\\_COUNCIL%20APPROVEDandminutedgg.pdf](https://www.tcd.ie/research/dean/assets/pdf/FINAL_Good%20Research%20Practice%20policy_COUNCIL%20APPROVEDandminutedgg.pdf)) regarding good practice in research. Staff will remind students of this good practice regularly when they start research work.

### **Regulations for Assessment Material submitted**

The submission of a term essay or equivalent assignment(s) is a compulsory assessment requirement.

- Unless an extension has been granted\*, Michaelmas term essays must be handed in to the CLCS office (Arts Building, Room 4091) not later than 12 noon **on the specified dates\*§**, and Hilary term essays must be handed in no later than 12 noon **on the specified dates\*§ unless otherwise informed.**
- Students will be required to sign a form confirming submission of their essay.
- Students are also required to submit their work via their Blackboard page or via TurnItIn as instructed by lecturers. Online submissions will go through a plagiarism-checking facility to ensure that there is no plagiarism in these submissions.
- Unless an extension has been granted\*, (or the student presents a medical certificate to the course coordinator), failure to submit a term essay on time will result in an automatic penalty. 5 marks will be deducted if the assignment is up to one week late, and 10 marks will be deducted if the assignment is between one and two weeks late.

**Assignments will not normally be accepted more than 14 days after the notified submission date; any request for a submission after this time must be made in consultation with the student's College Tutor and can only be allowed on the basis of illness (medical certificate required) or similar personal circumstances.**

**\*NB. Extensions must be sought PRIOR TO the submission date: § Specified dates can be found in each year's student handbook.**

**For assessment material submitted in written English:**

Assignments submitted in written English must be presented on A4 paper, with information typed on one side of the paper, 1 ½ spacing with 1 ½" margins on all edges. 12-point font must be used with unjustified margins. Text should be indented in an aligned left side mode. The font must be Arial. Students must make sure that the cover page for each assignment includes the following information:

1. Your name in full
2. Your student ID number
3. Deadline date for submitting
4. Module name
5. Full name of lecturer
6. The title of your presentation or the question numbers and the question/s being answered.

(This identification information does not form part of the question and is not included in the assignment word count.)

Students must also ensure that a complete reference list as outlined in XXXXX is attached to each assignment.

**Students must submit two copies of each assignment.** Students must keep an additional copy of submitted work for their own reference.

**Presentation Skills for Assignments Submitted in ISL**

Students must follow the following protocol when submitting assignments in ISL. A cover sheet must be attached with each ISL assignment submitted for assessment. This must include:

1. Your name in full
2. Your sign name
3. Your student ID number
4. Deadline date for submitting
5. Module name
6. Full name of lecturer
7. The title of your presentation or the question numbers and the question/s being answered.

(This identification information does not form part of the question and is not included in the time count for the assessment.)

## College Regulations for Assignments

These rules apply to all assignments: written and signed. Every assignment (written or signed) must include:

- **A cover page** : A cover page, with your name, student number, course title and assignment question; full written text, with all quoted works included in the reference list.
- **A full reference list** : A full reference list as outlined below. Only publications actually referred to in the text should appear on this list. It should be arranged alphabetically by *authors' surname*, and within authors, by publication date. For video recorded assignments, written reference lists in the form outlined below must also be submitted with your assignment.

## Using Secondary and Primary Texts

Students can use secondary sources for referencing. For example, if you are reading about the work of Liddell and Johnson (1985) in an article by Mary Brennan, you may want to refer to Liddell and Johnson's work, but their article may not be held in the library or be available for your reference in time for you to satisfactorily complete your assignment. To this end, you can say something like the following:

"Liddell and Johnson (1985) cited in Brennan (1992:14) note that..."

Both the reference to Brennan (1992) and Liddell and Johnson (1985) must be listed in your bibliography.

## Citation styles

Why do you need to reference?

- To acknowledge the work of others
- To avoid plagiarism
- Support an argument you want to make
- Enhance the credibility of your work, by showing you are not just giving your own opinions

There are four different citation styles generally. They are *APA*, *Harvard*, *MLA* and *University of Chicago*. We adopt *APA* citation style in general.

## Examples of referencing:

### Book with one author

Author's last name, First and Second Initial. (Year). Title italic. Publication location: Publishing company

Example:

Leeson, L. (2007). *An Introduction to the Linguistics of Signed Languages*. Centre for Deaf Studies: Trinity College Dublin.

### Book with two authors

**Example:**

Leeson, L. and Saeed, J.I. (2012). *Irish Sign Language*. Edinburgh: Edinburgh University Press.

**(Edition)**

Author's last name, First and Second Initial. (Year). Title italic. **(edition)**.  
Publication location: Publishing company

**Example:**

Coon, D. (1992). *Psychology: a modular approach to mind and behavior (6th ed.)*. St Paul (MN): West Publishing.

**Book with an editor**

Editor's last name, First and Second Initial. (Ed.). (Year). Title italic.  
Publication location: Publishing company.

**Example:**

Bermudez, J. L. (Ed.). (2006). *Philosophy of psychology: contemporary readings*. New York: Routledge.

**Journal article**

Author's last name, First and Second Initial. (Year). Article title. Journal title, volume number, page numbers.

**Example:**

Watson, D. (2001). Dissociations of the night: Individual differences in sleep-related experiences and their relation to dissociation and schizotypy. *Journal of Abnormal Psychology, 110(4), 526-535*.

**Newspaper article**

Author's last name, First and Second Initial. (Year, Month Date). Article title. Newspaper title, volume and/or issue number (if applicable), p/pp. page numbers.

**Example:**

Swain, H. (2005, October 25). The best of times, the worst of times. *The Guardian, p. 12*.

**Electronic article**

Author's last name, First and Second Initial. (Year). Article title. Journal title, volume, page numbers.

**Example:**

Mello, Z. R. (2008). Gender variation in developmental trajectories of educational and occupational expectations and attainment from adolescence to adulthood. *Developmental Psychology, 44, 1069-1080*.

**Web Scores**

### Examples:

Centre for the Deaf Studies Student Handbook 2010-12. [Internet]. Available at: <http://www.tcd.ie/slscs/undergraduate/deaf-studies-bachelor> [Accessed on 9<sup>th</sup> August 2011]

Irish Deaf Society [Internet]. Available at: [www.deaf.ie](http://www.deaf.ie) [Accessed on 26<sup>th</sup> August 2011]

### Use of references in the main text: Examples:

There is a Deaf-World, a relatively small group of visual people (Bahan, 2004; Padden & Humphries, 1988).

“Ethnic embody the sense of being a large unique family; the members feel knit to one another and so committed to the cultural heritage, which is the family’s inheritance” (A. D. Smith, 1986, p. 49).

When we think of kinship, yet other scholars maintain, what is at stake is common ancestors, what Joshua Fishman (1977) termed paternity—real or putative biological connections across generations.

### Reference Lists

When submitting written/signed assignments, you are required to include a full reference list of the relevant works that you consulted when preparing your assignment. **Students may not cite Wikipedia as a source.**

## GRADE DESCRIPTORS AND MARKING SCALE

### Grade descriptors

Percentage grades for assignments are awarded on the basis of the following general criteria:

<b>Distinction I</b> <b>First Class 70%+</b>	Excellent knowledge of main issues coupled with attention to underlying principles and themes. There is critical use of secondary material, with evidence of use of material beyond the prescribed course material. There is evidence of independence of mind/ imagination, with a demonstration of the ability to analyse and synthesise information from a range of sources. There is a consistent performance in terms of argument and use of discourse throughout the essay. Structure and presentation is exemplary.
<b>Pass II.1</b> <b>Upper Second Class 60-69%</b>	There is an awareness of the full implications of question raised and the response to the question/s is good. Underlying principles and themes are identified and discussed, indicating a thorough knowledge of the subject. There is evidence of analytical ability: material from secondary sources is carefully and critically selected, interpreted, compared and evaluated.

	Good structure and presentation in terms of accuracy, style and lexicon. Largely consistent performance in essay/examination.
<b>II.2</b> <b>Lower Second Class</b> <b>50-59%</b>	The main issues and concepts raised by the question are understood and described in a coherent way. Major concepts are dealt with in a satisfactory way. Style, internal consistency and presentation are satisfactory. Some interpretation of themes and major concepts occurs, with comparison of major sources, but these are not pursued in depth, with the result that structure may be narrative or descriptive rather than analytical. Analysis of underlying themes and principles are only partially developed.
<b>III</b> <b>Third Class</b> <b>40-49%</b>	There is some evidence of understanding of main issues and concepts. There is reasonable coverage of the topic, but insufficient attempt to provide a critical or theoretical perspective, resulting in minimal engagement with the question. Sources are summarised accurately, but not effectively compared, interpreted, evaluated or related to a central argument. There is acceptable performance in relation to most of the criteria relating to accuracy, style, and use of lexicon. The use of language should not produce difficulty in understanding the expression of ideas in the work nor the organisation of the materials.
<b>FAIL</b> <b>F1 – 30-39%</b> <b>F2 – 0-29%</b> <b>(indicates mark is non-compensatory)</b>	A student may fail because of serious misunderstanding of the question, resulting in little evidence of understanding of the main issues and concepts. There is serious weakness in coverage of content and sources, internal consistency and organisation of arguments and/ or style of presentation (i.e. punctuation, spelling, grammar, referencing, etc.). Use of sources may be inadequate, uncritical, irrelevant and/ or casually paraphrased or plagiarised. Material may be inaccurate, stylistically inappropriate or incoherent and with lexical and grammatical errors.

### Sample Marking Grid for Assignments

When marking assignments or essay style questions, the criteria listed above (Section 6.10) are used to guide overall marking. In addition, the marking structure below is applied.

### Sample Assessment Feedback Sheet

**CENTRE FOR DEAF STUDIES  
SCHOOL OF LINGUISTIC, SPEECH AND COMMUNICATION SCIENCES, TRINITY COLLEGE DUBLIN  
Assessment Feedback Sheet**

<b>Module:</b>		<b>Academic Year:</b>		<b>Term:</b>		<b>Assessment Title:</b>	
<b>Student Name:</b>		<b>Grade:</b>				<b>Date:</b>	

Criteria		I		II.1		II.2	III	F1-F2
Introduction & Conclusion (10%)		Full, well-rounded rounded introduction & conclusion		Well-rounded introduction & conclusion		Adequate introduction & conclusion	Basic introduction & conclusion	Minimal/no introduction & conclusion
Content and structure (55%)		Tightly constructed argument with highly effective use of valid evidence; Deeply considered & rigorous answer		Well structured arguments & explicit use of pertinent evidence throughout; thorough answer		Clearly structured argument with accurate use of appropriate evidence; question answered fully	Some over simplification and generalisations question not answered fully	Little or no evidence of reading, planning or structure; question not answered
Research, Justification and use of information (20%)		Extensive research incorporated into the assignment to justify & underpin views		Informed research investigation of issues. Illustrations given to underpin views		Essential research and investigation taken	Basic research & investigation	Minimal or no research conducted

Critical analysis (10%)		Sophisticated/original critical/conceptual analysis; comprehensive examination of the relevant issues;		Clear and full understanding of critical conceptual and analytical issues; synthesis of most relevant issues with commentary		Main elements of critical analysis with some narrative/description ; review of key issues		Accurate narrative/description with some analysis; most key issues covered; structured argument with basic use of supporting evidence		Basically narrative/descriptive with little or no analysis; covers few relevant issues; over simplification; sweeping statements and generalisations
Style & Presentation (5%)		Very well written & presented; sources fully & accurately cited		Well written & presented, all sources cited		Clearly & accurately written & presented with sources cited		Basic writing & presentation; some sources cited		Poorly written & presented; sources not fully and/or accurately cited

Signed by:		Seconded by:	
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### Grade Descriptors for Language Tests:

The following are grade descriptors used in assessing modules including the use of Irish Sign Language or English (i.e. all ISL modules, English language modules and interpreting performance modules). Note that the descriptors here are cross-referenced with the criteria for each individual language or interpreting test.

<b>Distinction</b> <b>I – First Class</b> <b>70%+</b>	Language production is correct, fluent, and idiomatically appropriate. Language is grammatically correct and clearly structured. Register is appropriate and consistently applied across the discourse. Interactive strategies are applied in a culturally appropriate manner. Comprehension is excellent.
<b>Pass</b> <b>II.1</b> <b>Upper Second Class</b> <b>60-69%</b>	The student demonstrates a good level of accuracy, appropriate range of structures, idiom, and lexis. There may be occasional errors of grammar or syntax. Cohesion will be good, but there may be some deviations from typical native discourse structures. Interactive strategies are applied in a culturally appropriate manner, with some deviation from native-like behaviours. Comprehension is good.
<b>Pass</b> <b>II.2</b> <b>Lower Second Class</b> <b>50-59%</b>	The student demonstrates a satisfactory level of accuracy, appropriate range of structures, idiom, and lexis. There may be errors of grammar or syntax. Cohesion is satisfactory, with many deviations from native-like behaviour. Interactive strategies are recognised and applied but deviate from native-like behaviours. Comprehension is satisfactory.
<b>Pass</b> <b>III</b> <b>Third Class</b> <b>40-49%</b>	The student demonstrates a minimal level of accuracy, appropriate range of structures, idiom, and lexis. The performance is comprehensible, but very limited, and perhaps awkward. There may be many errors of grammar or syntax. Cohesion is limited. The student attempts to make use of culturally appropriate interactive strategies but these deviate significantly from native-like behaviours. Comprehension is quite limited. Length requirements for answers may not be met.

## Sample Marking Sheets for ISL and Interpreting Tests

The following is a sample of a marking sheet for an ISL test and outlines how marks are allocated for features that are specifically taught in an ISL module.

### Expected maximum global level of attainment

Can sign at length with confidence and reasonable fluency on familiar or general topics, adapting appropriately to formal/informal contexts. Lacks facility in handling abstract or unfamiliar topics but can cope reasonably well. Difficulty with complex sentence and discourse structures.

### Individual Student Assessment

CATEGORY	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Phonology:</b>	almost unintelligible	heavily by English L1	fair L2 ISL	good L2 ISL and intonation	excellent L2 ISL and intonation
<b>Fluency:</b>	very slow and hesitant – frequent stops and starts	stilted and somewhat hesitant but manages to keep going	flows reasonably well despite occasional hesitations	fluent, good expression	very fluent and facial expression, normal flow
<b>Grammatical Control:</b>	very little control – grammatical errors impede the message	errors frequent, difficulty with complex structures, but message intelligible	good control of basic structures, some errors in more complex structures and discourse patterns	only occasional errors, mostly in control of complex structures and discourse patterns	very few noticeable errors, competent control of complex structures and discourse patterns
<b>Vocabulary:</b>	deficient vocabulary knowledge seriously impedes communication	limited vocabulary knowledge; no attempt to use specialist terms appropriate to the task/topic	good general vocabulary knowledge but limited knowledge of specialist terms appropriate to the task/topic	demonstrates clear effort to use specialist terms and vocabulary appropriate to the task/topic	excellent mastery of specialist terms and vocabulary appropriate to the task/topic.
<b>Cultural Information/ Deaf Friendly</b>	Poor structure showing little understanding of presenting information in a Deaf friendly way	Some evidence of presenting information in a Deaf friendly way, though many structural errors are evident	Good use of structure showing a Deaf friendly way of presenting information but some errors are evident	Very good use of structure showing a clear understanding of how to present information in a Deaf friendly manner, minor errors	excellent structure showing a great degree of understanding of how to present information in a Deaf friendly way

## Sample Interpreting Test Marking Sheet

The following is a sample of a marking sheet for a practical ISL/English interpreting test:

<b>Global Marking Descriptors</b>
<p><b>1 = Seriously Inadequate</b> performance does not in any way meet the minimum requirements for performance. There are <b>serious problems</b> with TL production (e.g. grammatical structure is inappropriate or lacking with many instances of source language intrusion), interpreting issues (e.g. lack of accuracy in message transfer, very poor awareness of function, register, etc.), interaction (e.g. management of interaction is flawed) and professionalism (e.g. inappropriate dress, behaviour, ethical judgment) Overall delivery is unsatisfactory. This equates with a FAIL grade.</p>
<p><b>2 = Inadequate</b> performance, but, with further input, may reach target required. There are <b>problems with some target domains</b> such as TL production (e.g. grammatical structure is inappropriate with many instances of source language intrusion), interpreting issues (e.g. lack of accuracy in message transfer, very poor awareness of function, register, etc.), interaction (e.g. management of interaction may be flawed) and professionalism (e.g. inappropriate dress, behaviour, ethical judgment) Overall delivery is unsatisfactory. This equates with a FAIL grade.</p>
<p><b>3 = Adequate performance</b> in terms of target language production, interpreting issues, management of interaction and professionalism. This performance meets the minimum standard required though work is needed to improve skill level across several of the target domains. This equates with a III grade.</p>
<p><b>4 = Good performance</b> in terms of target language production, interpreting issues, management of interaction and professionalism. There are instances across the target domains where further skill development is required. This equates with a II.2 grade.</p>
<p><b>5 = Very Good performance</b> in terms of target language production, interpreting issues, management of interaction and professionalism. There are some instances across the target domains where further skill development is required. This equates with a II.1 grade.</p>
<p><b>6 = Excellent performance in terms of</b> target language production, interpreting issues, management of interaction and professionalism. There are rare instances across the target domains where further skill development is required. This equates with a I grade.</p>

	<b>Target Domain Descriptors</b>
<b>1</b>	<p>ISL as Target Language  The ISL production is natural and close to an original rendition. It is in line with what is required by the situation (and its function) and the audience.</p>
<b>2</b>	<p>English as Target Language  The English production is natural and close to an original rendition. It is in line with what is required by the situation (and its function) and the audience.</p>
<b>3</b>	<p>Functional &amp; Textual Adequacy  The interpretation accurately accomplishes the goals, purpose (function, information content, expressive demands, persuasive content) set for the intended audience, at the appropriate level of formality.</p>
<b>4</b>	<p>Non-Specialised Content Meaning  The interpretation accurately reflects the content of the SL insofar as required without unwarranted alterations, omissions or additions. Slight nuances and shades of meaning are rendered accurately.</p>
<b>5</b>	<p>Specialised Content Meaning  The interpretation delivers an accurate and appropriate rendition of the specialized terminology used. It reflects a good command of terms and content specific to the subject.</p>
<b>6</b>	<p>Interactive Aspect  The interpreter handles the interaction smoothly. There is no overt favouring of either party resulting in ratification of one party</p>
<b>7</b>	<p>Professional Conduct  <b>The interpreter's conduct, appearance and demeanor are as expected (dress, manners, ethical judgment, etc.).</b></p>

Students are marked in each of the seven target domains using the global descriptors. Students must score a 3 (equivalent to a III) in all domains in order to pass the assessment

## Sample Marking Grid for Dissertation (SS Deaf Studies Year)

CENTRE FOR DEAF STUDIES

SCHOOL OF LINGUISTIC, SPEECH AND COMMUNICATION SCIENCES, TRINITY COLLEGE DUBLIN

ASSESSMENT FEEDBACK SHEET			RESEARCH PROJECT (DF4006)
Module: Research Project	Academic Year:	Term:	
Student Name:	Title:		Status:
Student Number:			*Grade:

*\*Grade Provisional, subject to Court of Examiners*

Grade I 70 – 100 %	Grade 2.I 60 – 69 %	Grade 2.II 50 – 59 %	Grade III 40 – 49%	Fail I 30 – 39%	Fail II 0 – 29%
<b>Research question(s) or basis for project</b>					
<b>Exceptional</b> overall: <i>Clear specific focus; ✓</i> <b>Explicit, precise, achievable aims &amp; justification for study.</b> ✓	<b>Very good</b> overall: Clear specific focus; <b>Well-defined aims;</b> Clear justification for study.	<b>Good</b> overall: Clear focus; <b>Achievable aims;</b> Justified rationale for study.	<b>Adequate</b> overall: Project focus + <b>appropriate aims,</b> mostly achievable; Reasonable justification.	<b>Inadequate</b> overall: Qu. not clear; <b>Confused aims/focus;</b> Aims not clearly stated or not achievable; No justification.	<b>Very poor</b> overall: <b>Failure to state question(s), objective and/or the aim(s).</b> No attempt to justify the project.
<b>Review of previous work</b>					
<b>Superior literature review;</b> <i>Clear understanding of theory;</i> ✓	<b>Comprehensive relevant</b> reading; <b>Evaluates</b> previous work <b>critically;</b>	<b>Wide relevant reading, evaluated critically;</b> Effective account of	<b>Satisfactory mostly relevant</b> reading; Evaluated <b>adequately;</b>	<b>Literature review has errors</b> and/or omissions; <b>does not adequately address theoretical</b>	<b>Extremely weak literature</b> review, w factual errors; <b>Omits key</b>

<b><u>Literature critically evaluated; Compelling account of position research project.</u></b> ✓	Strong account of position of project.	position of research or project.	Satisfactory account of position of research project.	<b>issues;</b> Unsatisfactory reading; <b>Evaluation inadequate.</b>	<b>references;</b> No serious attempt to evaluate; No position acc.
<b>Methodology</b>					
<b><u>Innovative, creative approach;</u></b> <b><u>Excellent exposition of issues; Insightful rationale for approach &amp; data collection;</u></b> ✓ <b><u>Reliable &amp; valid methods OR systematically gathered relevant data;</u></b> <b><u>Critical awareness of strengths &amp; weaknesses</u></b> ✓	<b>Very strong exposition</b> of issues; <b>Persuasive rationale for approach</b> & data collection methods; <b>Reliable &amp; valid methods</b> OR highly relevant information; <b>Evaluates</b> method.	<b>Sound exposition of</b> issues; Rationale for approach & data collection; <b>Reliable</b> and/or valid methods OR useful & appropriate information; <b>Awareness</b> of strengths & weakness of approach.	<b>Familiarity with key</b> issues; Adequate rationale for approach & data collection; <b>Appropriate methods</b> , but <b>lacks</b> awareness of reliability & validity issues; Some awareness of evaluation.	<b>Some familiarity with key</b> issues but inadequate; <b>Inadequate rationale</b> for approach & data collection; <b>Appropriate methods</b> , but <b>without</b> any awareness of reliability & validity issues <b>Limited</b> evaluation.	<b>Lacks familiarity with key</b> methodological issues <b>Omits rationale</b> for research, data collection; <b>Inappropriate methods</b> without awareness of reliability & validity; No demonstrated evaluation.
<b>Analysis of data (= results, information and/or findings)</b>					
<b>Superior presentation &amp; thorough analysis of results</b> Exceptional analysis of data with <b>critical and/or innovative</b> use of techniques; Critically <b>uses techniques</b> or creates new ones; Superior presentation,	<b><u>Uses best analytical techniques &amp; approaches;</u></b> <b><u>Coherent, logical, clear, succinct presentation;</u></b> ✓ <b><u>V. strong evaluation &amp; application of theory;</u></b> ✓ <b><u>Thorough data</u></b>	<b>Valid analytical techniques &amp; approaches used;</b> largely coherent, logical, clear, succinct presentation; <b>Systematic analysis;</b> gen. thorough, accurate and/or rigorous; <b>Robust</b>	<b>Acceptable analytical techniques &amp; approaches;</b> Acceptable, generally coherent, logical, clear, succinct; <b>Satisfactory evaluation &amp; application of theory;</b>	<b>Unacceptable analytical techniques &amp; approaches</b> Unacceptable presentation; lacks coherence; <b>Limited or unsatisfactory evidence</b> of analysis; <b>Clear errors</b> in analysis.	<b>No serious attempt at data analysis or management;</b> Unacceptable, unclear; <b>No serious attempt</b> at evaluation & application of

logical, clear, succinct;	<u>analysis – accurate &amp; rigorous.</u> ✓	evaluation & application of theory	Minor errors in data analysis		theory; Major errors in data analysis
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Grade I 70 – 100 %	Grade 2.I 60 – 69 %	Grade 2.II 50 – 59 %	Grade III 40 – 49%	Fail I 30 – 39%	Fail II 0 – 29%
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**Discussion and Interpretation of Findings**

<p><b>Superior critical evaluation &amp; discussion</b> of findings for UG;</p> <p><b>Excellent placement</b> of work in context of literature;</p> <p><b>Meticulous and substantial</b> exploration of limits/strengths of knowledge;</p> <p><b>Far reaching contribution</b> to theory, research, practice</p>	<p><u>Substantial exploration of limits and strengths of current knowledge;</u> ✓</p> <p><u>Worthy contribution to aspects of current theory, research or practice.</u> ✓</p>	<p><b>Explores some limits</b> and strengths of current knowledge;</p> <p><b>Contribution</b> to the development of current theory, research or practice</p>	<p><b>Adequate review</b> of current knowledge with awareness of limits and strengths;</p> <p><b>Adequate contribution</b> to theory, research or practice</p>	<p><b>Some review</b> of knowledge but with gaps;</p> <p><b>Weak contribution</b> to theory, research and/or practice but with significant gaps;</p> <p><b>Simplified interpretation</b> of topic, with errors.</p>	<p><b>Inadequate review of work</b>, its limitations and strengths.</p> <p><b>Inadequate contribution</b> to theory, research or practice with many and significant gaps evident.</p> <p><b>Overall</b>, shows a <b>poor understanding</b> of topic.</p>
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**Presentation**

<u>Exemplary</u>	Very good logical	Good flow &	Most sections flow	Few sections flow	Project overall
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<p><b><u>presentation, of publishable quality;</u></b> ✓  <u>Findings presented effectively;</u> ✓  <b><u>Best presentation approach for purpose &amp; audience;</u></b> ✓  <u>Appropriate &amp; consistent in-text referencing;</u> ✓  <b><u>Accurate &amp; complete ref. list</u></b>  <u>Appropriate language used: clear, with maximum effect;</u> ✓  <b>Outstanding</b> grammar &amp; spelling, and editing.</p>	<p><b>flow &amp; cohesion;</b>  <b>Findings presented effectively</b>  Effective &amp; appropriate presentation approaches for purpose &amp; audience  <b>Appropriate in-text referencing</b>  Accurate reference list  <b>Appropriate language, clear, accurate &amp; effective</b>  <u>Excellent command of grammar &amp; spelling;</u>  <u>very few typos</u> ✓</p>	<p><b>cohesion;</b> Findings presented effectively for the most part  <b>Appropriate presentation</b> for purpose;  Appropriate &amp; consistent in-text referencing  <b>Accurate reference list</b>  Appropriate language, clear &amp; accurate, with some errors  <b>Very good command of grammar &amp; spelling;</b> some typos present.</p>	<p><b>well;</b>  Findings presented competently, but room for improvement;  <b>Adequate presentation for purpose &amp; audience</b>  Appropriate &amp; consistent in-text referencing; Some <b>inconsistencies and/or omissions in reference list;</b>  Appropriate language used, with some/significant errors; Good <b>grammar &amp; spelling; but several typos.</b></p>	<p><b>well;</b>  Findings in ALL areas need improvement  <b>Inadequate presentation for purpose;</b>  <b>Inappropriate referencing in text;</b>  <b>Significant errors in references; In</b> appropriate language with significant errors;  <b>Satisfactory command of grammar &amp; spelling; but many typos.</b></p>	<p><b>lacks flow &amp; cohesion</b>  Findings not well presented; Many revisions required;  <b>Visuals unsatisfactory;</b>  Inadequate presentation for purpose &amp; audience;  <b>Unacceptable referencing;</b>  Unacceptable inconsistencies and/or omissions in reference list with errors and typos.</p>
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Supervisor's Comments, including level of supervision (10% of marks to be awarded to the research process).

First Examiner: \_\_\_\_\_ Second Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

## Programme Breakdown for Academic Year 2019-20

The Bachelor in Deaf Studies is a modular based programme. It is our intention to teach the following modules in the coming academic year.

**NOTE:** Course reading identifies core texts for each of the modules. This does not comprise the entire course reading list for these courses, which will be made available with the complete course outline for each module at the first session for each respective class. The book list included here is intended as a guide for students who wish to begin reading prior to the commencement of teaching/ who wish to purchase specific books. Books, which we particularly recommend, and that you may wish to buy are marked with an asterisk [\*]

## MODULE DESCRIPTORS AND COMPULSORY READING LISTS

The School reserves the right to amend the list of available modules and, in particular to withdraw and add modules.

Timetabling may restrict the availability of modules to individual students.

## JUNIOR FRESH YEAR

<b>Module</b>	<b>Irish Sign Language (ISL) 1</b>
<b>Code</b>	DFU11001
<b>ECTS</b>	10
<b>Lecturer</b>	Mr Patrick Matthews
<b>Mode of Delivery</b>	Blended
<b>Mandatory/Optional Unit</b>	Mandatory

### Module Content:

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.

### Learning outcomes:

On successful completion of this module, students should be able to demonstrate the following:

**Productive language skills:** 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.

**Productive language skills (prepare a recording):** Produce and record short messages in ISL to DVD. Produce and record a basic personal message, e.g. a thank you to someone for a favour, done, gift given, etc.

**Interactive skills:** Request and respond to requests for information on familiar topics and activities. Manage short social conversations.

**Receptive language skills (Digital Data):** 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/DVD clips and record it to gloss. Demonstrate understanding of announcements and short personal information.

**Receptive language skills (Real life):** 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.

**Assessment Details:**

There are 2 parts to the assessment of this module:

- (i) Portfolio (40%)
- (ii) Language Test (60%)

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

**Recommended Reading List:**

The Signs of Ireland Digital Corpus. Dublin: Centre for Deaf Studies.

Leeson, Lorraine and John I. Saeed (2012) *Irish Sign Language*. Edinburgh: Edinburgh University Press.

Matthews, P. (2006): *Around the House, Placement and 2D Tracing in Irish Sign Language (ISL)* (Booklet and DVD), Dublin, Ireland, Centre for Deaf Studies, Trinity College Dublin.

O'Baoill, D. and P. Matthews (2000). *The Irish Deaf Community, The Structure of ISL, Volume 2*. Dublin, Ireland. Instituid Teangeolaiochta na Eireann (The Linguistics Institute of Ireland).

<b>Module</b>	<b>Irish Sign Language (ISL) 2</b>
<b>Code</b>	DFU11002
<b>ECTS</b>	10
<b>Lecturer</b>	Mr Patrick Matthews
<b>Mode of Delivery</b>	Blended
<b>Mandatory/Optional Unit</b>	Mandatory

**Module Content:**

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.

**Learning Outcomes:**

On successful completion of this module, students should be able to demonstrate the following:

- **Production:** 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.

- **Interaction:** Able to request and respond about information on familiar topics and activities. Able to manage short social conversations.
- **Receptive exercises:** Able to understand signed video/DVD 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.
- **Real life receptive:** 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.
- **Producing a recording:** 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.

**Assessment Details:**

There are 2 parts to the assessment of this module:

- (i) Portfolio (40%)
- (ii) Language Test (60%)

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

**Recommended Reading List:**

The Signs of Ireland digital corpus. Dublin: Centre for Deaf Studies.

Leeson, Lorraine and John I. Saeed (2012) *Irish Sign Language*. Edinburgh: Edinburgh University Press.

Matthews, P. (2006): *Around the House, Placement and 2D Tracing in Irish Sign Language (ISL)* (Booklet and DVD), Dublin, Ireland, Centre for Deaf Studies, Trinity College Dublin

O'Baoill, D. and P. Matthews (2000). *The Irish Deaf Community, The Structure of ISL, Volume 2*. Dublin, Ireland. Instituid Teangeolaiochta na Eireann (The Linguistics Institute of Ireland).

<b>Module</b>	<b>Working with the Deaf Community 1</b>
<b>Code</b>	DFU11003
<b>ECTS</b>	5
<b>Lecturer</b>	Dr. John Bosco Conama
<b>Mode of Delivery</b>	Blended
<b>Mandatory/Optional Unit</b>	Mandatory

**Module Content:**

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.

**Learning Outcomes:**

On completion of this module, students will demonstrate ability to:

- Classify differing perspectives on Deaf ISL users and the impact this has on working relationships with/within the Deaf community
- Compare and contrast the concepts and strategies adopted by organisations / service providers to meet the needs / rights of the Deaf community.

**Assessment Details:**

There are two parts to assessment for this module:

- (i) Examination (70%)
- (ii) Three online quiz (to be averaged into 30%)

**Recommended Reading List:**

Anderson, M.L. Glickman, N.S., Mistlier, L.A. and Gonzalez, M. 2016: Working therapeutically with deaf people recovering from trauma and addiction. *Psychiatric rehabilitation journal*, 39(1), p.27.

Andrews, Jean F., Irene W. Leigh and Mary T. Weiner 2004: *Deaf people: Evolving Perspectives from Psychology, Education, and Sociology*. Boston and London: Pearson. (2nd ed.)

Austen, Sally and Susan Crocker 2004: *Deafness in Mind: Working Psychologically with Deaf People Across the Lifespan*. London: Whurr Publications.

Bragg, Lois 2001: *Deaf World: A Historical Reader and Primary Sourcebook*

Conama, John Bosco and Carmel Grehan 2001: *Is There Poverty in the Deaf Community?* Dublin: Irish Deaf Society Publications.

Glickman, Neil S. and S. Gulati 2003: *Mental Health Care of Deaf People: A Culturally Affirmative Approach*. New York. New York University Press.

Ladd, Paddy 2003: *Understanding Deaf Culture: In Search of Deafhood*. Cleavdon Multilingual Matters.

[Lane, Harlan](#) 1999: *The Mask of Benevolence: Disabling the Deaf Community* New York. Random House.

Leeson, Lorraine and Myriam Vermeerbergen (eds) (2012) *Working with the Deaf Community: Education, Mental Health and Interpreting*. Dublin: Interesource Group Publishing.

Mullane, A., Conama, J. B., & Fourie, R. (2011). Human rights and the deaf community in Ireland. *CLINICAL SPEECH*, 78.

Rose, H., & Conama, J. B. (2018). Linguistic imperialism: still a valid construct in relation to language policy for Irish Sign Language. *Language policy*, 17(3), 385-404.

<b>Module</b>	<b>Working with the Deaf Community 2</b>
<b>Code</b>	DFU11004
<b>ECTS</b>	5
<b>Lecturer</b>	Dr. John Bosco Conama
<b>Mode of Delivery</b>	Blended
<b>Mandatory/Optional Unit</b>	Mandatory

**Module Content:**

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.

**Learning Outcomes:**

On completion of this module, students will demonstrate ability to:

- Compare and contrast the concepts and strategies adopted by organisations / service providers representatives to meet the needs / rights of the Deaf community.

**Assessment Details:**

There are two parts to assessment for this module:

- (i) Three online quiz (to be averaged into 30%)
- (ii) Assignment (70%)

**Recommended Reading List:**

Conama, J. B. (2008). Review of the Signing Information Project, Mid-West Region. *Limerick: Paul Partnership*.

Conama, J.B. (2013). Situating the socio-economic position of Irish Deaf community in the equality framework. *Equality, Diversity and Inclusion: An International Journal*, 32(2), 173-194.

Conama, John Bosco and Carmel Grehan 2001: *Is There Poverty in the Deaf Community?* Dublin: Irish Deaf Society Publications.

Glickman, Neil S. and S. Gulati 2003: *Mental Health Care of Deaf People: A Culturally Affirmative Approach*.

Ladd, Paddy 2003: *Understanding Deaf Culture: In Search of Deafhood*. Cleavdon Multilingual Matters.

[Lane, Harlan](#) 1999: *The Mask of Benevolence: Disabling the Deaf Community* (2nd ed.) New York. Random House.

Leeson, Lorraine and Myriam Vermeerbergen (eds) (2012) *Working with the Deaf Community: Education, Mental Health and Interpreting*. Dublin: Interesource Group Publishing.

<b>Module</b>	<b>Introduction to the Deaf Community 1</b>
<b>Code</b>	DFU11005
<b>ECTS</b>	5
<b>Lecturer</b>	Dr John Bosco Conama
<b>Student Workload</b>	<ul style="list-style-type: none"> <li>• 11 Contact hours</li> <li>• Access to Blackboard page</li> <li>• Blended approach</li> <li>• Online quizzes assessment</li> <li>• Reading articles</li> <li>• Blogs and vlogs</li> </ul>
<b>Mode of Delivery</b>	Blended
<b>Mandatory/Optional Unit</b>	Mandatory
<b>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.

**Module Content:**

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.

We begin with references to deaf people in ancient times and trace changing attitudes to Deafness, 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.

### Learning Outcomes

On successful completion of this module, students should be able to:

- Describe the historical context that notions about deaf people are grounded within society.
- 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).

### Assessment Details.

There is a continuous formative part to the assessment for this module:

1. Three online assessment quizzes (scores to be averaged) 100%
2. Assignment of 1500 words (written or in ISL)

### Indicative reading list:

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>Module</b>	<b>Introduction to the Deaf Community 2</b>
<b>Code</b>	DFU11006
<b>ECTS</b>	5
<b>Student Workload</b>	<ul style="list-style-type: none"> <li>• 11 Contact hours</li> <li>• Access to Blackboard page</li> <li>• Blended approach</li> <li>• Online quizzes assessment</li> <li>• Reading articles</li> <li>• Blogs and vlogs</li> </ul>

<b>Lecturer</b>	Dr John Bosco Conama
<b>Mode of Delivery</b>	Blended
<b>Mandatory/Optional Unit</b>	Mandatory

**Module Content:**

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.

We begin with references to deaf people in ancient times and trace changing attitudes to Deafness, 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.

**Learning Outcomes:**

On successful completion of this module, students should be able to:

- Understand about the users of Irish Sign Language and the positionalities of Deaf communities locally and globally.
- 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 professions to understand the effective communication and liaison approaches with Deaf people in Ireland

**Assessment Details**

There is a continuous formative part to the assessment for this module:

1. Three online assessment quizzes (scores to be averaged) 100%
2. A short coursework

**Indicative reading list**

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.

<b>Module</b>	<b>Deaf Education</b>
<b>Code</b>	DFU11007
<b>ECTS</b>	5
<b>Lecturer</b>	Dr John Bosco Conama
<b>Mode of Delivery</b>	Traditional/Blended
<b>Mandatory/Optional Unit</b>	Mandatory

### **Module Content:**

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 third level.

### **Learning Outcomes:**

On completion of this module, students should be able to:

- Assess the structure of the Irish educational system for the Deaf
- Appraise bilingual education as it pertains to the situation of Deaf and hard of hearing children
- Describe the context for poor literacy outcomes for Deaf children internationally since the introduction of oral education policies
- Define oralism
- Synthesize the main policies and practices applied to Deaf education in Ireland from 1880 to the present day
- Critique the approaches to Deaf education in Scandinavia and Europe

### **Recommended Reading List**

[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, Robert Hoffmeister & Ben Bahan 1996: \*A journey into the deaf-world\*. San Diego, Calif.: DawnSignPress.](#)

Lane, Harlan. 1984: *When the Mind Hears: A History of the Deaf*. London. Penquin.

Leeson, Lorraine and Myriam Vermeerbergen (eds) (2012) *Working with the Deaf Community: Education, Mental Health and Interpreting*. Dublin: Interesource Group Publishing.

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.

**Assessment Details:**

- a) 1 x 1,500 word essays (60%)
- b) Three online assessment quizzes (three scores to be averaged) (40%)

<b>Module</b>	<b>Modality and Second Language Learning</b>
<b>Code</b>	DFU11008
<b>ECTS</b>	5
<b>Lecturer</b>	Dr Sarah Sheridan
<b>Mode of Delivery</b>	Traditional/ Blended
<b>Mandatory/Optional Unit</b>	Mandatory

**Module Content:**

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.

### **Learning Outcomes:**

On successful completion of this module, students should be able to:

- Describe similarities and differences between first language acquisition, second language acquisition and bilingualism;
- Discuss key theories and issues relating to bilingualism and second language acquisition and their relevance in second language research and teaching;
- Describe the hallmarks of the nativist and behaviourist approaches to language acquisition and their relevance in second language acquisition;
- Discuss ways in which theories of bilingualism/ second language acquisition have developed over the last century;
- Describe key issues relating to sign language acquisition;
- Discuss principal findings which have emerged from research on second language acquisition of sign language users;

### **Assessment Details:**

One written assignment of 2,500 words.

### **Recommended Reading:**

Chamberlain, C., Morford, J., and Mayberry., R. (eds.), 2000. *Language Acquisition by Eye*. New Jersey: Lawrence Erlbaum Associates.

Dörnyei, Z. and Ryan, S., 2015. *The Psychology of the Language Learner Revisited*. Routledge.

Marschark, M., & Spencer, P. E., 2016. *The Oxford Handbook of Deaf Studies in*. Oxford University Press.

Mitchell, R., Myles, F. and Marsden, E., 2013. *Second language learning theories*. Routledge.

Morgan, G., and Woll, B. (eds.), 2002. *Directions in Sign Language Acquisition*. Amsterdam/Philadelphia: John Benjamins.

Napier, J., Leeson, L., 2016. *Sign Language in Action*. Palgrave Macmillan.

Additional readings will be recommended for specific lectures.

<b>Module</b>	<b>Introduction to Language Acquisition</b>
<b>Code</b>	SLU11006
<b>ECTS</b>	5
<b>Coordinator</b>	Dr Breffni O'Rourke
<b>Lecturer (s)</b>	Dr Breffni O'Rourke and others (TBC)
<b>Mode of Delivery</b>	Blended
<b>Mandatory/Optional Unit</b>	Mandatory

**Module Learning Aims:**

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.

**Module Content:**

Following an initial consideration of the most influential theoretical perspectives on language acquisition, the lectures will discuss the nature and acquisitional challenges some of the main domains of language (phonology, vocabulary and morphology, syntax, semantics, and pragmatics). We then review patterns of acquisition and development across developmental stages, and consider the cases of bilingual and multilingual first language acquisition.

**Learning Outcomes**

On successful completion of this module, students will be able to

- Debate historically influential theories of first language acquisition
- 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
- Describe central aspects of first language acquisition and development in relation to several developmental stages
- Discuss the characteristics of bilingual and multilingual first language acquisition and the differences between them.

**Assessment Details**

The module is assessed through one 3,000 word essay (not including references, submitted by Friday at 12 noon in Week 12 Michaelmas Term (Semester 1).

**Recommended reference list.**

See Blackboard for reading list

<b>Module</b>	<b>Aspects of Written Language</b>
<b>Module Code</b>	LIU33002
<b>ECTS</b>	5
<b>Lecturers</b>	TBC
<b>Mode of Delivery</b>	Traditional
<b>Mandatory/Optional Unit</b>	Mandatory

**Module Content:**

The aim of this course is to introduce students to a range of perspectives -

historical, social, linguistic, discourse-analytic, and cognitive - on a pervasive and hugely important linguistic phenomenon that is often taken for granted by literate people in literate societies: written language. This module examines the phenomenon of written language from a range of perspectives. It begins by exploring the beginnings and historical development of writing, in the process considering the ways in which different writing systems (e.g., logographic scripts, syllabaries, and alphabets) represent different aspects of language. Further points of discussion are the debate around the social and individual consequences of literacy; the orthography of English; the mental processes involved in reading; written texts as coherent communicative acts; differences between the language of speech and the language of writing; and the relationship between written language and communication technologies.

### **Learning Outcomes:**

On successful completion of this module, students should be able to:

- Explain the key steps in the historical emergence of writing
- Explain, with examples, how each of the major writing systems represents language structure
- Discuss the social, cognitive and linguistic significance of writing itself and of the printing press
- Analyse written texts for structures and devices of cohesion and coherence
- Explain the role of reader knowledge in interpreting written text
- Explain the linguistic differences between spoken and written language
- Discuss the nature of written language as used in several communication technologies.

### **Assessment Details:**

Students are required to complete a mid-term (Week 6) group presentation with accompanying 1000 word paper (50%) and a final term essay of 2,000 words (50%).

### **Recommended Reading List:**

Biber, D., & Vásquez, C. (2008). Writing and Speaking. In C. Bazerman (Ed.), *Handbook of Research on Writing* (pp. 657-672). New York: Lawrence Erlbaum.

Fasold, R. W., & Connor-Linton, J. (Eds.). (2006). *An Introduction to Language and Linguistics*. Cambridge: Cambridge University Press.

Fromkin, V., Rodman, R., & Hyams, N. (2003). *An Introduction to Language*. Boston: Thomson Wadsworth.

Sproat, Richard. (2010). *Language, Technology and Society*. Oxford: Oxford University Press.

## SENIOR FRESH YEAR

<b>Module:</b>	<b>Introduction to Sign Linguistics</b>
<b>Code:</b>	<b>DF1008</b>
<b>ECTS:</b>	10
<b>Coordinator:</b>	Prof. Lorraine Leeson
<b>Lecturers:</b>	Ms Irene Murtagh & Mr Robert Smith
<b>Mode of Delivery:</b>	Traditional
<b>Mandatory/Optional</b>	Mandatory for all students

**Module Content:** This module guides the student towards a basic understanding of the linguistic structures of ISL. This module introduces the basic descriptive parameters of the language. Focus is particularly on the phonetic, phonological, morphological and morph-syntactic breakdown of ISL, with reference to other signed language given to provide a cross-linguistic comparator. 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. Later, particular focus will be on the morpho-syntax, semantics and pragmatics of ISL. Topics for discussion include the identification of word order in ISL, use of topic constructions, question marking, negation, reflexives and reciprocals in ISL, and passive constructions. Other issues addressed include: iconicity and gesture and their relationship to signed languages.

### **Learning outcomes:**

On successful completion of this module, students should be able to:

- Use ELAN to search the Signs of Ireland digital corpus
- Describe the role of iconicity in ISL
- Describe the phonetic features of ISL
- Describe the 5 phonological parameters that make up a sign
- Describe the way in which new signs are created (borrowing, the productive lexicon, compounding, etc.)
- Describe the use of signing space in a signed language
- Describe the major categories of verbs in ISL
- Describe the major NMFs that occur in ISL
- Describe the function of role-shifting in ISL
- Describe how NMFs co-occur with other manual elements in ISL
- Recognise how temporal reference is marked in ISL
- Describe how aspect functions in ISL
- Demonstrate ability to gloss ISL texts accurately
- Describe the use of signing space in a signed language, with particular reference to verb agreement and role-shifting (also known as 'constructed discourse' and 'constructed action') strategies
- Demonstrate a basic understanding of semantic role assignment in ISL
- Describe the preferred word-order expressed in ISL
- Describe how reflexives and reciprocals are marked in ISL

Describe how passives are marked in ISL  
Describe the role of topic-marking in ISL  
Describe how questions are marked in ISL  
Describe the functions of eye-gaze in ISL word order  
Describe features that are evident in narrative structure in ISL  
Describe the socio-cultural context that signed languages operate within,  
with particular reference to Irish Sign Language.  
Outline the historical context for ISL development.

### **Linguistics:**

Crystal, David 1988: Rediscover Grammar. Singapore: Longman.

Fromkin, Victoria; Rodman, Robert and Hyams, Nina 2003: An Introduction to Language. Seventh edition. Thomson Heinle.

Leeson, L and Saeed, J.I 2012: Irish Sign Language. Edinburgh: Edinburgh University Press.

Leeson, L., Saeed, J.I. and Grehan, C. 2016: Irish Sign Language. In Bakken Jepsen, Julie, De Clerk, Goedele, Lutalo-Kiingi, Sam and McGregor, Bill (eds.) World Sign Languages. Berlin: Mouton de Gruyter and Ishara Press.

Liddell, S.K. 2003: Grammar, Gesture and Meaning in American Sign Language. Cambridge: Cambridge University Press.

McDonnell, Patrick 1996: How Snowmen Move: Aspects of Lexical Choice in Irish Sign Language. In Donall O'Baoill (ed.): Teanga 16. Dublin: IRAAL, 121-134.

O' Baoill, D.P. and Matthews, P.A. 2000: The Irish Deaf Community, Volume 2: The Structure of Irish Sign Language. Dublin: ITE.

Pfau, R. Woll, B. and Steinbach, M. (eds.) 2012: Handbook of Linguistics and Communication Science: Sign Language. Berlin: de Gruyter.

Sutton-Spence, Rachel and Bencie Woll 1999: The Linguistics of British Sign Language- An Introduction. Cambridge University Press.

Twilhaar, Jan Nijen and van den Bogaerde, Beppie (2016) Concise Lexicon for Sign Linguistics. Amsterdam and Philadelphia: John Benjamins.

Vermeerbergen, Myriam 2006: Past and Current Trends in Sign Language Research. Language and Communication 26 (2006) 168-192. Available online at [www.sciencedirect.com](http://www.sciencedirect.com)

Vermeerbergen, M., Leeson, L. and Crasborn, O. (eds.) 2007: Simultaneity in Signed Languages: Form and Function. Amsterdam: John Benjamins.

### **Sociolinguistics/ Applied Language Issues:**

Napier, J. and Leeson, L. 2016: Sign Language in Action. London: Palgrave MacMillan

Schembri, A. and Lucas, C. (eds.) 2013: Sociolinguistics and Deaf Communities. Cambridge: Cambridge University Press.

Sutton-Spence, R. 2005: Analysing Sign Language Poetry. London: Palgrave Macmillan.

Sutton-Spence, R. and M. Kaneko 2016: Introducing Sign Language Literature: Folklore and Creativity. London: Palgrave Macmillan.

Additional readings will be recommended linked to specific topics covered in class.

### Assessment Details

- (i) 2 x coursework (40%)
- (ii) 2 hour written exam (60%)

<b>Module:</b>	<b>Deaf Education</b>
<b>Code:</b>	DF2020
<b>ECTS:</b>	5
<b>Lecturer/s:</b>	Dr. John Bosco Conama
<b>Mode of Delivery:</b>	Traditional/Blended
<b>Mandatory/Optional</b>	Mandatory

### Module Content:

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 third level.

### Learning Outcomes:

On completion of this module, students should be able to:

- Assess the structure of the Irish educational system for the Deaf
- Appraise bilingual education as it pertains to the situation of Deaf and hard of hearing children
- Describe the context for poor literacy outcomes for Deaf children internationally since the introduction of oral education policies
- Define oralism
- Synthesize the main policies and practices applied to Deaf education in Ireland from 1880 to the present day
- Critique the approaches to Deaf education in Scandinavia and Europe

### Recommended Reading List

[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, Robert Hoffmeister & Ben Bahan 1996](#): *A journey into the deaf-world*. San Diego, Calif.: DawnSignPress.

Lane, Harlan. 1984: *When the Mind Hears: A History of the Deaf*. London. Penquin.

Leeson, Lorraine and Myriam Vermeerbergen (eds) (2012) *Working with the Deaf Community: Education, Mental Health and Interpreting*. Dublin: Interesource Group Publishing.

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.

### Assessment Details:

a) 1 x 2,500 word essays (70%)

b) Three online assessment quizzes (three scores to be averaged) (30%)

<b>Module:</b>	<b>Irish Sign Language (ISL) 3</b>
<b>Code:</b>	DF2028
<b>ECTS:</b>	10
<b>Lecturer:</b>	Ms. Carmel Grehan
<b>Mode of Delivery:</b>	Blended
<b>Mandatory/Optional</b>	Mandatory for all students

### Module Content

This module builds on work completed in ISL 2. It focuses on further developing students' skill within the framework of the CEFR to level B1 receptive, B1 productive.

### Learning outcomes:

On completion of this module, students should be able to demonstrate the following skill set:

- **Productive language skills:** 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.

- **Productive language skills (prepare a recording):** Demonstrate ability to produce an intermediate video/DVD clip of ISL discourse related to topics that are familiar or of personal interest.' Receptive language skills (Digital Data): Demonstrate ability (i) to comprehend video/DVD 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 or DVD clip of familiar topics or information of personal interest.
- 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.
- **Receptive language skills (Real life):** 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.
- **Interactive skills:** Demonstrate 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.

#### **Assessment Details:**

There are 2 parts to this assessment:

- (i) Portfolio entries (40%)
- (ii) Language Test (60%)

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

#### **Recommended Reading List:**

Leeson, Lorraine and John I. Saeed 2012: *Irish Sign Language*. Edinburgh: Edinburgh University Press.

Leeson, L., van den Bogaerde, B., Rathmann, C. and Haug, T. (2016) *Sign Languages and the Common European Framework of Reference for Languages. Common Reference Level Descriptors*. Graz; European Centre for Modern Languages. (In English and International Sign).  
<http://www.ecml.at/ProSign/>

Matthews, P. A. 2006: *Around the House, Placement and 2D Tracing in Irish Sign Language (ISL) (Booklet and DVD)*. Trinity College Dublin,

Matthews, P. A. 2006: *Signing Picture Sequence Stories in ISL (Intermediate and Advanced) (Booklet and DVD)*. Trinity College Dublin, Centre for Deaf Studies

*Sign of Ireland Corpus*. Trinity College Dublin, Centre for Deaf Studies

<b>Module:</b>	<b>Irish Sign Language (ISL) 4</b>
<b>Code:</b>	DF2029
<b>ECTS</b>	10
<b>Lecturer:</b>	Ms. Carmel Grehan
<b>Mode of Delivery:</b>	Blended
<b>Mandatory/Optional</b>	Mandatory for all students

### **Module Content:**

This module builds on work completed in ISL-3. It focuses on further developing students' skill within the framework of the CEFR to level B2 receptive, B1 productive.

### **Learning outcomes:**

On completion of this module, students should be able to demonstrate the following skill set:

- **Productive language skills:** Demonstrate the ability to (i) describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for his/her opinions and plans (ii) to request and respond in intermediate level ISL about information relating to familiar situations or routine matters (iii) to reproduce a scene from material containing only visual information into ISL, incorporating productive signing
- **Productive language skills (prepare a recording):** Demonstrate ability to (i) produce an intermediate video/DVD clip of ISL discourse related to topics and (ii) produce a clear, good-structured presentation.
- **Interactive skills:** Demonstrate the ability to interact with a moderate degree of fluency and spontaneity in ISL that facilitates natural and on-going conversation with proficient signers
- **Receptive language skills (Digital Data):** Demonstrate the ability to convey and explain in ISL information from an unseen signed video or DVD clip of familiar topics or information of personal interest
- **Receptive language skills (Real life):** Demonstrate 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

### **Recommended Reading List**

Leeson, L., van den Bogaerde, B., Rathmann, C. and Haug, T. (2016) *Sign Languages and the Common European Framework of Reference for Languages. Common Reference Level Descriptors*. Graz; European Centre for Modern Languages. (In English and International Sign).  
<http://www.ecml.at/ProSign/>

Matthews, P. A. 2006: *Signing Picture Sequence Stories in ISL (Intermediate and Advanced) (Booklet and DVD)*. Trinity College Dublin, Centre for Deaf Studies

*Sign of Ireland*. Trinity College Dublin, Centre for Deaf Studies

**Online Resources:** Irish Deaf Archives, RTE News for the Deaf, ISL vloggers and video makers in <https://www.facebook.com/groups/118469671603766>

**Assessment Details:**

There are 2 parts to the assessment of this module:

1. Portfolio entries (40%)
2. Language Test (60%)

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

**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 Freshman Irish Sign Language results.**

<b>Module:</b>	<b>Ethics 1</b>
<b>Code:</b>	<b>DF2033</b>
<b>ECTS:</b>	5
<b>Lecturer/s:</b>	Dr. John Bosco Conama
<b>Mode of Delivery:</b>	Traditional
<b>Mandatory/Optional</b>	Mandatory for all students

**Module Content:**

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. Working with the Deaf community would review the application of ethics regularly since many relationships have become professionalized. The relationship can be through language teaching, interpreting or doing social work for Deaf client.

**Learning Outcomes:**

On completion of this module a student will demonstrate ability to:

- Describe and appraise the purpose of a Code of Ethics
- Describe and evaluate the standards of professional responsibility, conduct and behaviours entailed within the Codes of ethics referred to (e.g. the Irish Association of Translators and Interpreters (ITIA))

**Recommended Reading List:**

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

**Assessment Details:**

- (i) 1 x 2,500 word essay or 25 minute signed presentation (60%)
- (ii) Three online assessment quizzes (three scores to be averaged) 30%
- (iii) Class participation and discussion (10%)

<b>Module:</b>	<b>Translation &amp; Interpreting: Philosophy and Practice (TIPP)</b>
<b>Code:</b>	<b>DF2034</b>
<b>Lecturer/s:</b>	Dr Sarah Sheridan
<b>Mode of Delivery:</b>	Blended
<b>ECTS:</b>	10
<b>Mandatory/Optional</b>	Mandatory for all students

**Module Content:**

This module introduces students to current thought on translation and interpretation, with respect to both spoken and signed languages. 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. Analysis of interpreting performances will form a central component of this module, relating theory to practice. We will explore issues such as lexical equivalence, equivalence at word level, clause level and discourse level and compare and contrast grammatical equivalence with issues of situational and cultural context.

**Learning outcomes:**

On completion of this module, students will be able to:

- Describe the notion of equivalence at word level, clause level, sentence level, grammatical level and discourse level
- Outline the impediments to attaining absolute equivalence between language pairs and be able to give examples thereof

- Describe the strategies that are used by interpreters and translators in dealing with incongruence between language pairs
- Describe how cohesion operates in ISL and in English
- Analyse and evaluate social factors that influence an interpreter's activities (e.g. turn-taking, overlapping turns, power relations, etc.)
- Appraise the impact that cultural difference plays in interpreted events
- Demonstrate the ability to carry out an analysis of an interpreting performance focusing on interpreter strategies to minimise source text interference
- Demonstrate the ability to prepare an English language text for translation to ISL
- Demonstrate the ability to prepare an ISL text for translation to English

### **Recommended Reading List:**

Baker, M. 1992: *In Other Words: A Coursebook on Translation*. London and New York: Routledge.

Dean, Robyn K., and Robert Q, Pollard. 2013: *The demand control schema: Interpreting as a practice profession*. CreateSpace.

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. 1999: *Reading between the Signs: Intercultural Communication for Sign Language Interpreters*. Maine: Intercultural Press.

Pochhacker, F. and Shlesinger, M. (eds.) 2002: *The Interpreting Studies Reader*. London and New York: Routledge.

Robinson, D. 1997: *Becoming a Translator: An Accelerated Course*. London and New York: Routledge.

**Important note:** a detailed reading list and weekly readings will be advised by the lecturer.

### **Assessment Details:**

- (i) Translation task x 2 (60%)
- (ii) Coursework (40%)

**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)**

<b>Module:</b>	<b>Sociolinguistics</b>
<b>Code:</b>	LI234B
<b>Mode of Delivery:</b>	Traditional
<b>ECTS:</b>	5
<b>Lecturer:</b>	TBC
<b>Mandatory/Optional</b>	Mandatory for all students

**Module Content:**

Topics include regional and social variation in language, social factors in language change, bilingualism and language planning, language and culture, and language disadvantage and rights.

**Learning outcomes:**

On successful completion of this module students should be able to:

- Recognise the social significance of policy and conflict with regard to minority languages, language rights, and language planning
- Describe socially-significant variation in the use of language within specific language communities
- Identify socially-significant variables within languages and to examine these in the light of hypotheses on historical change
- Critically discuss language standardization as a social process
- Critically review relationships between language and other aspects of culture and cognition
- Conduct library or field research on language in its social context.

**Assessment Details:**

One sociolinguistic observation exercise) contributes 40% of marks, and one essay (maximum 2,500 words) contributes 60% of marks

**Recommended Reading List: Janet Holmes and Nick Wilson. 2017.**

*An Introduction to Sociolinguistics*. 5<sup>th</sup> Ed. London. Routledge.

**JUNIOR SOPHISTER YEAR**

<b>Module</b>	<b>Irish Sign Language (ISL) 5</b>
<b>Code</b>	DF3001
<b>ECTS</b>	10
<b>Lecturers</b>	Mr. Patrick A. Matthews and Ms. Carmel Grehan
<b>Mode of Delivery</b>	Blended
<b>Mandatory/Optional Unit</b>	Mandatory

### **Module Content:**

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.

### **Learning outcomes:**

On successful completion of this module students should be able to:

- **Productive language skills:** (i) explain a viewpoint on an issue, giving the pros and cons or various options on a topic (ii) present clear, well-structured detailed descriptions on a wide range of topics. Productive language skills (prepare a recording): produce a clear, well-structured presentation, expressing points of view at some length.
- **Interactive skills:** (i) communicate with a moderate degree of fluency and spontaneity in ISL that facilitates natural and ongoing interaction with proficient signers (ii) manage most situations in which ISL is being used.
- **Receptive language skills (Digital Data):** (i) understand complex lines of argument provided the topic is reasonably familiar (ii) understand most Deaf programming and (iii) understand signed DVD clips with most situations arising from ISL variation (including style, gender, and age).
- **Receptive language skills (Real life):** adapt to most situations arising from ISL variation e.g. style, gender, age etc.

### **Assessment Details:**

There are 2 parts to this assessment:

- (i) Portfolio entries (40%)
- (ii) Language Test (60%)

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

Students must pass the Language Test to pass this module.

### **Recommended Reading List:**

Leeson, L., van den Bogaerde, B., Rathmann, C. and Haug, T. (2016) *Sign Languages and the Common European Framework of Reference for Languages. Common Reference Level Descriptors*. Graz; European Centre for Modern Languages. (In English and International Sign).  
<http://www.ecml.at/ProSign/>

Matthews, P. A. 2010: *Irish Sign Language Anatomy/Diseases, Version II*. (Booklet and DVD). Dublin: Deaf Communications Ltd.

Matthews, P. A. 2006: *Signing Picture Sequence Stories in ISL (Intermediate and Advanced)* (Booklet and DVD). Dublin: Trinity College Dublin, Centre for Deaf Studies.

### **Digital/ Online Resources:**

- Sign of Ireland Corpus

- Irish Deaf Archives
- RTE News for the Deaf
- Facebook ISL Vlogs [www.facebook.com/groups/118469671603766](http://www.facebook.com/groups/118469671603766)

<b>Module</b>	<b>Irish Sign Language (ISL) 6</b>
<b>Code</b>	DF3002
<b>ECTS</b>	10
<b>Lecturers</b>	Mr. Patrick A. Matthews and Ms. Teresa Lynch
<b>Mode of Delivery</b>	Blended
<b>Mandatory/Optional Unit</b>	Mandatory

### **Module Outline:**

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.

### **Learning outcomes:**

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.

On completion of this module, students should be able to demonstrate:

- Productive language skills: 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.
- Productive language skills (prepare a recording): to sign information, highlighting the personal significance of events and experiences; to convey and explain in ISL information from an unseen signed video or DVD clip of familiar topics or information of personal interest.
- Interactive skills: to communicate with a degree of fluency and to discuss topics in familiar contexts accounting for and sustaining viewpoints.
- Receptive language skills (Digital Data): to understand a wide range of complex, extended signed discourses (direct or recorded), and recognise implicit meaning.
- Receptive language skills (Real life): to follow lectures, discussions and debates with relative ease.

### **Assessment Details:**

There are 2 parts to this assessment:

- Portfolio (40%)
- Language Test (60%)

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

Students must pass the Language Test to pass this module.

### **Recommended Reading List:**

Leeson, L., van den Bogaerde, B., Rathmann, C. and Haug, T. (2016) *Sign Languages and the Common European Framework of Reference for Languages. Common Reference Level Descriptors*. Graz; European Centre for Modern Languages. (In English and International Sign).  
<http://www.ecml.at/ProSign/>

Matthews, P. A. 2006: *Signing Picture Sequence Stories in ISL (Intermediate and Advanced)* (Booklet and DVD). Trinity College Dublin, Centre for Deaf Studies.

**Digital/Online Resources:**

- Sign of Ireland Corpus
- Irish Deaf Archives
- RTE News for the Deaf
- Facebook ISL Vlogs [www.facebook.com/groups/118469671603766](http://www.facebook.com/groups/118469671603766)

<b>Module</b>	<b>Ethics 2</b>
<b>Code</b>	DF3003
<b>ECTS</b>	5
<b>Lecturers</b>	Dr John Bosco Conama
<b>Mode of Delivery</b>	Traditional
<b>Mandatory/Optional Unit</b>	Mandatory

**Module Outline:**

This module builds on concepts developed in Ethics 1. Here we focus on specific outcomes of behaviours, values, and decision-making in professional contexts relevant to the Deaf community. Discussion on issues such as genetic screening and deafness, Cochlear Implantation, mainstreaming, and oral approaches to education will be discussed as well as issues linked to specific professional roles such as interpreting and teaching within the Deaf community.

**Learning Outcomes:**

On successful completion of this module students should be able to:

- Describe and defend one's own set of values
- Evaluate how these values may conflict with Codes of Ethics and Deaf community values
- Critically evaluate the standards of professional responsibility, conduct and behaviours entailed within the Codes of ethics referred to (including the Irish Association of Translators and Interpreters (ITIA)),
- Demonstrate critical reflection and decision-making skills relative to specific ethical dilemmas.

**Assessment:**

This module is assessed as follows:

- (i) One assignment (35%). The assignment will be a 25 minutes signed presentation or a 2,500 word written assignment.

- (ii) A 3-hour exam (50%)
- (iii) Class Participation and Discussion (15%)

**Essential Readings**

Pojman, L. P. (2016) *Philosophy: the quest for truth. 10th ed.* New York; Oxford University Press.

Rachels, J. (2012). *The elements of moral philosophy 7th 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.

**General Recommended reading:**

Banks, S. & Nohr, K (eds) (2012) *Practicing social work ethics around the world: cases and commentaries.* Routledge, London.

Blackburn, S. (2002). *Being good: a short introduction to ethics.* Oxford, Oxford University Press.

Ingram, D. B. & Parks, J.A. (2002) *The complete idiot's guide to understanding ethics.* Indianapolis, Ind. Alpha.

Pojman. L. P. (2004) *The moral life: an introductory reader in ethics and literature.* 2nd ed. New York; Oxford University Press. (also available in 2009 edition).

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>Module</b>	<b>Deaf People and the Media</b>
<b>Code</b>	DF3005
<b>ECTS</b>	10
<b>Lecturer</b>	Dr John Bosco Conama
<b>Mode of Delivery</b>	Blended
<b>Mandatory/Optional Unit</b>	Mandatory for Deaf Studies Strand

**Module Outline:**

This module explores the role of the media in shaping perceptions of Deafness 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.

### **Learning Outcomes:**

On successful completion of this module students should be able to:

- Appraise policy regarding the use of ISL on Irish and British TV
- Appraise policy relating to the provision of subtitling on Irish and British TV
- Describe the guidelines for subtitling for the Deaf and hard of hearing developed by the BBC
- Evaluate how State policy impacts on Deaf and hard of hearing viewers in Ireland
- Debate how the media frames views on Deaf people and the impact of this for the Deaf community

### **Assessment Details:**

There are two parts to the assessment of this module:

- (i) One essay on topics selected to be submitted (50%). Essay assignment shall be a 25 minutes signed presentation or a 2,500 word written assignment.
- (ii) Portfolio (50%): Five topics to be decided during the module

### **Essential Readings:**

Albertazzi D, & Colbey, P. (eds) (2010) *The Media: An Introduction: 3<sup>rd</sup> ed.* Harlow, England. Pearson.

(Please note: Some materials below are not readily available in the library: Request a copy should you want one.)

Bragg, B. (1989) *Lessons in Laughter: The Autobiography of a Deaf Actor.* Washington DC. Gallaudet University Press.

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**)

Giddens, A. (2001). *Sociology: Fourth Edition Cambridge: Polity* (Chapter 15)

Ladd, P. (2003). *Understanding Deaf Culture – in search for Deafhood.* Cleavdon, Multilingual Matters (page 52-56).

Ladd, P. (2007) *Signs of Change: Sign Language and Televisual Media in the UK in Mike Cormack and Niamh Hourigan's Minority Language Media Concepts, Critiques and Case Studies.* Cleavdon, Multilingual Matters.

Lane, H., Hoffmeister, R. and Bahan, B.(1996) *A Journey into the Deaf World.* San Diego, California : Dawn Sign Press. (Page 151-152)

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:

<http://disabilityfilms.tripod.com//deaftoc.htm>

<b>Module</b>	<b>Practical Placement 1</b>
<b>Code</b>	DF3006
<b>ECTS</b>	5
<b>Coordinator</b>	Dr John Bosco Conama
<b>Mode of Delivery</b>	Traditional and Service Learning
<b>Mandatory/Optional Unit</b>	Mandatory

**Module Outline:**

This module will require students to attend various public events in the Deaf community. Students will take an active role in sourcing these placement opportunities. Potential settings may include, a theatre production, religious occasion, and conference or community event. This initial placement module will typically allow for students to observe professionals at work, to engage in actively acquiring the vocabulary, register and interactive frames of reference for interaction in these domains.

**Learning Outcomes:**

On completion of this module, a student should be able to:

- Appraise and evaluate placement experiences
- Demonstrate ethical behaviour relevant to their particular professional pathway
- Utilise constructive feedback from mentors into their practice

**Assessment Details:**

The placement will be assessed on the student's submission of a *Placement Diary* (2500 words) (100%).

**Recommended Reading List:**

**Work Experience Issues:**

Douglas, A. & O'Neill, S. (2010) *The Essential Work Experience Handbook*. Dublin: Gill and Macmillan.

**Codes of Practice:**

Bancroft, M. (2005) *The Interpreter's World Tour: An Environmental Scan of Standards of Practice for Interpreters. Prepared for the National Council on Interpreting in Health Care*. California: The California Endowment.

<http://www.hablamosjuntos.org/> (Accessed 23.1.2012)

Council of Irish Sign Language Interpreters (CISLI)

Irish Teaching Council (2007) Codes of Professional Conduct for Teachers.  
<http://www.teachingcouncil.ie/professional-standards/codes-of-professional-conduct-for-teachers.470.html> (accessed 31/7/14).

Irish Translators and Interpreters Association (ITIA) Code of Practice (2005).  
[http://www.translatorsassociation.ie/component/option,com\\_docman/task,catview/gid,11/Itemid,16/](http://www.translatorsassociation.ie/component/option,com_docman/task,catview/gid,11/Itemid,16/) (accessed 31/7/14).

Government Publications (2007) Industrial Relations Act 1990 (Code Of Practice For Protecting Persons Employed In Other People's Homes) (Declaration) Order 2007. S.I. No. 239 of 2007, (Prn. A7/1013).  
<http://www.irishstatutebook.ie/2007/en/si/0239.html> (Accessed 31/7/2014).

### **Subject Specific Readings:**

#### **Deaf Children and Teenagers:**

Meadow-Orlans, K. P., Spencer, P. E. & Koester, L. S. (2004) *The world of deaf infants: a longitudinal study*. Oxford: Oxford University Press.

Sheridan, M. (2001) *Inner lives of deaf children: interviews and analysis*. Washington DC: Gallaudet University Press.

Sheridan, M. (2008) *Deaf adolescents: inner lives and lifeworld development*. Washington DC: Gallaudet University Press.

#### **Deaf Education/ Signed Language Teaching:**

Leeson, L. (2006) *Signed Languages in Education in Europe – a preliminary exploration*. (Preliminary Study. Languages of Education) Council of Europe Language Policy Division, Strasbourg.

Leeson, L. (2011) *Mark my Words: The linguistic, social and political significance of the assessment of signed language interpreters*. In Brenda Nicodemus and Laurie Swabey (eds.) *Advances in Interpreting Research: Inquiry in Action*. Amsterdam and Philadelphia: John Benjamins. 153-176.

Leeson, L. & Grehan, C. (2010) *A Common European Framework for Sign Language Curricula? D-sign(ing) a curriculum aligned to the Common European Framework of Reference*. In Mertzani, M. (ed.) *Sign Language Teaching and Learning*. Bristol: Centre for Deaf Studies University of Bristol. 21-33.

Leeson, L., van den Bogaerde, B., Rathmann, C. and Haug, T. (2016) *Sign Languages and the Common European Framework of Reference for Languages. Common Reference Level Descriptors*. Graz; European Centre for Modern Languages. (in English and International Sign).

Marschark, M., and Spencer, P. E. (2009b) *Evidence of Best Practice Models and Outcomes in the Education of Deaf and Hard of Hearing Children: An*

*International Review*. National Council for Special Education, Trim.

Napier, J. and Leeson, L. (2016) *Sign Language in Action*. London: Palgrave Macmillan.

The Catholic Institute for Deaf People, The Centre for Deaf Studies, Trinity College Dublin, Deafhear.ie, and The Irish Deaf Society (2009) *Education Policy for Deaf and Hard of Hearing People in Ireland*. Dublin: The Catholic Institute for Deaf People.

### **Ethical Issues:**

Gutman, V. (ed.) (2002) *Ethics in Mental Health and Deafness*. Washington DC: Gallaudet University Press.

Komesaroff, L. R. (2007) *Surgical consent: bioethics and cochlear implantation*. Washington DC: Gallaudet University Press.

Pojman, L. P. (2006) *Philosophy: the quest for truth*. 6th ed. New York; Oxford University Press.

Rachels, J. (1999). *The elements of moral philosophy*. 3rd 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.

### **Interpreting:**

Janzen, T. (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. and Leeson, L. (2016) *Sign Language in Action*. London: Palgrave Macmillan.

### **Irish Deaf Community:**

Crean, E. J. (1997) *Breaking the Silence: The Education of the Deaf in Ireland 1816-1996*. Dublin: Irish Deaf Society.

Leeson, L., and Grehan, C. (2004) "To the Lexicon and Beyond: The Effect of Gender on Variation in Irish Sign Language", in M. Van Herreweghe and M. Vermeerbergen (eds), *To the Lexicon and Beyond: Sociolinguistics in European Deaf Communities*. Washington, DC: Gallaudet University Press, pp. 39-73.

Leeson, L. (2005) "Vying with Variation: Interpreting Language Contact, Gender Variation and Generational Difference ", in Janzen, T. (ed.), *Topics in Signed Language Interpreting*. Amsterdam and Philadelphia: John Benjamins,

pp. 251-92.

Leeson, L. & Saeed, J. I. (2012) *Irish Sign Language*. Edinburgh: Edinburgh University Press.

Leeson, L. & Sheikh, H. (2010) *Experiencing Deafhood: Snapshots from 5 Nations*, (Ireland, Czech Republic, Finland, Poland and the UK). SIGNALL II Project. Dublin: Interesource Group (Ireland) Limited. (available on CDS Deaf Studies Moodle site).

Leeson, L. & Vermeerbergen, M. (eds.) 2012: *Working with the Deaf Community: Education, Mental Health and Interpreting*. Dublin: Interesource Group Publishing.

LeMaster, B. (1990) *The Maintenance and Loss of Female and Male Signs in the Dublin Deaf Community*. University of California, California.

Leonard, C. (2005) "Signs of Diversity: Use and Recognition of Gendered Signs among Young Irish Deaf People." *Deaf Worlds*, 21(2), 62-77.

Matthews, P. A. (1996) *The Irish Deaf community*. Baile Átha Cliath: Institiúid Teangeolaíochta Éireann.

Matthews, P. A., and Foley-Cave, S. (2004) "Village Life: Deaf Culture in Contemporary Ireland", in P. McDonnell (ed.), *Deaf Studies in Ireland: An Introduction*. Gloucestershire, England: Douglas McLean, pp. 65-84.

Steinberg, E.J. (2006) *Pushing for Equality: Deaf Irish Mothers and Maternity Care*. In *Deaf Studies Today: Simply Complex*. Orem, Utah. Utah Valley State College

<b>Module</b>	<b>Curriculum Planning</b>
<b>Code</b>	DF3009
<b>ECTS</b>	10
<b>Lecturers</b>	Ms. Carmel Grehan
<b>Mode of Delivery</b>	Blended
<b>Mandatory/Optional Unit</b>	Mandatory for ISL Teaching Strand

#### **Module Outline:**

This module focuses on developing students' knowledge of approaches to curriculum planning both theoretical and practical. 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.

#### **Learning Outcomes:**

On successful completion of this module students should be able to:

- Critique the key theories behind the development of curricula
- Describe the principles underlying creation of learning outcomes for courses
- Write learning outcomes, linking learning outcomes to teaching, credit weighting, assessment and learning goals
- Synthesize the principles discussed in this module to curriculum design
- Analyse and Critique the principles and philosophies of various signed language curricula
- Describe and apply the Common European Framework of Reference for Languages (CEFR)

### Assessment Details:

There are three elements to the assessment of this module:

- (i) 2,500 word assignment (25%)
- (ii) Class presentation (25%)
- (iii) Examination (50%).

### Essential readings:

Biggs, J. (2003). *Teaching for Quality Learning at University*. 2<sup>nd</sup> edition. Berkshire: SHRE and Open University Press.

Council of Europe. 2001. *A Common European Framework of Reference for Languages*. Cambridge: Cambridge University Press. Website is also available. [http://www.coe.int/T/DG4/Linguistic/CADRE\\_EN.asp](http://www.coe.int/T/DG4/Linguistic/CADRE_EN.asp)

Fry, H., Ketteridge, S. and Marshall S. (2009). (eds.) *A Handbook for Teaching and Learning in Higher Education: enhancing academic practice*. 3<sup>rd</sup> edition. New York: Taylor and Frances.

Leeson, L., van den Bogaerde, B., Rathmann, C. and Haug, T. (2016) *Sign Languages and the Common European Framework of Reference for Languages. Common Reference Level Descriptors*. Graz; European Centre for Modern Languages. (in English and International Sign). <http://www.ecml.at/ProSign/>

Race, P. (2007). *The Lecturer's Toolkit: A resource for development, learning and teaching*. 3<sup>rd</sup> edition. London: Routledge.

Ramsden, P. (2003). *Learning To Teach in Higher Education*. 2<sup>nd</sup> edition. London: Taylor and Frances.

Articles and journals will be circulated on blackboard when required.

<b>Module</b>	<b>Practical Placement 2</b>
<b>Code</b>	DF3011
<b>ECTS</b>	10
<b>Co-ordinator</b>	Dr John Bosco Conama

<b>Placement Mentors</b>	Dr John Bosco Conama Mr. Patrick Matthews Ms. Carmel Grehan Ms. Teresa Lynch Dr Sarah Sheridan
<b>Mode of Delivery</b>	Traditional and Service Learning
<b>Mandatory/Optional Unit</b>	Mandatory

**Module Outline:**

This module consists of a supervised placement in a relevant organisation which 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 other appropriate organization. Mentoring sessions with the service providers or representative organisations will be provided. A service learning focus will be taken throughout

**Learning Outcomes:**

On completion of this module, a student will be able to:

- Appraise and evaluate placement experiences
- Demonstrate ethical behaviour relevant to their particular professional pathway
- Utilise constructive feedback from mentors into their practice

**Assessment Details:**

There are two components to the assessment:

- (i) Submission of a *Reflective Diary* (1,500 words max).
- (ii) Site Visit-assessment

**To pass the placement, students are required to achieve a pass grade on both components.**

**Recommended Reading List:**

**Work Experience Issues:**

Douglas, A. & O'Neill, S. (2010) *The Essential Work Experience Handbook*. Dublin: Gill and Macmillan.

**Codes of Practice:**

Bancroft, M. (2005) *The Interpreter's World Tour: An Environmental Scan of Standards of Practice for Interpreters. Prepared for the National Council on Interpreting in Health Care*. California: The California Endowment.

<http://www.hablamosjuntos.org/> (Accessed 23.1.2012)

Council of Irish Sign Language Interpreters (CISLI)

Irish Teaching Council (2007) Codes of Professional Conduct for Teachers.

<http://www.teachingcouncil.ie/professional-standards/codes-of-professional->

[conduct-forteachers.470.html](#) (accessed 8/1/2012).

Irish Translators and Interpreters Association (ITIA) Code of Practice (2005).  
[http://www.translatorsassociation.ie/component/option,com\\_docman/task,catview/gid,11/Itemid,16/](http://www.translatorsassociation.ie/component/option,com_docman/task,catview/gid,11/Itemid,16/) (accessed 8.1.2012).

Government Publications (2007) Industrial Relations Act 1990 (Code Of Practice For Protecting Persons Employed In Other People's Homes) (Declaration) Order 2007. S.I. No. 239 of 2007, (Prn. A7/1013).  
<http://www.irishstatutebook.ie/2007/en/si/0239.html> (Accessed 8/1/2012).

### **Subject Specific Readings:**

#### **Deaf Children and Teenagers:**

Meadow-Orlans, K. P., Spencer, P. E. & Koester, L. S. (2004) *The world of deaf infants: a longitudinal study*. Oxford: Oxford University Press.

Sheridan, M. (2008) *Deaf adolescents: inner lives and lifeworld development*. Washington DC: Gallaudet University Press

Sheridan, M. (2001) *Inner lives of deaf children: interviews and analysis*. Washington DC: Gallaudet University Press.

#### **Deaf Education/ Signed Language Teaching:**

Leeson, L. (2006) *Signed Languages in Education in Europe – a preliminary exploration*. (Preliminary Study. Languages of Education) Council of Europe Language Policy Division, Strasbourg.

Leeson, L. & Grehan, C. (2010) *A Common European Framework for Sign Language Curricula? D-sign(ing) a curriculum aligned to the Common European Framework of Reference*. In Mertzani, M. (ed.) *Sign Language Teaching and Learning*. Bristol: Centre for Deaf Studies University of Bristol. 21-33.

Leeson, L. (2011) *Mark my Words: The linguistic, social and political significance of the assessment of signed language interpreters*. In Brenda Nicodemus and Laurie Swabey (eds.) *Advances in Interpreting Research: Inquiry in Action*. Amsterdam and Philadelphia: John Benjamins. 153-176.

Marschark, M., and Spencer, P. E. (2009b) *Evidence of Best Practice Models and Outcomes in the Education of Deaf and Hard of Hearing Children: An International Review*. National Council for Special Education, Trim.

The Catholic Institute for Deaf People, The Centre for Deaf Studies, Trinity College Dublin, Deafhear.ie, and The Irish Deaf Society (2009) *Education Policy for Deaf and Hard of Hearing People in Ireland*. Dublin: The Catholic Institute for Deaf People.

#### **Ethical Issues:**

Gutman, V. (ed.) (2002) *Ethics in Mental Health and Deafness*. Washington

DC: Gallaudet University Press.

Komesaroff, L. R. (2007) *Surgical consent: bioethics and cochlear implantation*. Washington DC: Gallaudet University Press.

Pojman, L. P. (2006) *Philosophy: the quest for truth*. 6th ed. New York; Oxford University Press.

Rachels, J. (1999). *The elements of moral philosophy*. 3rd 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.

### **Interpreting:**

Janzen, T. (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.

### **Irish Deaf Community:**

Crean, E. J. (1997) *Breaking the Silence: The Education of the Deaf in Ireland 1816-1996*. Dublin: Irish Deaf Society.

Leeson, L. (2005) "Vying with Variation: Interpreting Language Contact, Gender Variation and Generational Difference ", in Janzen, T. (ed.), *Topics in Signed Language Interpreting*. Amsterdam and Philadelphia: John Benjamins, pp. 251-92.

Leeson, L., and Grehan, C. (2004) "To the Lexicon and Beyond: The Effect of Gender on Variation in Irish Sign Language", in M. Van Herreweghe and M. Vermeerbergen (eds), *To the Lexicon and Beyond: Sociolinguistics in European Deaf Communities*. Washington, DC: Gallaudet University Press, pp. 39-73.

Leeson, L. & Saeed, J. I. (2012) *Irish Sign Language*. Edinburgh: Edinburgh University Press.

Leeson, L. & Sheikh, H. (2010) *Experiencing Deafhood: Snapshots from 5 Nations*, (Ireland, Czech Republic, Finland, Poland and the UK). SIGNALL II Project. Dublin: Interresource Group (Ireland) Limited. (available on CDS Deaf Studies Moodle site).

Leeson, L. & Vermeerbergen, M. (eds.) 2012: *Working with the Deaf Community: Education, Mental Health and Interpreting*. Dublin: Interresource Group Publishing.

LeMaster, B. (1990) *The Maintenance and Loss of Female and Male Signs in the Dublin Deaf Community*. University of California, California.

Leonard, C. (2005) "Signs of Diversity: Use and Recognition of Gendered Signs among Young Irish Deaf People." *Deaf Worlds*, 21(2), 62-77.

Matthews, P. A. (1996) *The Irish Deaf community*. Baile Átha Cliath: Institiúid Teangeolaíochta Éireann.

Matthews, P. A., and Foley-Cave, S. (2004) "Village Life: Deaf Culture in Contemporary Ireland", in P. McDonnell (ed.), *Deaf Studies in Ireland: An Introduction*. Gloucestershire, England: Douglas McLean, pp. 65-84.

Steinberg, E.J. (2006) *Pushing for Equality: Deaf Irish Mothers and Maternity Care*. In *Deaf Studies Today: Simply Complex*. Orem, Utah. Utah Valley State College

<b>Module</b>	<b>Research Methods</b>
<b>Code</b>	DF3012
<b>ECTS</b>	10
<b>Coordinator</b>	Prof Lorraine Leeson
<b>Lecturers</b>	Prof Lorraine Leeson and Dr. Fergus O'Dwyer
<b>Mode of Delivery</b>	Blended
<b>Mandatory/Optional Unit</b>	Mandatory for all strands

### **Module Outline:**

The module has three aims: (i) to equip students with the knowledge and skills necessary to critically evaluate published research and to explore different ways of translating research questions in quantitative or qualitative studies, (ii) to introduce the basic concepts, experimental designs and statistical procedures needed to execute research, and (iii) to provide hands-on experience in engaging in a small-scale supervised deaf studies group research project. A particular focus will be on appropriate approaches to engaging in research with/about Deaf communities.

### **Learning Outcomes:**

On successful completion of this module students should be able to:

- Describe the differences between qualitative versus quantitative approaches and between descriptive and exploratory research
- Design and analyze small-scale surveys
- Define issues arising with respect to power, sample size and error types
- Outline principles of Confidence intervals/statistical significance
- Describe parametric and non-parametric tests to check for (a) relationships and (b) differences between groups/variables.
- Describe appropriate ethical approaches in the conduct of research

- Collect and analyse data and interpret data from several different perspectives as part of a group project
- Outline specific guidelines appropriate to researching Deaf communities and other vulnerable communities
- Complete (sample) Research Ethics approval documentation to appropriate standard.

### **Assessment Details:**

There are four parts to the assignment for this module:

- (i) Critique of topic area for proposed SS dissertation topic (30%)
- (ii) A brief research proposal (2 paragraphs) for proposed SS dissertation topic (10%)
- (iii) Complete a sample REC form for a proposed project topic (collaborative project) (20%)
- (iv) A 2,000 word collaborative essay on the supervised group research project undertaken (40%)

### **Course Texts:**

Napier, J., Gile, D. and Hale, S. (2014). *Research Methods in Interpreting*. London: Bloomsbury.

Napier, J. and Leeson, L. (2016) *Sign Language in Action*. London: Palgrave Macmillan.

Orfanidou, E., Morgan, G. and Woll, B. (eds.) (2015). *Research Methods in Sign Language Studies*. London: John Wiley & Sons.

McKinley, J. and Rose, H. (eds.) (2017). *Doing Research in Applied Linguistics: Realities, Dilemmas and Solutions*. London: Routledge.

### **Recommended Reading List:**

Baker-Shenk, C. & Kyle, J. (1990) 'Research with Deaf People: Issues and Conflicts'. *Disability Handicap & Society*, vol. 5, pp. 65-75.

Batterbury, S.C.E., Ladd, P. and Gulliver, M., (2007). 'Sign language peoples as indigenous minorities: implications for research and policy'. *Environment and planning A*, 39 (12), 2899–2915.

Blaxter, L., Hughes, C & Tight, M. (2001) *How to Research*: second edition: Buckingham, Open University Press.

Brannick, T. & Roche, W.R. (1997) *Business Research Methods: Strategies, Techniques and Sources*. Dublin, Oak Tree Press.

Denscombe, M. (2003) *The good research guide for small-scale social research projects* [2nd ed.] Maidenhead: Open University Press.

Edwards, R. (1998) 'A Critical Examination of the Use of Interpreters in the Qualitative Research Process', *Journal of Ethnic and Migration Studies* 24: 197–208.

Fine, M. (1998) 'Working the hyphens: Reinventing self and other in qualitative research'. In Denzin, N. & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 130-155). Thousand Oaks, CA: Sage.

Harris, R., Holmes, H.M. & Mertens, D.M. (2009) *Research Ethics in Sign Language Communities*. Sign Language Studies; Vol.9 No. 2 Winter.

May, T. (2001) *Social Research: Issues, Methods and Process: 2<sup>nd</sup> edition* Buckingham: Open University Press.

Oliver, M. (1992) 'Changing the Social Relations of Research Production'. *Disability, Handicap and Society* Vol 7 no 2.

Øyen, E. (1990) *Comparative methodology: theory and practice in international social research*. London: Sage.

<b>Module</b>	<b>An Introduction to Interpreting</b>
<b>Code</b>	DF3013
<b>ECTS</b>	10
<b>Coordinator</b>	Ms. Teresa Lynch
<b>Lecturers</b>	Ms. Teresa Lynch & Dr Sarah Sheridan
<b>Mode of Delivery</b>	Traditional
<b>Mandatory/Optional Unit</b>	Mandatory for ISL/English Interpreting Strand

### **Module Aims:**

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

### **Learning outcomes:**

On successful completion of this module, students should be able to:

- Prepare effectively for a consecutive interpreting assignment
- Analyse source language discourse, identifying core and supporting themes
- Reformulate message (in L1 and L2 respectively) using both consecutive and simultaneous interpreting modes
- Analyse own performance using interpreting models covered in lectures /self-study
- Evaluate the most appropriate interpreting mode for specific contexts, taking account of the function and the context of the event

- 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.

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.)

**Assessment Details:**

There are three parts to the assessment of this module:

- i. ISL-English consecutive interpreting piece (25%)
- ii. English-ISL consecutive interpreting piece (25%)
- iii. Interpreting Test (1 role-played interpretation) (50%)

**Students must pass the Interpreting Tests to pass this module.**

**Essential Reading:**

Janzen, T (ed.) 2005: *Topics in Signed Language Interpreting*. Amsterdam and Philadelphia: John Benjamins.

Leeson, L. & Saeed, J. I. (2012) *Irish Sign Language*. Edinburgh: Edinburgh University Press.

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.

**SENIOR SOPHISTER YEAR**

<b>Module</b>	<b>Irish Sign Language (ISL) 7</b>
<b>Code</b>	DF4001
<b>ECTS</b>	10
<b>Lecturers</b>	Ms. Teresa Lynch
<b>Mode of Delivery</b>	Blended
<b>Mandatory/Optional Unit</b>	Mandatory

### **Module Content:**

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.

### **Learning outcomes:**

On successful completion of this module, students should be able to:

- **Productive language skills:** (i) present clear, elaborate narratives (ii) use non-manual features to convey finer shades of meaning in a precise manner and (iii) handle interjections well, responding spontaneously and without effort
- **Productive language skills (prepare a recording):** produce a clear, well-structured presentation, expressing points of view at some length.
- **Interactive skills:** (i) express oneself fluently and spontaneously almost effortlessly (ii) use language flexibly and effectively for social and professional purposes.
- **Receptive language skills (Digital Data):** follow extended signing even when it is not clearly structured and when relationships are only implied and not signaled explicitly.
- **Receptive language skills (Real life):** (i) follow presentations, discussions and debates with relative ease (ii) follow complex interactions between third parties in-group discussion and debate, even on abstract, complex and unfamiliar topics.

### **Assessment Details:**

There are 2 parts to the assessment of this module:

- (i) Portfolio (40%)
- (ii) Language Test (60%)

**Students must pass the Language Test to pass this module. The portfolio (40%) includes 10%, which is awarded on the condition that the student attends at least 80% of ISL classes during each term.**

### **Recommended Reading List:**

Leeson, L., van den Bogaerde, B., Rathmann, C. and Haug, T. (2016) *Sign Languages and the Common European Framework of Reference for Languages. Common Reference Level Descriptors*. Graz; European Centre for Modern Languages. (In English and International Sign).  
<http://www.ecml.at/ProSign/>

Leeson, Lorraine. and John I. Saeed (2012) *Irish Sign Language*. Edinburgh: Edinburgh University Press.

ISL vloggers and video makers in  
<https://www.facebook.com/groups/118469671603766>

RTE News for the Deaf

YouTube: Irish Deaf News

<b>Module</b>	<b>Irish Sign Language (ISL) 8</b>
<b>Code</b>	DF4002
<b>ECTS</b>	10
<b>Lecturers</b>	Ms. Teresa Lynch
<b>Mode of Delivery</b>	Blended
<b>Mandatory/Optional Unit</b>	Mandatory for the Deaf Studies strand.

**Module Content:**

This module builds on work completed in ISL 7. The module focuses on further developing students' skill within the framework of the CEFR to level C1 receptive, B2 productive.

**Learning Outcomes:**

On successful completion of this module, students should be able to:

- **Productive language skills:** express him/herself fluently and spontaneously in specific domains. Use language flexibly and effectively for social, academic and professional purposes.
- **Productive language skills (prepare a recording):** (i) express oneself on complex subjects in a message, video or CD, underlining what is considered to be the salient issues (ii) select signing style appropriate to the recipient in mind, e.g. age specific and (iii) continue to transfer information from an English essay or report into ISL, and give reasons in support of, or against, a particular point of view.
- **Interactive skills:** formulate ideas and opinions with precision and contribute skillfully to a signed conversation in a group setting.
- **Receptive language skills (Digital Data):** (i) understand so as to follow signing on abstract or complex topics beyond in one's own field and (ii) comprehend television programmes and signed video clips in ISL without too much effort.
- **Receptive language skills (Real life):** (i) understand long and complex discourse, appreciating distinctions of style and (ii) decipher complex technical information.

**Assessment Details:**

There is 1 assessment for this module:

- (i) Examination (100%)

**Recommended Reading List:**

Leeson, L., van den Bogaerde, B., Rathmann, C. and Haug, T. (2016) *Sign Languages and the Common European Framework of Reference for Languages. Common Reference Level Descriptors*. Graz; European Centre for Modern Languages. (In English and International Sign).  
<http://www.ecml.at/ProSign/>

Leeson, Lorraine. and John I. Saeed (2012) *Irish Sign Language*. Edinburgh: Edinburgh University Press.

ISL vloggers and video makers in  
<https://www.facebook.com/groups/118469671603766>

RTE News for the Deaf

YouTube: Irish Deaf News

<b>Module</b>	<b>Research Project</b>
<b>Module Code</b>	DF4006
<b>ECTS</b>	10
<b>Co-ordinator</b>	Dr John Bosco Conama
<b>Designated Supervisors</b>	Dr John Bosco Conama, Prof. Lorraine Leeson, Mr. Patrick Matthews and Ms. Carmel Grehan,
<b>Mode of Delivery</b>	Traditional
<b>Mandatory/Optional Unit</b>	Mandatory for all strands

Students will be supervised in their implementation of a research project plan and supported in their writing up of their findings.

#### **Module Outline:**

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 question in that area or (2) Students may generate their own research question and complete their project under the supervision of a staff member, if agreed by individual staff members. In this instance, it should be noted that if human participants are involved in the data collection stage, students may be required to pursue ethical approval for the research project through the School of Linguistics, Speech and Communication Sciences, Research Ethics Committee. Students will be provided with a list of project areas currently pursued by staff. Students are required to sign up to an area of research interest and/or a research supervisor. Students will meet the designated supervisor over the course of the academic year, the schedule determined in consultation between the supervisor and the student.

#### **Learning outcomes:**

On successful completion of this module, students should be able to:

- Demonstrate in-depth knowledge on a particular topic

- Develop and implement a research methodology, with critical evaluation of the process and the outcome of the research
- Apply in-depth knowledge in a specific area and demonstrate skills in reporting research according to a pre-specified format.

Specifically, students will:

- Apply critical analysis to a review of aspects of the literature
- Devise and implement a research methodology
- Present results and critically evaluate same
- Discuss findings
- Present a written (in English) or video presented project (in ISL) in a professional format

**Assessment Details:**

Submit a 5,000 word essay or 50 minute video presentation in ISL on topic of research project (100%)

**Recommended Reading List):**

Baker-Shenk, Charlotte 1990: *Research with Deaf People: Issues and Conflicts*. Disability, Handicap and Society 5 (1) 65-75.

Bell, J. 2005: *Doing your own research project*. Milton Keynes: Open University.

Nicodemus, Brenda and Laura Swabie (eds.) 2011: *Advances in Interpreting Research*. Amsterdam and Philadelphia. John Benjamins.

Wallace, Michael J. 1998: *Action Research for Language Teachers*. Cambridge: Cambridge University Press.

**Web Based Resources:**

Cornell University's Web Centre for Social Research Methods.  
<http://www.socialresearchmethods.net/>

Bristol University's webpage on conducting research with deaf communities:  
<http://www.bristol.ac.uk/Depts/DeafStudiesTeaching/ethics/deafstudies.htm>

<b>Module</b>	<b>Practical Placement 3</b>
<b>Code</b>	DF4007
<b>ECTS</b>	10
<b>Co-ordinator</b>	Dr John Bosco Conama
<b>Placement Mentors</b>	Dr John Bosco Conama, Mr. Patrick Matthews, Ms Carmel Grehan, Ms Teresa Lynch and Dr Sarah Sheridan

<b>Mode of Delivery</b>	Traditional and Service Learning
<b>Mandatory/Optional Unit</b>	Mandatory

**Module Content:**

This module 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 other appropriate organisation. Mentoring sessions with the service providers or representative organisations. A service learning focus will be taken throughout.

**Learning Outcomes:**

On successful completion of this module students should be able to:

- Appraise and evaluate placement experiences
- Demonstrate appropriate professional behaviour and skill level
- Demonstrate ethical behaviour relevant to their particular professional pathway
- Utilise constructive feedback from mentors into their practice

**Assessment Details:**

There are two components to the assessment:

- (i) Reflective Diary (1,500 words max) (40%) and
- (ii) Fieldwork and Mentor Interview (fieldwork normally submitted in Week 5 and interview will take place the following week) (60%)

**Recommended Reading List:**

**Work Experience Issues:**

Douglas, Arlene and Seamus O'Neill (2010) The Essential Work Experience Handbook. Dublin: Gill and Macmillan.

**Codes of Practice:**

Bancroft, Marjory (2005) The Interpreter's World Tour: An Environmental Scan of Standards of Practice for Interpreters. Prepared for the National Council on Interpreting in Health Care. California: The California Endowment. <http://www.hablamosjuntos.org/> (Accessed 23.1.2012)

Council of Irish Sign Language Interpreters (CISLI)

Irish Teaching Council (2007) Codes of Professional Conduct for Teachers. <http://www.teachingcouncil.ie/professional-standards/codes-of-professional-conduct-for-teachers.470.html> (accessed 31/07/14).

Irish Translators and Interpreters Association (ITIA) Code of Practice (2005). [http://www.translatorsassociation.ie/component/option,com\\_docman/task,catview/gid,11/Itemid,16/](http://www.translatorsassociation.ie/component/option,com_docman/task,catview/gid,11/Itemid,16/) (accessed 31/07/14).

Government Publications (2007) Industrial Relations Act 1990 (Code Of Practice For Protecting Persons Employed In Other People's Homes) (Declaration) Order 2007. S.I. No.239 of 2007, (Prn. A7/1013).  
<http://www.irishstatutebook.ie/2007/en/si/0239.html> (Accessed 31/7/14).

### **Subject Specific Readings:**

#### **Deaf Children and Teenagers:**

Meadow-Orlans, Kathryn P., Patricia Elizabeth Spencer and Lynne Sanford Koester (2004) *The world of deaf infants: a longitudinal study*. Oxford: Oxford University Press.

Sheridan, Martha (2001) *Inner lives of deaf children: interviews and analysis*. Washington DC: Gallaudet University Press.

Sheridan, Martha (2008) *Deaf adolescents: inner lives and lifeworld development*. Washington DC: Gallaudet University Press.

#### **Deaf Education/ Signed Language Teaching:**

Leeson, L. (2006) *Signed Languages in Education in Europe – a preliminary exploration*. (Preliminary Study. Languages of Education) Council of Europe Language Policy Division, Strasbourg.

Leeson, L. and Carmel Grehan (2010) *A Common European Framework for Sign Language Curricula? D-sign(ing) a curriculum aligned to the Common European Framework of Reference*. In Mertzani, Maria (ed.) *Sign Language Teaching and Learning*. Bristol: Centre for Deaf Studies University of Bristol. 21-33.

Leeson, Lorraine (2011) *Mark my Words: The linguistic, social and political significance of the assessment of signed language interpreters*. In Brenda Nicodemus and Laurie Swabey (eds.) *Advances in Interpreting Research: Inquiry in Action*. Amsterdam and Philadelphia: John Benjamins. 153-176.

Marschark, M., and Spencer, P. E. (2009b) *Evidence of Best Practice Models and Outcomes in the Education of Deaf and Hard of Hearing Children: An International Review*. National Council for Special Education, Trim.

The Catholic Institute for Deaf People, The Centre for Deaf Studies, Trinity College Dublin, Deafhear.ie, and The Irish Deaf Society (2009) *Education Policy for Deaf and Hard of Hearing People in Ireland*. Dublin: The Catholic Institute for Deaf People.

#### **Ethical Issues:**

Gutman, Virginia (ed.) (2002) *Ethics in Mental Health and Deafness*. Washington DC: Gallaudet University Press.

Komesaroff, Linda R. (2007) *Surgical consent: bioethics and cochlear implantation*. Washington DC: Gallaudet 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

Scally, John (2003). *A just society?: Ethics and values in contemporary Ireland* Dublin: Liffey.

Singer, Peter, Ed. (1991) *A Companion to ethics*. Oxford: Basil Blackwell.

**Interpreting:**

Janzen, Terry (2005) *Topics in Signed Language Interpreting*. Amsterdam and Philadelphia: John Benjamins.

Leeson, Lorraine, Svena Wurm and Myriam Vermeerbergen (eds) (2011) *Signed Language Interpreting: Preparation, Practice and Performance*. Manchester: St. Jerome.

**Irish Deaf Community:**

Crean, E. J. (1997) *Breaking the Silence: The Education of the Deaf in Ireland 1816-1996*, Dublin: Irish Deaf Society.

Leeson, L., and Grehan, C. (2004) "To the Lexicon and Beyond: The Effect of Gender on Variation in Irish Sign Language", in M. Van Herreweghe and M. Vermeerbergen (eds), *To the Lexicon and Beyond: Sociolinguistics in European Deaf Communities*. Washington, DC: Gallaudet University Press, pp. 39-73.

Leeson, L. (2005) "Vying with Variation: Interpreting Language Contact, Gender Variation and Generational Difference ", in T. Janzen (ed.), *Topics in Signed Language Interpreting*. Amsterdam and Philadelphia: John Benjamins, pp. 251-92.

Leeson, Lorraine and John I. Saeed (2012) *Irish Sign Language*. Edinburgh: Edinburgh University Press.

Leeson, Lorraine and Haaris Sheikh (2010) *Experiencing Deafhood: Snapshots from 5 Nations, (Ireland, Czech Republic, Finland, Poland and the UK)*. SIGNALL II Project. Dublin: Interresource Group (Ireland) Limited. (available on CDS Deaf Studies Moodle site).

Leeson, Lorraine and Myriam Vermeerbergen (eds.) 2012: *Working with the Deaf Community: Education, Mental Health and Interpreting*. Dublin: Interresource Group Publishing.

LeMaster, B. (1990) *The Maintenance and Loss of Female and Male Signs in the Dublin Deaf Community*. University of California, California.

Leonard, C. (2005) "Signs of Diversity: Use and Recognition of Gendered Signs among Young Irish Deaf People." *Deaf Worlds*, 21(2), 62-77.

Matthews, P. A. (1996) *The Irish Deaf community*, Baile Átha Cliath: Institiúid Teangeolaíochta Éireann.

Matthews, P. A., and Foley-Cave, S. (2004) "Village Life: Deaf Culture in Contemporary Ireland", in P. McDonnell (ed.), *Deaf Studies in Ireland: An Introduction*. Gloucestershire, England: Douglas McLean, pp. 65-84.

Steinberg, Emily Jane (2006) *Pushing for Equality: Deaf Irish Mothers and Maternity Care*. In *Deaf Studies Today: Simply Complex*. Orem, Utah. Utah Valley State College.

<b>Module</b>	<b>Simultaneous Interpreting 1</b>
<b>Module Code</b>	DF4008
<b>ECTS</b>	10
<b>Coordinator</b>	Dr Sarah Sheridan
<b>Lecturers</b>	Dr Sarah Sheridan & Ms. Teresa Lynch
<b>Mode of Delivery</b>	Traditional/Blended
<b>Mandatory/Optional Unit</b>	Mandatory for ISL/English Interpreting Strand

**Module Content:**

This module builds on the skill-set developed in the Introduction to Interpreting module. Here, we introduce students to simultaneous interpreting in monolateral settings (ISL to English; English to ISL), working towards longer and more complex monologues. Over the semester, students will be introduced to data from conferences, and to lectures and extended presentations in a range of thematic areas.

Students will develop capacity in interpreting extending texts from ISL-English and English-ISL in unilateral settings. This involves the fine-tuning of simultaneous interpreting skills, namely, listening and attention, analysis and memory skills, productive language skills in the target language (with reference to the source language message) 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 facilitate individual capacity building.

**Learning outcomes:**

On successful completion of this module, students should be able to:

- Prepare for a simultaneous interpretation from English to ISL
- Prepare for a simultaneous interpretation from ISL- English
- Interpret an extended piece of prepared text simultaneously from English to ISL
- Interpret an extended piece of prepared text simultaneously from ISL- English

- Apply interpreting strategies in practice (e.g. discourse mapping, cohesion, managing lag-time, etc.)
- 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.)
- Critically analyse performance of self and peers
- Critique the literature in the field of interpreting and translation studies with specific reference to own and others' performance.

**Assessment Details:**

- (i) Simultaneous Interpreting Exam (recorded content) ISL-English (prepared data) (50%)
- (ii) Simultaneous Interpreting Exam (recorded content) English-ISL (prepared data) (50%)

Students must pass all examinations to pass the module.

**Recommended Reading List:**

Janzen, Terry (ed.) 2005: Topics in Signed Language Interpreting. Amsterdam and Philadelphia: John Benjamins.

Leeson, Lorraine and John I. Saeed 2012: Irish Sign Language. Edinburgh: Edinburgh University Press.

Leeson, Lorraine, Svenja Wurm and Myriam Vermeerbergen (eds.) 2011: Signed Language Interpreting: Preparation, Practice and Performance. Manchester: St. Jerome.

Leeson, Lorraine and Myriam Vermeerbergen (eds.) 2012: Working with the deaf Community: Education, Mental Health and Interpreting. Dublin: Interesource Group Publishing.

Nicodemus, Brenda and Laura Swabie (eds.) 2011: Advances in Interpreting Research. Amsterdam and Philadelphia. John Benjamins.

Orfanidou, Eleni, Bencie Woll and Gary Morgan (eds.) 2015: Research Methods in Sign Language Studies. A Practical Guide. London: Wiley Blackwell.

<b>Module</b>	<b>Simultaneous Interpreting 2</b>
<b>Module Code</b>	DF4009
<b>ECTS</b>	10
<b>Lecturer</b>	Ms Tracey Daly
<b>Mode of Delivery</b>	Traditional/Blended

<b>Mandatory/Optional Unit</b>	Mandatory for ISL/English Interpreting
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### **Module Content:**

This module brings students 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 (after Gile's Model for Simultaneous Interpreting). Discourse analysis will play a significant role in guiding analysis of performance, and the practical focus of this module will have synergies with earlier modules focusing on language processing, language structure, ethics and translation theory. In this module, we move from working with highly prepared texts to unprepared data. This module also engages students in bilateral interpreting work (ISL-English-ISL) in live settings.

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### **Learning outcomes:**

On successful completion of this module, students should be able to:

- Prepare for simultaneous interpretation from ISL- English
- Prepare for a simultaneous interpretation from English to ISL
- Interpret an extended piece of prepared or unprepared text simultaneously from English to ISL
- Interpret an extended piece of prepared or unprepared text simultaneously from ISL- English
- Apply interpreting strategies in practice (e.g. cohesion, managing lag-time, pace, flow, intonation, etc.)
- Critically analyse performance
- Critique the literature in the field of interpreting and translation studies and apply to own performance

### **Assessment Details:**

There are two parts to the assessment for this module:

- (i) Presentation (10%)
- (ii) Bilateral interpreting exam (ISL-English-ISL) with prepared and unprepared content (90%)

Students must pass the examination to pass the module.

**Recommended Reading List:**

Janzen, Terry (ed.) 2005: Topics in Signed Language Interpreting. Amsterdam and Philadelphia: John Benjamins.

Jones, Roderick 1997: Conference Interpreting Explained. Manchester: St. Jerome.

Leeson, Lorraine and John I. Saeed 2012: Irish Sign Language. Edinburgh: Edinburgh University Press.

Leeson, Lorraine, Svenja Wurm and Myriam Vermeerbergen (eds.) 2011: Signed Language Interpreting: Preparation, Practice and Performance. Manchester: St. Jerome.

Lesson, Lorraine and Calles, Lourdes. 2013: Learning Outcomes for Graduates of a Three Year Sign Language Interpreting Programme. Brussels. European Forum of Sign Language Interpreters (efsil).

Leeson, Lorraine and Myriam Vermeerbergen (eds.) 2012: Working with the Deaf Community: Education, Mental Health and Interpreting. Dublin: Interresource Group Publishing.

Napier, J. and Leeson, L. 2016: Sign Language in Action. London: Palgrave Macmillan.

Setton, Robin and Dawrant, Andrew. 2016: Conference Interpreting: A Complete Course. Amsterdam and Philadelphia: John Benjamins.

Stone, Christopher and Lorraine Leeson (eds.) 2018: *Interpreting and the Politics of Recognition*. London: IATIS and Routledge.

<b>Module</b>	<b>Teaching Methods</b>
<b>Module Code</b>	DF4011
<b>ECTS</b>	10
<b>Lecturer</b>	Ms. Carmel Grehan
<b>Mode of Delivery</b>	Traditional/Blended
<b>Mandatory/Optional Unit</b>	Mandatory for ISL Teaching Strand

**Module Content:**

This module is taught across the academic year and introduces students to a variety of teaching methods, exploring the philosophies underlying each approach, including methods that have been applied to the teaching of spoken languages. Students will compare and contrast methods used for teaching a spoken language covered and discuss which are most suitable for the teaching of ISL. Psychology of Adult Learning will be covered.

**Learning outcomes:**

On successful completion of this module, students should be able to:

- Evaluate second language learning principles for adults
- Evaluate the role of the teacher
- Appraise a range of teaching methods approaches and methods introduced over the course of this module
- Justify the most suitable methods for teaching ISL in a range of situations including cultural in-put
- Appraise how the Code of Practice for ISL teachers relates to teaching in practice

**Assessment Details:**

There are two parts to the assessment for this module: 2 x 2,500 word essay in each semester.

**Recommended Reading List:**

Burns, A and J.C Richards (eds). 2012: *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching*. Cambridge: Cambridge University Press.

Council of Europe 2001: *Common European Framework of Reference for Languages*. Cambridge: Cambridge University Press.

Larsen-Freeman, D., and M. Anderson 2011: *Techniques and Principles in Language Teaching*. (3<sup>rd</sup> edition). New York: Oxford University Press.

Leeson, Lorraine, Beppie van den Bogaerde, Christian Rathmann and Tobias Haug 2016: *Sign Languages and the Common European Framework of Reference for Languages. Common Reference Level Descriptors*. Graz: European Centre for Modern Languages. (Available for free download in English and in International Sign at [www.ecml.at/Prosign](http://www.ecml.at/Prosign)).

Richards, Jack, C. 2015: *Key Issues in Language Teaching*. Cambridge: Cambridge University Press.

Richards, Jack. C and T.S. Rodgers. 2014: *Approaches and Methods in Language Teaching*. 3<sup>rd</sup> Edition. Cambridge University Press.

Articles and journals will be circulated on blackboard when requested.

<b>Module</b>	<b>Methods of Assessment</b>
<b>Module Code</b>	DF4012
<b>ECTS</b>	10
<b>Lecturer</b>	Mr. Patrick A. Matthews
<b>Mode of Delivery</b>	Traditional/Blended
<b>Mandatory/Optional Unit</b>	Mandatory for ISL Teaching Strand

**Module Content:**

This module is taught across the academic year and guides the student towards a basic understanding of the methods of assessment in ISL. This module looks at the wide range of issues linked to assessment. This module starts with the question, 'why assess' then moves on to look at the issues of who assesses, what is being assessed and why, marking of assessments, and the social and political implications of assessment.

**Learning outcomes:**

On successful completion of this module, students should be able to:

- Evaluate students' signing skills (receptive and productive) relative to the Common European Framework of Reference.
- Appraise and apply assessment theory
- Evaluate why students fail
- Outline the qualifications and requirements for becoming an ISL assessor
- Design an assessment

**Assessment Details:**

There are two parts to the assessment for this module:

- (i) 1 x 2,500 word assignments (or 25 minutes of prepared signed presentations) (25% each) (50%).
- (ii) 3-hour examination (50%)

**Recommended Reading List:**

Council of Europe. 2001. *A Common European Framework of Reference for Languages*. Cambridge: Cambridge University Press.

Haug, Tobias (2011) *Adaptation and Evaluation of a German Sign Language Test*. Hamburg: Hamburg University Press.

Leeson, Lorraine (2011) *Mark My Words: The linguistic, social and political significance of the assessment of signed language interpreters*. In Brenda Nicodemus and Laurie Swabie (eds.) *Advances in Interpreting Research*. Amsterdam: John Benjamins.

Rice, Phil. (2008) *In at the Deep End – Starting to Teach in Higher Education*. Leeds Metropolitan University.

<b>Module</b>	<b>Practical Placement 4</b>
<b>Code</b>	DF4015
<b>ECTS</b>	10
<b>Co-ordinator</b>	Dr John Bosco Conama

<b>Placement Mentors</b>	Dr John Bosco Conama, Mr. Patrick Matthews Ms. Carmel Grehan, Ms. Teresa Lynch and Dr Sarah Sheridan
<b>Mode of Delivery</b>	Traditional and Service Learning
<b>Mandatory/Optional Unit</b>	Mandatory

**Module Content:**

This module 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 other appropriate organisation. Mentoring sessions with the service providers or representative organisations. A service learning focus will be taken throughout.

**Learning Outcomes:**

On successful completion of this module students should be able to:

- Appraise and evaluate placement experiences
- Demonstrate appropriate professional behaviour and skill level
- Demonstrate ethical behaviour relevant to their particular professional pathway
- Utilise constructive feedback from mentors into their practice.

**Assessment Details:**

There are two components to the assessment:

- (i) Analysis Task (20%) and
- (ii) Viva-voce Examination (80%)

**Students must pass the viva voce examination to pass this module**

**Recommended Reading List:**

**Work Experience Issues:**

Douglas, Arlene and Seamus O'Neill (2010) The Essential Work Experience Handbook. Dublin: Gill and Macmillan.

**Codes of Practice:**

Bancroft, Marjory (2005) The Interpreter's World Tour: An Environmental Scan of Standards of Practice for Interpreters. Prepared for the National Council on Interpreting in Health Care. California: The California Endowment.  
<http://www.hablamosjuntos.org/> (Accessed 23.1.2012)

Council of Irish Sign Language Interpreters (CISLI)

Irish Teaching Council (2007) Codes of Professional Conduct for Teachers.  
<http://www.teachingcouncil.ie/professional-standards/codes-of-professional-conduct-for-teachers.470.html> (accessed 31/07/14).

Irish Translators and Interpreters Association (ITIA) Code of Practice (2005). [http://www.translatorsassociation.ie/component/option,com\\_docman/task,cat\\_view/gid,11/Itemid,16/](http://www.translatorsassociation.ie/component/option,com_docman/task,cat_view/gid,11/Itemid,16/) (accessed 31/07/14).

Government Publications (2007) Industrial Relations Act 1990 (Code Of Practice For Protecting Persons Employed In Other People's Homes) (Declaration) Order 2007. S.I. No.239 of 2007, (Prn. A7/1013). <http://www.irishstatutebook.ie/2007/en/si/0239.html> (Accessed 31/07/14).

### **Subject Specific Readings:**

#### **Deaf Children and Teenagers:**

Meadow-Orlans, Kathryn P., Patricia Elizabeth Spencer and Lynne Sanford Koester (2004) *The world of deaf infants: a longitudinal study*. Oxford: Oxford University Press.

Sheridan, Martha (2001) *Inner lives of deaf children: interviews and analysis*. Washington DC: Gallaudet University Press.

Sheridan, Martha (2008) *Deaf adolescents: inner lives and lifeworld development*. Washington DC: Gallaudet University Press.

#### **Deaf Education/ Signed Language Teaching:**

Leeson, L. (2006) *Signed Languages in Education in Europe – a preliminary exploration*. (Preliminary Study. Languages of Education) Council of Europe Language Policy Division, Strasbourg.

Leeson, L. and Carmel Grehan (2010) *A Common European Framework for Sign Language Curricula? D-sign(ing) a curriculum aligned to the Common European Framework of Reference*. In Mertzani, Maria (ed.) *Sign Language Teaching and Learning*. Bristol: Centre for Deaf Studies University of Bristol. 21-33.

Leeson, Lorraine (2011) *Mark my Words: The linguistic, social and political significance of the assessment of signed language interpreters*. In Brenda Nicodemus and Laurie Swabey (eds.) *Advances in Interpreting Research: Inquiry in Action*. Amsterdam and Philadelphia: John Benjamins. 153-176.

Marschark, M., and Spencer, P. E. (2009b) *Evidence of Best Practice Models and Outcomes in the Education of Deaf and Hard of Hearing Children: An International Review*. National Council for Special Education, Trim.

The Catholic Institute for Deaf People, The Centre for Deaf Studies, Trinity College Dublin, [Deafhear.ie](http://Deafhear.ie), and The Irish Deaf Society (2009) *Education Policy for Deaf and Hard of Hearing People in Ireland*. Dublin: The Catholic Institute for Deaf People.

#### **Ethical Issues:**

Gutman, Virginia (ed.) (2002) *Ethics in Mental Health and Deafness*. Washington DC: Gallaudet University Press.

Komesaroff, Linda R. (2007) *Surgical consent: bioethics and cochlear implantation*. Washington DC: Gallaudet 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

Scally, John (2003). *A just society?: Ethics and values in contemporary Ireland* Dublin: Liffey.

Singer, Peter, Ed. (1991) *A Companion to ethics*. Oxford: Basil Blackwell.

**Interpreting:**

Janzen, Terry (2005) *Topics in Signed Language Interpreting*. Amsterdam and Philadelphia: John Benjamins.

Leeson, Lorraine, Svena Wurm and Myriam Vermeerbergen (eds) (2011) *Signed Language Interpreting: Preparation, Practice and Performance*. Manchester: St. Jerome.

**Irish Deaf Community:**

Crean, E. J. (1997) *Breaking the Silence: The Education of the Deaf in Ireland 1816-1996*, Dublin: Irish Deaf Society.

Leeson, L., and Grehan, C. (2004) "To the Lexicon and Beyond: The Effect of Gender on Variation in Irish Sign Language", in M. Van Herreweghe and M. Vermeerbergen (eds), *To the Lexicon and Beyond: Sociolinguistics in European Deaf Communities*. Washington, DC: Gallaudet University Press, pp. 39-73.

Leeson, L. (2005) "Vying with Variation: Interpreting Language Contact, Gender Variation and Generational Difference ", in T. Janzen (ed.), *Topics in Signed Language Interpreting*. Amsterdam and Philadelphia: John Benjamins, pp. 251-92.

Leeson, Lorraine and John I. Saeed (2012) *Irish Sign Language*. Edinburgh: Edinburgh University Press.

Leeson, Lorraine and Haaris Sheikh (2010) *Experiencing Deafhood: Snapshots from 5 Nations*, (Ireland, Czech Republic, Finland, Poland and the UK). SIGNALL II Project. Dublin: Interresource Group (Ireland) Limited. (available on CDS Deaf Studies Moodle site).

Leeson, Lorraine and Myriam Vermeerbergen (eds.) 2012: *Working with the Deaf Community: Education, Mental Health and Interpreting*. Dublin: Interresource Group Publishing.

LeMaster, B. (1990) *The Maintenance and Loss of Female and Male Signs in the Dublin Deaf Community*. University of California, California.

Leonard, C. (2005) "Signs of Diversity: Use and Recognition of Gendered Signs among Young Irish Deaf People." *Deaf Worlds*, 21(2), 62-77.

Matthews, P. A. (1996) *The Irish Deaf community*, Baile Átha Cliath: Institiúid Teangeolaíochta Éireann.

Matthews, P. A., and Foley-Cave, S. (2004) "Village Life: Deaf Culture in Contemporary Ireland", in P. McDonnell (ed.), *Deaf Studies in Ireland: An Introduction*. Gloucestershire, England: Douglas McLean, pp. 65-84.

Steinberg, Emily Jane (2006) *Pushing for Equality: Deaf Irish Mothers and Maternity Care*. In *Deaf Studies Today: Simply Complex*. Orem, Utah. Utah Valley State College.

### **Recommended Reading List:**

Council of Europe. 2001. *A Common European Framework of Reference for Languages*. Cambridge: Cambridge University Press.

Haug, Tobias (2011) *Adaptation and Evaluation of a German Sign Language Test*. Hamburg: Hamburg University Press.

Leeson, Lorraine (2011) *Mark My Words: The linguistic, social and political significance of the assessment of signed language interpreters*. In Brenda Nicodemus and Laurie Swabie (eds.) *Advances in Interpreting Research*. Amsterdam: John Benjamins.

Rice, Phil. (2008) *In at the Deep End – Starting to Teach in Higher Education*. Leeds Metropolitan University.

<b>Module</b>	<b>Advanced Topics in Deaf Studies</b>
<b>Module Code</b>	DF4016
<b>ECTS</b>	10
<b>Coordinator</b>	Dr John Bosco Conama
<b>Lecturers</b>	Various
<b>Mode of Delivery</b>	Blended
<b>Mandatory/Optional Unit</b>	Mandatory for Deaf Studies

### **Learning Outcomes**

On successful completion of this module, students should be able to:

- Critically discuss contemporary issues in Deaf studies
- Synthesize 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).

Analyze key theoretical underpinnings and practical consequences of key contemporary policies in Deaf Studies.

### **Module Learning Aims**

This module aims at the development of critical analysis of contemporary research topics that affect Deaf communities.

### **Module Content**

This module presents contemporary topical issues of relevance 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 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.

### **Assessment Details**

2 x 2,500 word assignments (or 25 minutes of prepared signed presentations) (50% each)

### **Recommended Reading List**

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.

## OTHER LINKS

### UNIVERSITY REGULATIONS, POLICIES AND PROCEDURES

College's **academic policies and procedures** are documented here:

<https://www.tcd.ie/teaching-learning/academic-policies/>

We draw your particular attention to the following and ask that you familiarise yourself with the content:

**Student Complaints Procedure:** <https://www.tcd.ie/teaching-learning/assets/pdf/academicpolicies/StudentPartnershipPolicy.pdf>

**Dignity and Respect Policy:** <https://www.tcd.ie/equality/policy/dignity-respect-policy/>

### FEEDBACK AND EVALUATION

We greatly value student feedback on the modules that we offer. To this end, towards the end of each term, we invite you to complete a feedback form for each of the modules that you take. This feedback is anonymous, and is subsequently reviewed by the lecturer and Head of Discipline. We reflect on how student feedback can be built into our modules and will report back annually to students about how we do in this regard.

We also encourage students to engage in discussion with lecturers about course content during term time. We do our very best to shape our curricula to students, while being mindful of our programmatic goals.

Our approach to seeking feedback embraces the Student Partnership Policy.

See: <https://www.tcd.ie/teaching-learning/assets/pdf/academicpolicies/StudentPartnershipPolicy.pdf>

### SCHOLARSHIP AND PRIZES

#### **Foundation Scholarship:**

Students in their Senior Fresh year are eligible to take the Foundation Scholarship examinations. More information can be obtained from the College Calendar: <https://www.tcd.ie/calendar/undergraduate-studies/foundation-and-non-foundation-scholarships.pdf>

For "Frequently Asked Questions" about Foundation Scholarship see [www.tcdlife.ie/scholars/scholar/about-faq.php](http://www.tcdlife.ie/scholars/scholar/about-faq.php)

Submission of online application - 15 October 2019 at 9.00 am – 29 October 2019 at 5.00 pm.

Submission of online withdrawal forms – 30 October 2019 at 9.00am – 6 December 2019 at 5pm.

Foundation Scholarship examinations: Week beginning from 6 January 2020 – 10 January 2020. (*Please note it may be necessary to hold some in the preceding week*).

**Laura Sadlier Freshman Prizes:**

The Laura Sadlier Freshman Prize and the Laura Sadlier Sophister Award were officially founded in 2014 in recognition of the outstanding contributions made to the Centre for Deaf Studies by former student and lecturer, Laura Sadlier (RIP). These prizes will be presented annually:

1) **The Laura Sadlier Freshman Prize**, an inscribed medal, is open to Junior Freshman students from the Centre for Deaf Studies who have demonstrated significant improvement in ISL proficiency and/or cultural engagement with the Deaf Community. A student may be nominated by CDS staff, or by fellow students. The recipient will be selected by a School panel.

2) **The Laura Sadlier Sophister Award**, an inscribed pen, is open to Senior Sophister students from the Centre for Deaf Studies. The recipient of this award will have demonstrated academic achievement, collegiality and engagement with the Deaf Community during the course of their studies.

Nominations may be made by CDS staff members, fellow students, or Placement Providers. The recipient will be selected by a panel consisting of 2 Centre for Deaf Studies staff members and a member of the Laura Sadlier Foundation. Nomination forms will be available in hard copy in the Centre.

**The closing date for nominations is Friday 22<sup>nd</sup> November 2019**

Nominations should be submitted to the Director of the Centre for Deaf Studies by post, to Centre for Deaf Studies, School of Linguistic Speech and Communication Sciences, Trinity College, First Floor, 7-9 South Leinster Street, Dublin 2.

Alternatively by email to [comamaj@tcd.ie](mailto:comamaj@tcd.ie)

**SAVE THE DATE!**

Awards will be announced on **Thursday 6 February 2020**.

This is a big date in the Centre for Deaf Studies calendar, so DO bring along your friends and family to help us celebrate!