Centre for Deaf Studies

School of Linguistic, Speech and Communication Sciences

Trinity College Dublin

Bachelor in Deaf Studies
Course Code: TR503

Junior Sophister (JS)
Student Handbook
2016/2017
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.
Please note that all course information outlined in this handbook is relevant to the academic year 2016/2017 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/

We also advise that you familiarise yourself with College regulations pertaining to the Bachelor in Deaf Studies which are listed in the College Calendar 2016/17. These are also available online at www.tcd.ie

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.

Bachelor in Deaf Studies

School

The Centre for Deaf Studies is a constituent member of the School of Linguistic, Speech & Communication Sciences. The Centre for Deaf Studies delivers the core content of the Bachelor in Deaf Studies programme with additional course content contributed by the Department of Clinical Speech and Language Studies (CSLS) and the Centre for Language and Communication Studies (CLCS). Students also take Broad Curriculum (BC) courses from outside the School in their JF and 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.

Student 2 Student
S2S 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. Peer Supporters are there to assist with everything from giving you the space to talk about things to helping you access resources and services in the College. You can email us directly to request a meet-up with a Peer Supporter or can pop in to the drop-in to talk directly to one of our volunteers (check our website for drop-in times and venues).

S2S is supported by the Senior Tutor's Office and the Student Counselling Service. http://student2student.tcd.ie. E-mail: student2student@tcd.ie, Phone: +353 1 896 2438

Queries:
• If you have a query about your JS course you should contact Ms. Teresa Lynch, Coordinator of the Junior Sophister at lyncht2@tcd.ie.

• If you have a query about your degree course, you should contact Patrick Matthews, Coordinator of the Bachelor in Deaf Studies at matthep@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.

• If you have a query or concern about a particular module (course) you should contact your lecturer directly. Lecturers contact details are provided in this handbook;

• To contact the Centre’s Executive Officer, email cdsinfo@tcd.ie.
Contacting Staff:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. Lorraine LEESON</td>
<td>Professor, Director of CDS, Director of Research</td>
<td><a href="mailto:leesonl@tcd.ie">leesonl@tcd.ie</a></td>
</tr>
<tr>
<td>Dr. John Bosco CONAMA</td>
<td>Acting Co-Director of CDS, Assistant Professor, JS &amp; SS Placement Coordinator</td>
<td><a href="mailto:comamaj@tcd.ie">comamaj@tcd.ie</a></td>
</tr>
<tr>
<td>Ms. Carmel GREHAN</td>
<td>Assistant Professor, JF Coordinator</td>
<td><a href="mailto:cgrehan@tcd.ie">cgrehan@tcd.ie</a></td>
</tr>
<tr>
<td>Ms. Teresa LYNCH</td>
<td>Assistant Professor, JS Coordinator</td>
<td><a href="mailto:lyncht2@tcd.ie">lyncht2@tcd.ie</a></td>
</tr>
<tr>
<td>Mr. Patrick A. MATTHEWS</td>
<td>Assistant Professor, Co-ordinator Bachelor in Deaf Studies, SF Coordinator</td>
<td><a href="mailto:matthep@tcd.ie">matthep@tcd.ie</a></td>
</tr>
<tr>
<td>Ms. Sarah SHERIDAN</td>
<td>Assistant Professor, SS Coordinator</td>
<td><a href="mailto:sherids1@tcd.ie">sherids1@tcd.ie</a></td>
</tr>
<tr>
<td>Dr Vania de Aquiar</td>
<td>Assistant Professor</td>
<td><a href="mailto:vania.deaguiar@tcd.ie">vania.deaguiar@tcd.ie</a></td>
</tr>
<tr>
<td>Ms. Jennifer O’REILLY</td>
<td>Executive Officer</td>
<td><a href="mailto:cdsinfo@tcd.ie">cdsinfo@tcd.ie</a></td>
</tr>
</tbody>
</table>

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

Staff teaching JS Courses:

Prof. Lorraine LEESON teaches the following module: DF3012 Research Methods (Research Project) and contributes to DF3011 Practical Placement 2. Research interests: linguistics and sociolinguistics of signed languages, interpreting studies, and aspects of the applied linguistics of signed languages.

Dr. John Bosco CONAMA teaches the modules DF3003 Ethics 2, and coordinates the following modules: DF3006 Practical Placement 1 and DF3011 Practical Placement 2. He contributes to the following modules: DF3012 Research Methods. Research interests: language policies on signed languages, social, equality and cultural policy issues affecting the Deaf community.
Ms. Carmel GREHAN teaches the modules: DF3001 Irish Sign Language 5, DF3002 Irish Sign Language 6, DF3009 Curriculum Planning and contributes to DF3011 Practical Placement 2. Research interests: mapping the Common European Framework of Reference (CEFR) to signed languages, linguistics of ISL, language variation and curriculum development.

Ms. Teresa LYNCH teaches the module DF3007 Consecutive Interpreting and contributes DF3011 Practical Placement 2. Research interests: Deaf culture, interpreter training, service learning approaches to professional training and issues in Deafhood.

Mr. Patrick A. MATTHEWS teaches the modules DF3001 Irish Sign Language 5, and DF3010 Theories of Education. He contributes to DF3011 Practical Placement 2. Research interests: orthography of ISL, pedagogy, assessment, linguistics of ISL, Deaf community and culture.

Ms. Sarah SHERIDAN contributes to the following modules: DF3007 Consecutive Interpreting and DF3008 Liaison Interpreting. She contributes DF3011 Practical Placement 2. Research interests: cultural difference and communication across cultures, the relationship between language, culture and social identity and the intercultural nature of translation and interpreting professions.

Dr. Vânia de Aguiar teaches on the module: DF3012 Research Methods. Her research interests relate to neuroplasticity, with a focus on language training both in healthy individuals and individuals with aphasia. She studies behavioural, neurophysiological and neurofunctional effects of language training, with an aim to unveil both the cognitive and neural mechanisms of specific approaches to behavioural training (repetition, linguistically motivated aphasia therapy) and of neuromodulation (transcranial direct current stimulation).

External Examiners: for 2016/17

| Professor Jemina NAPIER | Heriot-Watt University Scotland |
| Dr Krister SCHÖNSTRÖM | Stockholm University Sweden |
| Professor Jim Kyle | University of Bristol England |

College Tutors:
A College Tutor is assigned to students on registration. A Tutor is a member of the academic staff who is appointed to look after the general welfare and development of the students in his/her care. Whilst the Tutor may be one of your lecturers, the role of College Tutor is quite separate from the teaching role.

Tutors are a first point of contact and a source of support, both on arrival in College and at any time during your time in College. They provide
CONFIDENTIAL help and advice on personal as well as academic issues or on anything that has an impact on your life. They will also, if necessary, support and defend your point of view in your relations with the College.

For example, you would contact your Tutor for help and advice on issues such as: course choices, exam results, family conflicts, bereavement, and financial difficulties or taking a year out.

Attribution and Plagiarism

Academic standards in student work

ATTRIBUTION AND PLAGIARISM

All quotations from published and unpublished sources must begin and end with quotation marks and be accompanied by a full reference (see below). The following practices are unacceptable and will be treated as plagiarism:

• copying without acknowledgement;
• selective copying (which omits words, phrases or sentences from the original) without acknowledgement;
• close summary without acknowledgement.

No student found guilty of plagiarism will be (i) awarded a degree or diploma or (ii) supported in applications for admission to other courses of study either at Trinity College or elsewhere.

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 2016-17 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.

Plagiarism is a serious disciplinary offence: see also the College regulations on plagiarism printed at the end of this handbook.
Please note that all instances of Plagiarism will be recorded as part of your Student Academic History.

Term Dates 2016/17:

**Michaelmas Term**
26 September 2016 - 16 December 2016

**Hilary Term**
16 January 2017 – 07 April 2017

**Annual Examinations**
2nd May 2017 – 26th May 2017

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 Junior Sophister students.

Exam dates that are set by the Examinations office and will be made available in Hilary Term on the Examination office’s website at [www.tcd.ie/vp-cao/teo/vpteolinks.php](http://www.tcd.ie/vp-cao/teo/vpteolinks.php)

Students are reminded that they need to be available to take examinations across the examination period, which runs from 2nd May 2017. Language Tests and Interpreting tests are organised by CDS, to be advised by CDS following consultation with Examinations Office.

*We emphasize that it a student’s own 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, 4th Floor, Arts Building by 12 noon on the dates below. Please ensure that you submit two copies 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. There are 2 sets of hand-in dates for some modules: this is because there are 2 pieces of coursework that need to be submitted.

Assignments must also be submitted electronically, e.g. using Blackboard or Turnitin as instructed by your lecturer.
### Dates for submitting assignments and feedback

<table>
<thead>
<tr>
<th>Course</th>
<th>January 16th</th>
<th>February 17th</th>
<th>March 18th</th>
<th>April 18th</th>
<th>Feedback dates</th>
<th>Annual Exams / Language Tests</th>
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<td>ISL 5 (Portfolio 1) (1) ISL 5 (Portfolio 2) (2)</td>
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<td></td>
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<td>(2) 16/01/17</td>
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<td></td>
<td></td>
<td>20/03/17</td>
<td>✓</td>
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<tr>
<td>Ethics 2</td>
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<td></td>
<td></td>
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<td>Deaf People and the Media</td>
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<td>Curriculum Planning</td>
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<td></td>
<td>n/a</td>
<td>20/02/17 (critique) 20/02/17 (Proposal) 10/04/17 (REC)</td>
</tr>
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</table>

**Work Placement starts on Week 9 (Hilary Term)**

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 are submitted, students must revise their submission on the basis of feedback from their lecturer and examiners during the summer months and re-submit on Monday 28th August 2017.
Supplemental assignments must be submitted by
Monday 28th August 2017

For sign language and interpreting exams, a supplemental testing period is provisionally scheduled for the week of 28th August 2017.

Students cannot register for their Junior Sophister year unless they have passed the requirements of the Senior Freshman year.

Supplemental examination dates for other modules (e.g. Interactive Discourse Analysis) are set by the Examinations Office and will be published online at www.tcd.ie/vp-cao/teo/vpteolinks.php

Programme Breakdown for Academic Year 2016/17
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 [*]

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

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) 2 x Portfolio entries (20% each)
(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:**
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
Module | Irish Sign Language (ISL)-6
--- | ---
Code | DF3002
ECTS | 10
Lecturers | Ms. Carmel Grehan
Mode of Delivery | Blended
Mandatory/Optional Unit | 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:


Digital/Online Resources:

- Sign of Ireland Corpus
- Irish Deaf Archives
- RTE News for the Deaf
- Facebook ISL Vlogs www.facebook.com/groups/118469671603766

<table>
<thead>
<tr>
<th>Module</th>
<th>Ethics 2</th>
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<tbody>
<tr>
<td>Code</td>
<td>DF3003</td>
</tr>
<tr>
<td>ECTS</td>
<td>5</td>
</tr>
<tr>
<td>Lecturers</td>
<td>Dr. John Bosco Conama</td>
</tr>
<tr>
<td>Mode of Delivery</td>
<td>Traditional</td>
</tr>
<tr>
<td>Mandatory/Optional Unit</td>
<td>Mandatory</td>
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</table>

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 (50%). The assignment will be a 25 minutes signed presentation or a 2,500 word written assignment.
(ii) A 3-hour exam (50%)

Essential Readings

General Recommended reading:

Additional core and optional materials will be suggested for each session.
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:

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


Films including Deaf people or Deaf-related issues: check: [http://disabilityfilms.tripod.com/deaftoc.htm](http://disabilityfilms.tripod.com/deaftoc.htm)

<table>
<thead>
<tr>
<th>Module</th>
<th>Practical Placement 1</th>
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</thead>
<tbody>
<tr>
<td>Code</td>
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<tr>
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<tr>
<td>Lecturer</td>
<td>Coordinator:Dr. John Bosco Conama</td>
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<tr>
<td>Mode of Delivery</td>
<td>Traditional and Service Learning</td>
</tr>
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<td>Mandatory/Optional Unit</td>
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</tbody>
</table>
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:

Codes of Practice:

Council of Irish Sign Language Interpreters (CISLI)


Subject Specific Readings:
Deaf Children and Teenagers:
University Press.


**Deaf Education/ Signed Language Teaching:**


**Ethical Issues:**


Interpreting:


Irish Deaf Community:


Module | Consecutive Interpreting
---|---
Code | DF3007
ECTS | 10
Lecturers | Coordinator: Ms. Teresa Lynch  
Ms. Sarah Sheridan
Mode of Delivery | Traditional
Mandatory/Optional Unit | Mandatory for ISL/English Interpreting Strand

**Module Aims:**
This module introduces students to some of the practical skills necessary for interpreting between Irish Sign Language and English using a consecutive approach. This module focuses on the development of the base-line skills necessary for consecutive interpreting such as shadowing, paraphrasing, split attention exercises, note-taking, and moving on to live consecutive interpreting in monolateral and bilateral settings. Students will be introduced to Gile’s Effort Model for Consecutive Interpreting and Cokely’s Miscue Analysis and will apply these models in analysis of performance. They will also be introduced to ideas such as interpreters as participants in triadic exchanges and the impact of this notion in triadic events. Specific focus will be placed on consecutive interpreting in public service settings.

**Learning outcomes:**
On successful completion of this module students should be able to:
- analyse utterances for meaning, identifying core and supporting themes in the SL data
- reformulate messages (in L1 and L2 respectively)
- analyse own performance using Cokely’s Miscue Analysis Framework
- analyse own performance using Gile’s Effort Model of Consecutive Interpreting Framework
- Apply interpreting strategies in practice (e.g. discourse mapping, cohesion, managing turn-taking, etc.)
- Manage the social factors that influence an interpreter’s activities (e.g. turn-taking, overlapping turns, power relations, etc.) 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.)
- Critically evaluate performance

**Assessment Details:**
There are three parts to the assessment of this module:
1. Portfolio (2 role played interpretations) (40%)
2. ISL-English consecutive interpreting exam (30%)
3. English-ISL consecutive interpreting exam (30%)

**Essential Reading:**


<table>
<thead>
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<th>Liaison Interpreting</th>
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</table>
| Lecturers | Coordinator: Prof. Lorraine Leeson  
Ms. Sarah Sheridan |
| Mode of Delivery | Traditional |
| Mandatory/Optional Unit | Mandatory for ISL/English Interpreting Strand |

**Module Outline:**
This module introduces students to a variety of contexts where bilateral interpreting (i.e. the interpreter must work into both English and ISL) occurs in community-based situations. This module is practically biased, with great emphasis placed on role-play and analysis of interpreting performance with respect to the contextually driven norms of individual domains (e.g. job interview, police report, board meeting, etc.). Consecutive interpreting mode will be used at the outset, and over the course of the module, students will be introduced to simultaneous interpreting in bilateral environments. Finally, students will be encouraged to develop skills of judging when consecutive mode and when simultaneous mode will be most effective and efficient in terms of accuracy and functionality in a given domain.

**Learning outcomes:**
On successful completion of this module students should be able to:
- prepare for consecutive interpretation in a bilateral setting
- interpret consecutively from ISL to English in a bilateral setting
• interpret consecutively from English to ISL in a bilateral setting.
• perform a bilateral simultaneous interpretation (English to ISL)
• interpret an extended piece of interaction simultaneously (and bilaterally) between English and ISL
• evaluate the most appropriate mode in specific contexts, taking account of the function and the context of the event
• apply interpreting strategies in practice (e.g. discourse mapping, cohesion, managing turn-taking, etc.)
• manage the social factors that influence an interpreter's activities (e.g. turn-taking, overlapping turns, power relations, etc.) in a non-dominating manner
• 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 two parts to the assessment for this module:

(i) Assessment of a portfolio of interpreting and self-analyses of 2 performances (25% each)
(ii) A liaison-interpreting test in a role-play setting (50%)

Students must pass the Interpreting Test to pass this module.

Essential Reading:


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<thead>
<tr>
<th>Module</th>
<th>Curriculum Planning</th>
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<tbody>
<tr>
<td>Code</td>
<td>DF3009</td>
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<tr>
<td>ECTS</td>
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<tr>
<td>Lecturers</td>
<td>Ms. Carmel Grehan</td>
</tr>
<tr>
<td>Mode of Delivery</td>
<td>Blended</td>
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<tr>
<td>Mandatory/Optional Unit</td>
<td>Mandatory for ISL Teaching Strand</td>
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**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:**


Articles and journals will be circulated on blackboard when required.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Theories of Education</th>
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<tbody>
<tr>
<td>DF3010</td>
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</table>

### Module Theories of Education

**Code**
- DF3010

**ECTS**
- 10

**Lecturers**
- Mr. Patrick A. Matthews

**Mode of Delivery**
- Traditional

**Mandatory/Optional Unit**
- Mandatory for ISL Teaching Strand

### Module Outline:

This module explores a range of educational theories that can impact on teaching in practice. Considering the work of Piaget through to Vygotsky, from classic conditioning to behaviourism, attention will be paid to the psychology of the learner, with discussion focusing on the impact of individual learner style, and issues of importance when teaching adult learners.

### Learning Outcomes:

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

- Interpret theories of Education with reference to ISL teaching (including Cognitive, Behaviouralist / Constructivist and Social Learning)
- Describe the principles of Life Long Learning and motivation
- Explain the basics of intelligence and memory
- Evaluate the role of the teacher
- Point out known barriers to learning
Mode of Assessment
There are 2 parts to the assessment for this module:
(i) 1 x 2,500 assignment (40%)
(ii) Examination (60%)

Essential readings:

Additional core and optional materials will be suggested for each session.

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<tr>
<th>Module</th>
<th>Practical Placement 2</th>
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<tbody>
<tr>
<td>Code</td>
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<td>ECTS</td>
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<tr>
<td>Co-ordinator</td>
<td>Dr. John Bosco Conama</td>
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<td>Placement Mentors</td>
<td>Prof. Lorraine Leeson</td>
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<td>Ms. Carmel Grehan</td>
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<td>Ms. Sarah Sheridan</td>
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<td>Ms. Teresa Lynch</td>
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<td>Mr. Patrick Matthews</td>
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<tr>
<td>Mode of Delivery</td>
<td>Traditional and Service Learning</td>
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<td>Mandatory/Optional Unit</td>
<td>Mandatory</td>
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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 (5,000 words max. and 60%)
   (ii) Site Visit-assessment (40%)

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

Recommended Reading List:
Work Experience Issues:

Codes of Practice:

Council of Irish Sign Language Interpreters (CISLI)


Subject Specific Readings:
Deaf Children and Teenagers:


Deaf Education/ Signed Language Teaching:


Ethical Issues:


Interpreting:

Irish Deaf Community:


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Code | DF3012
ECTS | 10
Lecturers | Coordinator: Prof. Lorraine Leeson  
Dr. John Bosco Conama  
Vania de Aguiar
Mode of Delivery | Traditional
Mandatory/Optional Unit | Mandatory for Deaf Studies strand

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 proposed SS dissertation topic (20%)
(iv) A 2,000 word collaborative essay on the supervised group research project undertaken (40%).

Recommended Reading List:


Harris Raychelle, Heidi M Holmes, Donna M Mertens (2009) Research Ethics in Sign Language Communities. Sign Language Studies; Vol.9 No. 2 Winter


Information regarding the regulations and procedures applied within the Centre are available in the General Handbook. See also the College Calendar for Regulations governing CDS courses.
Appendix

Extract from General Regulations and Information, Calendar 2016-2017


Plagiarism

82 Plagiarism is interpreted by the University as the act of presenting the work of others as one's own work, without acknowledgement. Plagiarism is considered as academically fraudulent, and an offence against University discipline. The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University.

83 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.

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) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format;
(d) paraphrasing, without acknowledgement, the writings of other authors.

Examples (c) and (d) 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.

Students should 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, work submitted which is the product of collusion with other students may be considered to be plagiarism.

84 It is clearly understood that all members of the academic community use and build on the work of others. It is commonly accepted also, however, that we build on the work of others in an open and explicit manner, and with due acknowledgement. Many cases of plagiarism that arise could be avoided by following some simple guidelines:
(i) Any material used in a piece of work, of any form, that is not the original thought of the author should be fully referenced in the work and attributed to its source. The material should either be quoted directly or paraphrased. Either way, an explicit citation of the work referred to should be
provided, in the text, in a footnote, or both. Not to do so is to commit plagiarism.

(ii) When taking notes from any source it is very important to record the precise words or ideas that are being used and their precise sources.

(iii) While the Internet often offers a wider range of possibilities for researching particular themes, it also requires particular attention to be paid to the distinction between one’s own work and the work of others. Particular care should be taken to keep track of the source of the electronic information obtained from the Internet or other electronic sources and ensure that it is explicitly and correctly acknowledged.

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

86 Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments should include, in their handbooks or other literature given to students, advice on the appropriate methodology for the kind of work that students will be expected to undertake.

87 If plagiarism as referred to in §82 above is suspected, in the first instance, the head of school, or designate, will write to the student, and the student’s tutor advising them of the concerns raised and inviting them to attend an informal meeting with the head of school, or designate, (The director of teaching and learning (undergraduate) may also attend the meeting as appropriate. As an alternative to their tutor, students may nominate a representative from the Students’ Union to accompany them to the meeting) 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 the student to attend. If the student does not in this manner agree to attend such a meeting, the head of school, 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.

88 If the head of school, 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 §87 above must state their agreement in writing to the head of school, or designate. If the facts of the case are in dispute, or if the head of school, 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.

89 If the offence can be dealt with under the summary procedure, the head of school, or designate, will recommend to the Senior Lecturer one of the following penalties:

(a) that the piece of work in question receives a reduced mark, or a mark of zero; or

(b) if satisfactory completion of the piece of work is deemed essential for the student to rise with his/her year or to proceed to the award of a degree,
the student may be required to re-submit the work. However the student may 
not receive more than the minimum pass mark applicable to the piece of work
on satisfactory re-submission.

90 Provided that the appropriate procedure has been followed and all
parties in §87 above are in agreement with the proposed penalty, the Senior
Lecturer may approve the penalty and notify the Junior Dean accordingly.
The Junior Dean may nevertheless implement the procedures as referred to
under Conduct and College Regulations §2.