Centre for Deaf Studies

School of Linguistic, Speech and Communication Sciences

Trinity College Dublin

Bachelor in Deaf Studies
Course Code: TR016

Senior Freshman (SF)
Student Handbook
2016/17

First Floor
7-9 Leinster Street South
Dublin 2
Phone: +353 1 896 1560
Mobile: +353 87 9930370
Email: cdsinfo@tcd.ie
www.tcd.ie/slscs/cds
www.deafstudies.eu
www.facebook.com/CDSTCD
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 2016/17 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 2016/17. These are also available online at [www.tcd.ie](http://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.

### 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All quotations from published and unpublished sources *must* begin and end with quotation marks and be accompanied by a full reference (see below).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](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](http://tcd-ie.libguides.com/plagiarism). You should also familiarise yourself with the current 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.

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.
Broad Curriculum
In accordance to the credit regulations it is compulsory for Senior Freshman students of Deaf Studies to take a cross faculty or language course in 2016/17. Students are advised to apply online on the Broad Curriculum website http://www.tcd.ie/Broad_Curriculum/

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 Senior Freshman course content, contact Mr. Patrick A. Matthews, Coordinator of the Senior Freshman at matthep@tcd.ie

- If you have a query about your degree course, contact Mr. Patrick Matthews, Coordinator of 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 for Senior Freshman (SF) Course:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. Lorraine LEeson</td>
<td>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, JS &amp; SS Placement Coordinator</td>
<td><a href="mailto:comamaj@tcd.ie">comamaj@tcd.ie</a></td>
</tr>
<tr>
<td>Dr. Breffni O'Rourke</td>
<td>Associate Professor, Centre for Language and Communication Studies</td>
<td><a href="mailto:OROURKEB@tcd.ie">OROURKEB@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>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>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 Senior Freshman (SF) Courses:

Prof. Lorraine Leeson teaches DF1008 Introduction to Sign Linguistics. Research interests: cognitive linguistics, applied sign linguistics, interpreting, interdisciplinary approaches to Deaf studies work.

Dr. John Bosco Conama teaches the modules DF 2031 Working with the Deaf Community, DF 2033 Ethics 1 and DF 2020 Deaf Education. Research interests: language policies on signed languages, social, equality and cultural policy issues affecting the Deaf community.

Dr. Breffni O'Rourke teaches LI234B Sociolinguistics. Research Interests: Online technologies for language learning, telecollaboration, cognition and media, including the psychology of literacycomparative adequacy of sociocultural and cognitive approaches to language acquisition.

Ms. Teresa Lynch contributes to the following module: DF2028 Irish Sign Language 3 and DF 2029 Irish Sign Language 4. Research interests: Deaf culture, interpreter training, service learning approaches to professional training and issues in Deafhood.

Ms. Sarah Sheridan teaches DF2034 Translation and Interpreting: Philosophy and Practice. 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.

External Examiners:

External Examiners for 2016-17 are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Jim KYLE</td>
<td>University of Bristol, England</td>
</tr>
<tr>
<td>Professor Jemina NAPIER</td>
<td>Heriott Watt University (Edinburgh)</td>
</tr>
<tr>
<td>Dr Krister SCHÖNSTRÖM</td>
<td>Stockholm University, Sweden</td>
</tr>
</tbody>
</table>
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. If, during the course of the College year you are ill, you should make sure that you give any medical certificate received to your College Tutor for filing.

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

Term Dates 2016/17

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michaelmas Term</td>
<td>Monday 26th September 2016 – Friday 16th December 2016</td>
</tr>
<tr>
<td>Hilary Term</td>
<td>Monday 16th January 2017 – Friday 7th April 2017</td>
</tr>
<tr>
<td>Annual Examinations</td>
<td>begin Tuesday 2nd May 2017 and end Friday 26th May 2017</td>
</tr>
</tbody>
</table>

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 Senior Freshman 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. 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, Trinity College Dublin, Arts Building by 12 noon on the dates below. Please ensure that you submit 1 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. 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

<table>
<thead>
<tr>
<th>Module</th>
<th>November 18th</th>
<th>January 16th</th>
<th>March 10th</th>
<th>April 10th</th>
<th>Feedback Dates</th>
<th>Annual Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISL 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>ISL 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Working with the Deaf Community</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td>13/2/17</td>
<td>✔</td>
</tr>
<tr>
<td>Deaf Education</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td>13/2/17</td>
<td>✔</td>
</tr>
<tr>
<td>Introduction to Sign Linguistics</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>(1) 16/12/2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(2) 20/2/2017</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(3) 7/4/2017</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(4) 8/5/2017</td>
<td></td>
</tr>
<tr>
<td>Sociolinguistics</td>
<td></td>
<td>✔️</td>
<td></td>
<td></td>
<td>28/4/17</td>
<td></td>
</tr>
<tr>
<td>TIPP</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
<td>7/4/17</td>
<td>✔</td>
</tr>
<tr>
<td>Ethics 1</td>
<td></td>
<td></td>
<td></td>
<td>✔️</td>
<td>28/4/17</td>
<td></td>
</tr>
<tr>
<td>Broad Curriculum*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>28/4/17</td>
<td></td>
</tr>
</tbody>
</table>

*Modules covered by Broad Curriculum 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 Broad Curriculum course “home” department.

### 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. Introduction to Sign Linguistics) 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 - 2017**

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, or 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) 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>DF2028</td>
</tr>
<tr>
<td>ECTS:</td>
<td>10</td>
</tr>
<tr>
<td>Lecturer:</td>
<td>Ms. Teresa Lynch</td>
</tr>
<tr>
<td>Mode of Delivery:</td>
<td>Blended</td>
</tr>
<tr>
<td>Mandatory/Optional</td>
<td>Mandatory for all students</td>
</tr>
</tbody>
</table>

### 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:**

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

---

**Module:** Irish Sign Language (ISL) 4  
**Code:** DF2029  
**ECTS** 10  
**Lecturer:** Ms. Teresa Lynch  
**Mode of Delivery:** Blended  
**Mandatory/Optional** 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 ongoing 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**
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
ISL vloggers and video makers in
https://www.facebook.com/groups/118469671603766
RTE News for the Deaf

**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.
Module: Introduction to Sign Linguistics

<table>
<thead>
<tr>
<th>Code:</th>
<th>DF1008</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECTS:</td>
<td>10</td>
</tr>
<tr>
<td>Lecturers:</td>
<td>Prof. Lorraine Leeson</td>
</tr>
<tr>
<td>Mode of Delivery:</td>
<td>Traditional</td>
</tr>
<tr>
<td>Mandatory/Optional</td>
<td>Mandatory for all students</td>
</tr>
</tbody>
</table>

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.

**Recommended Reading List**


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

**Assessment Details**

(i) 4 x coursework (40%)
(ii) 3 hour written exam (60%)
<table>
<thead>
<tr>
<th>Module:</th>
<th>Working with the Deaf Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>DF2031</td>
</tr>
<tr>
<td>ECTS :</td>
<td>10</td>
</tr>
<tr>
<td>Lecturer:</td>
<td>Dr. John Bosco Conama</td>
</tr>
<tr>
<td>Mode of Delivery:</td>
<td>Blended</td>
</tr>
<tr>
<td>Mandatory/Optional:</td>
<td>Optional</td>
</tr>
</tbody>
</table>

**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 an ability to:
- Classify differing perspectives on deafness 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.

**Recommended Reading List:**


Assessment Details:
There are two parts to assessment for this module:
(i) 1 x 2,500 word essay (30%)
(ii) Three online assessment quizzes (three scores to be averaged) 20%
(iii) Examination (50%)

<table>
<thead>
<tr>
<th>Module:</th>
<th>Translation &amp; Interpreting: Philosophy and Practice (TIPP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>DF2034</td>
</tr>
<tr>
<td>Lecturer/s:</td>
<td>Ms. Sarah Sheridan</td>
</tr>
<tr>
<td>Mode of Delivery:</td>
<td>Blended</td>
</tr>
<tr>
<td>ECTS :</td>
<td>10</td>
</tr>
<tr>
<td>Mandatory/Optional:</td>
<td>Optional</td>
</tr>
</tbody>
</table>

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:


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

Assessment Details:
(i) Translation task (40%)
(ii) Analysis of the translation process and product (1,200 words) (10%)
(iii) A 3-hour exam (50%)

<table>
<thead>
<tr>
<th>Module:</th>
<th>Deaf Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>DF2020</td>
</tr>
<tr>
<td>ECTS:</td>
<td>5</td>
</tr>
<tr>
<td>Lecturer/s:</td>
<td>Dr. John Bosco Conama</td>
</tr>
<tr>
<td>Mode of Delivery:</td>
<td>Traditional/Blended</td>
</tr>
<tr>
<td>Mandatory/Optional</td>
<td>Mandatory</td>
</tr>
</tbody>
</table>

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

Assessment Details:
a) 1 x 2,500 word essays (70%)
b) Three online assessment quizzes (three scores to be averaged) (30%)

<table>
<thead>
<tr>
<th>Module:</th>
<th>Sociolinguistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>LI234B</td>
</tr>
<tr>
<td>Mode of Delivery:</td>
<td>Traditional</td>
</tr>
<tr>
<td>ECTS:</td>
<td>5</td>
</tr>
<tr>
<td>Lecturer/s:</td>
<td>Dr. Breffni O'Rourke</td>
</tr>
<tr>
<td>Mandatory/Optional</td>
<td>Mandatory for all students</td>
</tr>
</tbody>
</table>

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 research paper (maximum 2500 words) due at the end of term contributes 40% of marks, and one two-hour examination contributes 60% of marks

Recommended Reading List:

<table>
<thead>
<tr>
<th>Module:</th>
<th>Ethics 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>DF2033</td>
</tr>
<tr>
<td>ECTS :</td>
<td>5</td>
</tr>
<tr>
<td>Lecturer/s:</td>
<td>Dr. John Bosco Conama</td>
</tr>
<tr>
<td>Mode of Delivery:</td>
<td>Traditional</td>
</tr>
<tr>
<td>Mandatory/Optional:</td>
<td>Mandatory for all students</td>
</tr>
</tbody>
</table>

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 an 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:

**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) 40%

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 2014–2015


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 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.