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 2015/16 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 2015/16. 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 ‘inray’ 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

**Diploma/Degree Supplement**
The Diploma Supplement is a document that students will receive on graduation from their diploma/degree programme. The Diploma Supplement is designed to provide supplementary information on the degree or diploma awarded, and will only be issued following the commencements or conferring ceremony. The Supplement will contain the following information: title of degree in English, main subject area(s), language of instruction, credit volume of award (e.g. 240 ECTS for honors Bachelor degree), level of award relative to National Framework of Qualifications (e.g. Level 8: in the case of the honors Bachelor degree, Level 7: in the case of CDS Diplomas), general entry requirements e.g. Leaving Certificate or equivalent), institutional marking scale, professional status of degree, and access to further study. Information on the national education system is also included. The Supplement also contains information on the study programme followed by the degree/diploma holder, in the form of the modules taken, the ECTS credit value and level of individual modules, and the overall mark obtained by the student for each module, as well as overall grade. Only credit-bearing modules will be included.

**Pursuing postgraduate study**
If you have a query about the Centre or about pursuing postgraduate work in the area of Deaf Studies, you should contact **Prof. Lorraine Leeson**, Director
of the Centre for Deaf Studies and Director of Research, School of Linguistic, Speech and Communication Sciences at leesonl@tcd.ie

Queries:

If you have a query about your degree course, you should contact Dr. John Bosco Conama, Coordinator of the Bachelor in Deaf Studies at comamaj@tcd.ie and Mr. Patrick Matthews at matthep@tcd.ie (Hilary Term only when Dr. Conama will be on his research leave).

• If you have a query about your SS course content, contact Ms. Sarah Sheridan, SS Coordinator at sherids1@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.

<table>
<thead>
<tr>
<th>Contacting Staff:</th>
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</thead>
<tbody>
<tr>
<td>Prof. Lorraine LEESON</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Dr. John Bosco CONAMA</td>
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<td></td>
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<td></td>
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<tr>
<td>Ms. Carmel GREHAN</td>
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<tr>
<td></td>
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<tr>
<td>Ms. Teresa LYNCH</td>
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<tr>
<td></td>
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<tr>
<td>Mr. Patrick. A. MATTHEWS</td>
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</tbody>
</table>
Guest lecturers will support the delivery of specific courses or parts thereof.

**CDS Staff teaching SS Courses:**

**Prof. Lorraine LEESON** teaches the following modules: *DF4008 Simultaneous Interpreting 1* and *DF4009 Simultaneous Interpreting 2*. She also contributes to *DF4007 Practical Placement 3* and *DF4015 Practical Placement 4* and coordinates *DF4006 Dissertation* (Research Project). 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 *DF 4016 Advanced Topics in Deaf Studies*. He may supervise SS research theses. Research interests: language policies on signed languages, social, equality and cultural policy issues affecting the Deaf community.

**Ms. Carmel GREHAN** teaches the modules: *DF4002 Irish Sign Language 8* and *DF4001 Teaching Methods*. She also contributes to *DF4007 Practical Placement 3* and *DF4015 Practical Placement 4* and *DF4006 Dissertation* (Research Project). Research interests: mapping the Common European Framework of Reference (CEFR) to signed languages, linguistics of ISL, language variation and curriculum development.

**Ms. Teresa LYNCH** contributes to the following modules: *DF4001 Irish Sign Language 7*, *DF4002 Irish Sign Language 8*, *DF4008 Simultaneous Interpreting 1*, *DF4009 Simultaneous Interpreting 2* and coordinates *DF4016 Advanced Topic in Deaf Studies*. She also contributes to *DF4007 Practical Placement 3* and *DF4015 Practical Placement 4*. Research interests: Deaf culture, interpreter training, service learning approaches to professional training and issues in Deafhood.

**Mr. Patrick A. MATTHEWS** teaches the following modules *DF4012 Methods of Assessment*. He also contributes to the following modules: *DF4007 Practical Placement 3* and *DF4015 Practical Placement 4* and *DF4006 Dissertation* (Research Project). Research interests: orthography of ISL, pedagogy, assessment, and linguistics of ISL, Deaf community and culture.
Ms. Sarah SHERIDAN teaches and coordinates the following modules: *DF4007 Practical Placement 3* and *DF4015 Practical Placement 4*. 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:**
The External Examiners for 2015-16 are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Robert LEE</td>
<td>University of Central Lancashire, England</td>
</tr>
<tr>
<td>Dr. Jemina NAPIER</td>
<td>Heriot-Watt University, Scotland</td>
</tr>
<tr>
<td>Dr. Krister SCHÖNSTRÖM</td>
<td>Stockholm University, Stockholm</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.

**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 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.

Plagiarism is a serious disciplinary offence: see also the College regulations on plagiarism printed at the end of this handbook.

**Term Dates 2015/16:**

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>Michaelmas Term</td>
<td>28 September 2015 – 18 December 2015</td>
</tr>
<tr>
<td>Hilary Term</td>
<td>18 January 2016 – 08 April 2016</td>
</tr>
<tr>
<td><strong>Annual Examinations</strong></td>
<td>begin Tuesday 03 May 2016 and end</td>
</tr>
<tr>
<td></td>
<td>Friday 27th May 2016</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 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 02 May 2016. 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 2 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.

<table>
<thead>
<tr>
<th>Modules</th>
<th>January 18th 2016</th>
<th>February 19th 2016</th>
<th>April 11th 2016</th>
<th>Feedback Dates</th>
<th>Annual Exams</th>
</tr>
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<tbody>
<tr>
<td>Irish Sign Language 7 (ISL 7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Irish Sign Language 8 (ISL 8)</td>
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<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Practical Placement 3</td>
<td></td>
<td>(1) Fieldwork 19/02/16</td>
<td>(3) Diary</td>
<td>(1) &amp; (2) 25/03/16 (3) 06/05/16</td>
<td>✓</td>
</tr>
<tr>
<td>Practical Placement 4</td>
<td></td>
<td></td>
<td>Analysis Task ✓</td>
<td>06/05/16</td>
<td>✓</td>
</tr>
<tr>
<td>Methods of Assessment</td>
<td>✓ (1)</td>
<td>✓(2)</td>
<td></td>
<td>(1) 12/02/16 (2) 29/4/16</td>
<td>✓</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Dissertation (Research Project)</td>
<td></td>
<td></td>
<td></td>
<td>06/05/16</td>
<td></td>
</tr>
</tbody>
</table>
Simultaneous Interpreting 1

Simultaneous Interpreting 2

Advanced Topic in Deaf Studies ✓ (1)
Must be submitted online 11/1/16 ✓ (2) (1) 12/2/16 (2) 6/5/16

* Practical Placement 4 viva voce examination will take place in Week 11 or 12

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.

Supplemental assignments must be submitted by Monday **29 August 2016**

For sign language and interpreting exams, a supplemental testing period is provisionally scheduled for the week of **29 August 2016**.

Supplemental examination dates for other modules (e.g. Teaching Methods or Methods of Assessment) are set by the Examinations Office and will be published online at [www.tcd.ie/vp-cao/teo/vpteolinks.php](http://www.tcd.ie/vp-cao/teo/vpteolinks.php)

**Programme Breakdown for Academic Year 2015/16**

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.

<table>
<thead>
<tr>
<th>Module</th>
<th>Irish Sign Language 7 (ISL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>DF4001</td>
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<tr>
<td>ECTS</td>
<td>10</td>
</tr>
<tr>
<td>Lecturers</td>
<td>Ms. Teresa Lynch 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>
</tr>
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</table>

**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 signalled 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

**Recommended Reading List:**
ISL vloggers and video makers in
[https://www.facebook.com/groups/118469671603766](https://www.facebook.com/groups/118469671603766)

RTE News for the Deaf

<table>
<thead>
<tr>
<th>Module</th>
<th>Irish Sign Language 8 (ISL)</th>
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</thead>
<tbody>
<tr>
<td>Code</td>
<td>DF4002</td>
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<tr>
<td>ECTS</td>
<td>10</td>
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<tr>
<td>Lecturers</td>
<td>Ms. Teresa Lynch 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 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 skilfully 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:**
ISL vloggers and video makers in [https://www.facebook.com/groups/118469671603766](https://www.facebook.com/groups/118469671603766)

RTE News for the Deaf

<table>
<thead>
<tr>
<th>Module</th>
<th>Practical Placement 3</th>
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<tbody>
<tr>
<td>Code</td>
<td>DF4007</td>
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<tr>
<td>ECTS</td>
<td>10</td>
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<tr>
<td>Co-ordinator</td>
<td>Ms Sarah Sheridan</td>
</tr>
<tr>
<td>Placement Mentors</td>
<td>Prof. Lorraine Leeson</td>
</tr>
<tr>
<td></td>
<td>Ms Carmel Grehan</td>
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<tr>
<td></td>
<td>Ms Teresa Lynch,</td>
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<tr>
<td></td>
<td>Mr. Patrick Matthews</td>
</tr>
<tr>
<td>Mode of Delivery</td>
<td>Traditional and Service Learning</td>
</tr>
<tr>
<td>Mandatory/Optional Unit</td>
<td>Mandatory</td>
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</tbody>
</table>

**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 (2,500 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:

Codes of Practice:

Council of Irish Sign Language Interpreters (CISLI)


Subject Specific Readings:
Deaf Children and Teenagers:


Sheridan, Martha (2008) Deaf adolescents: inner lives and lifeworld

**Deaf Education/ Signed Language Teaching:**


**Ethical Issues:**


**Interpreting:**

Leeson, Lorraine, Svena Wurm and Myriam Vermeerbergen (eds) (2011)

**Irish Deaf Community:**


Module | Practical Placement 4
---|---
**Code** | DF4015
**ECTS** | 10
**Co-ordinator** | Ms. Sarah Sheridan
**Placement Mentors** | Prof. Lorraine Leeson, Ms. Carmel Grehan, Ms. Teresa Lynch, Mr. Patrick Matthews
**Mode of Delivery** | Traditional and Service Learning
**Mandatory/Optional Unit** | 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:

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:


<table>
<thead>
<tr>
<th>Module</th>
<th>Dissertation (Research Project)</th>
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<tbody>
<tr>
<td>Module Code</td>
<td>DF4006</td>
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<tr>
<td>ECTS</td>
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<tr>
<td>Co-ordinator</td>
<td>Prof. Lorraine Leeson</td>
</tr>
<tr>
<td>Designated Supervisors</td>
<td>Prof. Lorraine Leeson, Ms. Carmel Grehan and Mr. Patrick A. Matthews.</td>
</tr>
<tr>
<td>Mode of Delivery</td>
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<tr>
<td>Mandatory/Optional Unit</td>
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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:**


**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

<table>
<thead>
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<th>Module</th>
<th>Teaching Methods</th>
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<tbody>
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<td>Lecturer</td>
<td>Ms. Carmel Grehan</td>
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<td>Mode of Delivery</td>
<td>Traditional/Blended</td>
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<tr>
<td>Mandatory/Optional Unit</td>
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</table>

**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:

(i) Presentation (30%)
(ii) Examination (70%)

Recommended Reading List:


Rogers, A. 2010: (4th ed.)*Teaching Adults*. Open University Press


Articles and journals will be circulated on blackboard when requested.

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

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 three parts to the assessment for this module:

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

**Recommended Reading List:**


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

<table>
<thead>
<tr>
<th>Module</th>
<th>Simultaneous Interpreting 1</th>
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<tbody>
<tr>
<td>Module Code</td>
<td>DF4008</td>
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<tr>
<td>ECTS</td>
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<tr>
<td>Coordinator</td>
<td>Prof. Lorraine Leeson</td>
</tr>
<tr>
<td>Lecturers</td>
<td>Prof. Lorraine Leeson and Ms Teresa Lynch</td>
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</tbody>
</table>
Mode of Delivery | Traditional/Blended
---|---
Mandatory/Optional Unit | Mandatory for ISL/English Interpreting Strand

**Module Content:**
This module builds on the skill-set developed in Consecutive Interpreting and Liaison Interpreting. 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 ISL-English
- Prepare for a simultaneous interpretation from English to ISL
- 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
- Critique the literature in the field of interpreting and translation studies with specific reference to own performance.

**Assessment Details:**
There are two parts to the assessment for this module:

(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 both examinations to pass the module.

**Recommended Reading List:**


<table>
<thead>
<tr>
<th>Module Code</th>
<th>Simultaneous Interpreting 2</th>
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<td>DF4009</td>
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</table>

| ECTS | 10 |

| Coordinator | Prof. Lorraine Leeson |

| Lecturers | Prof. Lorraine Leeson, Ms Teresa Lynch |

| Mode of Delivery | Traditional/Blended |

| Mandatory/Optional Unit | Mandatory for ISL/English Interpreting |

**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%).

Recommended Reading List:


<table>
<thead>
<tr>
<th>Module</th>
<th>ADVANCED TOPICS IN DEAF STUDIES</th>
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<tr>
<td>Module Code</td>
<td>DF4016</td>
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<tr>
<td>ECTS</td>
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<tr>
<td>Coordinator</td>
<td>Ms. Teresa Lynch</td>
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<tr>
<td>Lecturers</td>
<td>TBA</td>
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<tr>
<td>Mode of Delivery</td>
<td>Blended</td>
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<tr>
<td>Mandatory/Optional Unit</td>
<td>Mandatory for Deaf Studies</td>
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</tbody>
</table>

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.

**Recommended Reading List**


Additional readings will be presented on a session-by-session basis.

**Assessment Details**
2 x 2,500 word assignments (or 25 minutes of prepared signed presentations) (50% each)

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**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 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.