

# **LS216**

## **Developing Relationships**

**3 Credits**

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Created: 10/03/2014

Revised: 12/10/2020

Approval: 13/10/2020

The Implementation Date for this Outline is 01/01/2021

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## LS216 Version: 4



# Developing Relationships

## Calendar Description

This course examines the history of the field of interpreting with a special emphasis on the myriad of complex relationships between the Deaf and Hearing communities that have impacted its development and growth. Topics also explored include membership in various cultures and subcultures, ethnocentrism, and the influence of culture on self-identity.

## Rationale

This is a required course for the Sign Language Interpretation diploma program. Intercultural awareness is critical to mindful professional interpreting practice. This course explores the impact of culture on self-identity and interpreted interactions. Strategies are presented pertaining to the interpreter's role and responsibilities for navigating intercultural differences both in person and via technology. It is expected during the duration of this course, program, and upon graduation, that students embody high levels of cultural sensitivity and appropriateness in all professional and community interactions.

## Prerequisites

[LS205](#)

## Co-Requisites

[LS208](#)

## Course Learning Outcomes

The primary purpose of this course is to broaden students' awareness of how culture manifests itself in everyday interactions.

Upon successful completion of this course, students will be able to

1. examine the meaning and impact of culture on individual and group dynamics.
2. explore cultural similarities and differences between cultural groups and sub-groups.
3. describe the impact of culture on technological developments related to the Deaf Community.

4. assess the impact of cultural differences on interpreted interactions.
5. delineate professional boundaries pertaining to culture and the role and responsibilities of interpreters.
6. develop strategies for making appropriate cultural adjustments socially and professionally.
7. explore intercultural challenges while interpreting at a distance.
8. discuss foundational ethics for professional practice and presence at Deaf/interpreting community related events.

## **Resource Materials**

### ***Required Textbook(s):***

Mindess, A. (2014). *Reading between the signs: Intercultural communication for Sign*

*Language Interpreters* (3rd ed.). Boston, MA: Wadsworth. ISBN: 978-1-941176-02-3.

E-ISBN: 978-1-941176-03-0.

## **Conduct of Course**

This is a 3-credit course which translates into 3 hours per week in the classroom. This course is conducted in American Sign Language. Lectures, videos, class discussion, special guests, and role-playing may be used to deliver the course content. It is expected that students devote as much time as necessary outside of the classroom preparing for in-class presentations, discussions and activities.

Students are expected to be active, respectful contributors to classroom dialogue, be considerate in all interactions with others (in and out of the classroom), and take responsibility for their learning and development. Course related questions are addressed during class, by email, or by appointment when necessary.

Tutors are available at no charge to students with documented learning disabilities. All students who wish to improve their working command of the course content may participate, at no charge, in peer assisted study sessions - PASS. Other tutoring services are available at the student's expense. Finally, there are a number of student success resources including one-on-one coaching and support available online at no charge. For more information on participating in the above-mentioned programs or resources, please contact Lakeland's Accessibility Advisor.

## **Professional Conduct**

Professional identity is cultivated by adhering to the following tenets central to competent interpreting practice: respect, personal accountability, culturally-appropriate dialogue and behaviour, and confidentiality. The acquisition of these tenets is required in the program so that students become mindful of their behaviour and its impact on the environment and others. Practicing these professional qualities in all classroom interactions contributes to a safe learning environment and facilitate transference of these behaviours into professional practice.

In addition, it is expected that all students adhere to the guidelines set forth in the Student Handbook, and the Lakeland College Student Policies & Procedures.

## Evaluation Procedures

Student progress in this course will be evaluated via two (2) formal teaching presentations, peer-to-peer presentation feedback, and two (2) progress checks. In addition to formal evaluation, students will receive a mark for cultural awareness and sensitivity (including attitude/behaviour), class participation, and presence in the classroom. This mark will be based on professional demeanour in all class-related activities. In the event personal issues or conflicts arise, it is expected that each student will take responsibility for seeking the external support necessary to resolve them. This is not a formally assessed mark; rather, it will be based on the instructor's observations over the course of the semester. You are preparing to enter a field in which relationship and cultural sensitivity are vital; therefore, the weighting for professional conduct is heavy in this course because of the emphasis on interpersonal/intercultural dynamics.

The weighting for each evaluation measure is listed below.

|   |     |
|---|-----|
| Cultural Awareness and Sensitivity (Attitude/Behaviour), Class Participation, Presence in the Classroom (5% each) | 15% |
| Presentations (15% each)  | 30% |
| Peer-to-Peer Presentation Feedback  | 10% |
| Progress Check #1   | 20% |
| Progress Check #2   | 25% |

### Late Assignments:

Late assignments are not accepted, alternate presentation dates are not granted, and no supplementary assignments or presentation opportunities are given to compensate for poorly executed assignments/presentations.

## Grade Equivalents and Course Pass Requirements

***A minimum grade of B (3.00) (75 - 79%) is required to pass this course. A cumulative GPA of B (3.00) is required to qualify to graduate. Students are responsible for monitoring their academic progress and requesting assistance as necessary.***

|               |      |       |       |       |       |       |       |       |       |       |       |        |
|---------------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| Letter        | F    | D     | D+    | C-    | C     | C+    | B-    | B     | B+    | A-    | A     | A+     |
| Percent Range | 0-49 | 50-52 | 53-56 | 57-59 | 60-64 | 65-69 | 70-74 | 75-79 | 80-84 | 85-89 | 90-94 | 95-100 |
| Points        | 0.00 | 1.00  | 1.30  | 1.70  | 2.00  | 2.30  | 2.70  | 3.00  | 3.30  | 3.70  | 4.00  | 4.00   |

## **Attendance**

Attendance is considered vital to the learning process and as significant to the students' evaluations as are examinations and assignments, therefore, absenteeism is recorded. Absence for any reason does not relieve a student of the responsibility of timely completion of course work and assignments.

In keeping with professional standards in the field of signed language interpreting, should a situation arise that prevents a student from attending class, submitting an assignment on time, or delivering a presentation, the student is required to notify the course instructor as far in advance as possible. Should the situation involve an emergency, a medical note or other supporting documentation must be submitted to the instructor or the program facilitator within 24 hours of the absence.

Absence from presentations and/or progress checks without a medical certificate/documentation will be awarded a zero.

In the event of an absence, it is recommended that students follow up with a peer first, then consult the course instructor for any additional clarification or questions regarding material covered.

Professional practice requires that students arrive and be prepared for class at least 15 minutes prior to the scheduled start time.

Students arriving after class commences will be considered absent. More than two (2) absences may result in probation. Further absences may result in suspension from the program.

***Instructors have the authority to require attendance in classes.***

## **Course Units/Topics**

Introduction & course overview

Study of Culture

Selected Topics in Intercultural Communication

Do Americans Really Have a Culture?

American / Canadian Deaf Culture

Multicultural Deaf Culture

Culture, Change, and Technology

The Impact of Cultural Differences on Interpreting Situations

Multicultural Interpreting Challenges

The Interpreter's Role and Responsibilities

Techniques for Cultural Adjustments

Interpreting in a Virtual World

Cultural Sensitivity Shouldn't End at Five O'clock

The Road to the Future Is Paved with Respect for the Past



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