

Common Course Outline
INTR 231
Survey of Specialized Interpreting
3 Semester Hours

The Community College of Baltimore County

Description

Survey of Specialized Interpreting

Introduces interpreting/transliterating in various settings that require specialized methods, techniques and/or considerations. Topics include principles of oral, deafblind, team, and relay interpreting, and the complexities associated with legal, medical, educational, religious, performing arts, platform, and telephone settings.

Prerequisites: INTR 222, 226, & 227 and successful completion of or concurrent enrollment in INTR 221.

Overall Course Objectives

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

1. demonstrate basic skills needed to interpret in the specialized settings listed above;
2. demonstrate an introductory knowledge of the laws that require the use of interpreters in various settings;
3. experience interactions with professional interpreters and consumers in actual settings.

Major Topics

1. Teaming interpreting situations
2. The Americans with Disabilities Act and other related laws
3. Deafblind interpreting
4. Educational interpreting K-12 and post-secondary
5. Rehabilitation/vocational training settings
6. Telephone interpreting
7. Oral interpreting
8. Computer terminology
9. Professionalism and business practices
10. Performing arts
11. Using a relay (Deaf) interpreter
12. Interpreting for consumers with MLS
13. Legal settings
14. Medical settings
15. Religious/platform

16. Mental health settings
17. Voicing as a team

Course Requirements

Grading procedures will be determined by the individual faculty member and will include the following:

1. Attendance and active participation in every class is expected
2. Complete all assigned readings, reports, and other class assignments by designated times
3. Complete a critique of one interpreted event
4. Interpretation of one telephone call
5. Completion of reaction paper from attendance and interaction at a deaf-blind event
6. Four video assignments
7. One quiz

Individual faculty members may include additional course objectives, major topics, and other course requirements to the minimum expectation stated in the common Course Outline.

The Community College of Baltimore County is committed to providing a high-quality learning experience that results in growth in knowledge, attitudes, and skills necessary to function successfully as a transfer student, in a career and as a citizen. To accomplish this goal, we maintain high academic standards and expect students to accept responsibility for their individual growth by attending classes, completing all homework and other assignments, participating in class activities and preparing for tests.

We take seriously our responsibility to maintain high-quality programs and will periodically ask you to participate in assessment activities to determine whether our students are attaining the knowledge, attitudes and skills appropriate to various courses and programs. The assessment activities may take many different forms such as surveys, standardized or faculty-developed tests, discussion groups or portfolio evaluations. We ask that you take these activities seriously so that we can obtain valid data to use for the continuous improvement of CCBC's courses and programs.