

# Common Course Outline

## DITP 250

### Deaf Interpreting I

4 Credits

## Community College of Baltimore County

### Description

**DITP 250 – Deaf Interpreting I** provides an introduction to the specialized field of Deaf interpreting. Deaf interpreters are cultural and linguistic specialists that work alongside hearing interpreters to optimize communication access for a wide range of deaf consumers. Topics include historical roots of Deaf interpreting, required competencies, the role and functions of Deaf interpreters, interpreting models, power and privilege in interpreting, consumer assessments, working with diverse deaf individuals, communication strategies, and business practices.

### 4 Credits

**Prerequisites:** American Sign Language Proficiency Interview score of 4 or higher and permission from the program coordinator.

### Overall Course Objectives

Upon completion of this course students will be able to:

1. describe the historical roots of Deaf interpreters;
2. identify the required linguistic and cultural competencies of Deaf interpreters;
3. conduct self-evaluation of linguistic and cultural competencies in determining appropriate development goals and job readiness;
4. illustrate the role and functions of Deaf interpreters;
5. evaluate models of interpreting process;
6. demonstrate reading, writing, analytical thinking, and problem-solving skills related to power and privilege in interpreting;
7. assess examples of power and privilege through observations of interpreted events and direct interactions within the Deaf community;
8. analyze how power dynamics and one's own privilege have impact on an interpreted situation;
9. describe intersectional identities of diverse deaf individuals and how to provide optimal interpreting service;
10. assess consumers' needs to determine best communication strategies;
11. compare experiences of Deaf consumers of interpreting services who have experienced linguistic and cultural oppression;
12. demonstrate strategies to mitigate the impact of majority languages and cultures' powers on the consumers, interpreters, and the interpreting process;

13. apply the principles of the Code of Professional Conduct and ethical decision-making framework from the National Association of the Deaf and the Registry of Interpreters for the Deaf to resolve power and privilege conflicts;
14. formulate a list of effective business practices; and
15. utilize American Psychological Association (APA) conventions.

### **Major Topics**

- I. History of Deaf Interpreting
- II. Shared, lived experiences of interpreting for other deaf individuals
- III. Linguistic and cultural competences of Deaf interpreters
- IV. Extralinguistic knowledge and Deaf extralinguistic knowledge
- V. Self-assessments
- VI. Professional development planning
- VII. The “It’s a service not a job” principle
- VIII. Role and functions of Deaf Interpreters
- IX. Principles of gatekeeping
- X. Explanations to non-deaf stakeholders about why Deaf interpreters are needed
- XI. Interpreting models and processes
- XII. Power and privilege in interpreting
- XIII. Identification of power dynamics in interpreted events
- XIV. Intersectional identities of consumers
- XV. Diverse deaf individuals
- XVI. Consumer assessments
- XVII. Determination of communication strategies
- XVIII. Management of power dynamics in interpreted events
- XIX. Business practices

### **Course Requirements**

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

#### **Grading/exams**

- A minimum of three class projects
- A minimum of one research paper
- A minimum of two class presentations
- A midterm and comprehensive final exam

Written Assignments: Students are required to use American Psychological Association (APA) writing conventions. Students are required to use appropriate academic resources.

#### **Other Course Information**

This course is designed for students with the following characteristics: fluency in American Sign Language (ASL), foundational knowledge of cultural norms of Deaf community and its subgroups, and lived experiences as a deaf person. Students are required to use Academic ASL principles in preparing their presentations for videotaped assignments. Students must have access to high-speed internet connection and webcam for participating in this online class.

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