

INTR G100: INTRODUCTION TO SIGN LANGUAGE INTERPRETING

Item	Value
Curriculum Committee Approval Date	11/21/2023
Top Code	085010 - Sign Language Interpreting
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)

Course Description

This course is designed to provide students with the historical and theoretical knowledge of the interpreting profession. Topics include the history of interpreting, roles and responsibilities of an interpreter, the Code of Professional Conduct, relevant organizations, interpreter skills and competencies, overview of various settings, terminology, the interaction of American Deaf and Hearing Cultures, business practices, and systems of evaluation and certification. ADVISORY: SIGN G180 or two years of High School ASL. Transfer Credit: CSU.

Course Level Student Learning Outcome(s)

1. Course Outcomes
2. Define the communication process.
3. Apply the Interpreters Code of Professional Conduct to several hypothetical situations demonstrating professional decision-making
4. Explain the history of the interpreting profession and identify the key events that helped shape the profession.

Course Objectives

- 1. Describe the history, purpose, and importance of the Registry of Interpreters for the Deaf.
- 2. Define and discuss the differences and similarities between deaf and hearing cultures.
- 3. Identify and discuss interpreting in multicultural communities.
- 4. Define and apply terminology related to the field of interpreting.
- 5. Define the differences between American Sign Language, English, and the sign systems on the sign language continuum.
- 6. Research, identify, and evaluate professional organizations for interpreters.
- 7. Describe the rights and responsibilities of consumers of interpreting services.
- 8. Explain the history of the interpreting profession and identify the key events that helped shape the profession.

- 9. Identify and discuss various certification systems currently used in the field of sign language interpreting.
- 10. Demonstrate the interpreting process including multi-tasking and monitoring.
- 11. Define the basic business practices in the field of Interpreting, including the job market, current pay rates, and professional business opportunities.
- 12. Compare and contrast the models of interpretation.

Lecture Content

Factors to consider in becoming an American Sign Language (ASL)-English interpreter Communication and interpersonal skills Common interpreter characteristics and personality types Multilingual and multicultural competencies The education process History of professional interpreters Informal volunteers Children of Deaf Adults (CODAs) Siblings of Deaf Adults (SODAs) Clergy Teachers of the Deaf The Registry of Interpreters for the Deaf (RID) The Canadian Association of Sign Language Interpreters (CASLI) Communication Theory Communication models Intercultural communication The relationship of culture and language Definitions of culture Intersectionality of cultural identities Collectivism vs. individualism Low context cultures vs. high context cultures Power, privilege, and oppression The influence of audism The impact of oppression from interpreters Stereotyping, oppressions, and the Deaf community Characteristics of oppressive "benefactors" People of color Interacting with indigenous Deaf people Interpreting with African American Deaf people Interpreting with Hispanic/Latinx Deaf people Complexities of trilingual interpreting Interpreting with other ethnic/racial groups of Deaf people Working with colleagues who are People of Color (POC) Deaf perspectives Deaf perspectives on interpreting Deaf perspectives on interpreters Deaf interpreters as colleagues Mediating culture How Deaf culture evolved Deaf and hearing culture comparison/contrast The interpreter functioning as a cultural bridge Interpreting process models Cokely model of interpreting Colonomos model of interpreting Gish model of interpreting Gile model of interpreting Integrated model of interpreting Deaf and Differently abled Deaf individuals with additional physical disabilities Deaf individuals with intellectual delay Deaf individuals with cognitive disabilities Deaf individuals with visual disabilities Employment opportunities in the field of interpreting Educational settings Video relay interpreting Freelancing Agency work Interpreter Ethics Definition of ethics National Association of the Deaf and Registry of Interpreters for the Deaf (NAD-RID) Code of professional conduct Self awareness as a foundation for ethics International perspectives on interpreting Global interpreting education International interpreting organizations Interpreting outside North America

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Reading Assignments

Texts as assigned by the instructor. Selected readings about the deaf community and the deaf culture from books, periodicals, or the internet as determined by the instructor.

Writing Assignments

Completing exercises and handouts as assigned. Written quizzes on readings and class lectures. Written midterm and final examination. Written compositions analyzing topics selected by the instructor.

Out-of-class Assignments

Research paper Report on Deaf community event

Demonstration of Critical Thinking

Assessing the best practice in a particular situation. Applying the Code of Professional Conduct to various situations through class discussions. Analysing discourse structure and applying learned interpreting principles. Chosing strategies to set up an interpreting business.

Required Writing, Problem Solving, Skills Demonstration

Completing exercises and handouts as assigned. Written quizzes on readings and class lectures. Written midterm and final examination. Written compositions analyzing topics selected by the instructor.

Eligible Disciplines

Sign language/English interpreting: Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.

Textbooks Resources

1. Required Humphrey, Janice Bob Alcorn. So, You Want To Be An Interpreter? An Introduction to Sign Language Interpreting, 5th ed. H H Publishing Co., 2020