

## Master Syllabus

### ASL 2207 - Role of the Interpreter

**Division:** Liberal Arts, Communication and Social Sciences

**Department:** American Sign Language

**Credit Hour Total:** 3.0

**Lecture Hrs:** 3.0

**Prerequisite(s):** ASL 1102 AND ASL 2202 AND ASL 2231

**Date Revised:** June 2016

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### Course Description:

This course will address how setting, register and preferred language mode of client/s impacts the role of the interpreter. During weekly in-class role plays, students will employ interpreting techniques learned in other advanced interpreting courses as well as elements of the Demand-Control Schema.

### General Education Outcomes:

- Oral Communication Competency
- Critical Thinking/Problem Solving Competency
- Values/Citizenship/Community Competency

### Course Outcomes:

#### Vocabulary

Increase both sign and spoken vocabulary as it relates to a variety of settings, register levels, and language/signing modes.

**Assessment Method:** Performance appraisals

**Performance Criteria:**

Students will score 80% or higher on performance appraisal rubrics.

**Assessment Method:** Simulations

**Performance Criteria:**

Students will score 80% or higher on in-class role play rubrics.

#### Ethics

Determine appropriate ethical decision making abilities based on Registry of Interpreters for the Deaf (RID) Code of professional conduct.

**Assessment Method:** Performance appraisals

**Performance Criteria:**

Students will score 80% or higher on performance appraisal rubrics.

**Assessment Method:** Simulations

**Performance Criteria:**

Students will demonstrate in in-class role plays the appropriate ethical decision making abilities based on RID Code of professional conduct.

#### Speed, fluency, syntax

Demonstrate appropriate speed, fluency and syntax when interpreting, transliterating, and voicing.

**Assessment Method:** Performance appraisals

**Performance Criteria:**

Students will score 80% or higher on performance appraisal rubrics.

**Assessment Method:** Simulations

**Performance Criteria:**

Students will score 80% or higher on in-class role play rubrics.

#### Role

Determine the appropriate role of the interpreter based on setting, language register, and language mode.

**Assessment Method:** Performance appraisals

**Performance Criteria:**

Students will score 80% or higher on performance appraisal rubrics.

**Assessment Method:** Simulations

**Performance Criteria:**

Students will demonstrate in in-class role plays the appropriate role of the interpreter based on RID Code of Professional Conduct and the Demand-Control Schema.

### Outline:

Weekly in-class role plays depicting a variety of situations, languages modes, and register levels.

Assess how the dynamics of a setting will impact the interpreter's role and how to employ the use of Demand-Control Schema techniques.

Discuss logistics of an interpreting assignment such as: lighting, room setup, possible background noises, number of participants, sight lines, and other environmental factors and the impact on the interpreter and the interpreting process.

Decision making process for determining whether or not to accept an assignment.

Discuss how working as an independent contractor vs. an employee might have an impact on the interpreter's role.

Increase sign and spoken vocabulary.

Improve ASL structure and interpreting speed and fluency.