Sinclair Community College
444 E. Third St.
Dayton, OH 45402

Master Syllabus

ASL 2207 - Role of the Interpreter

Division: Liberal Arts, Communication and Social Sciences

Department: American Sign Language

Credit Hour Total: 2.0 **Lecture Hrs:** 2.0

Prerequisite(s): ASL 1102 AND ASL 2202AND ASL 2232

Date Revised: July 2013

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
- Critical Thinking/Problem Solving
- Values/Citizenship/Community

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.