

DITP 250

Deaf Interpreting I

4 Credits (3 hours lecture, 1 hour lab)

Community College of Baltimore County
Common Course Outline

Description

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

Pre-requisites: American Sign Language Proficiency Interview score of 3 or higher and permission from the program coordinator.

Co-requisites: INTR 216

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 skill 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. differentiate 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 impact an interpreted situation;
9. describe intersectional identities of diverse deaf individuals and how to provide optimal interpreting service;
10. identify 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.

The Common Course Outline (CCO) determines the essential nature of each course.
For more information, see your professor's syllabus.

Major Topics

- I. Qualifications of Deaf Interpreting
- II. Shared, lived experiences of interpreting for other deaf individuals
- III. Linguistic and cultural competencies 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. Identification of power dynamics in interpreted events
- XIII. Consumer assessments
- XIV. Determination of communication strategies
- XV. Management of power dynamics in interpreted events

Course Requirements

Grading will be determined by the individual faculty member, but shall include the following, at minimum:

- one class project
- one research assignment
- one class presentation
- a midterm and a comprehensive final exam

Written assignments and research projects: Students are required to use American Psychological Association (APA) writing conventions. Alternatively, students may submit 3 - 5 minutes recorded presentations in ASL instead of written format. 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 the 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 to participate in this class online.

Date Revised: 9/19/2023

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