

## Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

## Resources

Bar-Tzur, D. (1999). *Integrating the interpreting service models*. Retrieved from <http://www.theinterpretersfriend.org/misc/models.html>

Humphrey, J. & Alcorn, B. (2007). *So you want to be an interpreter? An introduction to sign language interpreting (4th ed.)*. Everett, WA: H&H Publishing Co., Inc.

McDermid, C. (2010). Culture brokers, advocates, or conduits: Pedagogical considerations for Deaf interpreter education. *International Journal of Interpreter Education*, 76-101. Also retrieved from [http://www.diinstitute.org/wp-content/uploads/2014/01/pp\\_76-101\\_McDermid\\_Vol22.pdf](http://www.diinstitute.org/wp-content/uploads/2014/01/pp_76-101_McDermid_Vol22.pdf)

National Consortium of Interpreter Education Centers. (2012). *Focus group results: Deaf interpreting processes*. [Includes video clip]. Retrieved from <http://www.diinstitute.org/study-results-2/focus-groups/deaf-interpreters/deaf-interpreting-processes/>.

National Consortium of Interpreter Education Centers. (2012). *Interpreting in vocational rehabilitation settings*. <http://www.interpretereducation.org/tim/video-series/>. Boston, MA: NCIEC.



## Module 1

### Unit 3