

3. Active participation during in-class activities, including role-play and group exercises, as applicable
4. Delivery of written and video assignments, as applicable



Resources

Christensen, K. (2000). Exploring students' personal cultures. In *Deaf plus: A multicultural perspective* (pp. 221-223). San Diego, CA: DawnSignPress.

Dean, R.K., & Pollard, R.Q. (2013). *The demand control schema: Interpreting as a practice profession*. CreateSpace. See also <http://demandcontrolschema.com>

Dean, R. & Pollard, R. (n.d.). *Introduction to demand control theory*. [Videos]. Retrieved from <http://www.interpretereducation.org/aspiring-interpreter/mentorship/mentoring-toolkit/mentoring-toolkit-videos/>

McCaskill, C., Lucas, C., Bayley, R., & Hill, J. (2011). *The hidden treasure of Black ASL: Its history and structure*. Washington, DC: Gallaudet University Press. See also <http://blackaslproject.gallaudet.edu/BlackASLProject/Welcome.html>

National Multicultural Interpreter Project. (2000). *Cultural and linguistic diversity series: Life experiences of Donnette Reins, American Indian, Muskogee Nation*. [ASL with English voiceover]. El Paso, TX: El Paso Community College. Retrieved from <http://ncrtm.ed.gov/>. Instructional supplement retrieved from <http://ncrtm.ed.gov/>. *This curriculum contains resources from The National Clearinghouse of Rehabilitation Training Materials (NCRTM).*



National Multicultural Interpreter Project. (2000). *Cultural and linguistic diversity series: Life experiences of Donnette Reins, American Indian, Muskogee Nation*.

Module 2 Unit 2