

**INTP 3010-IA**  
**Introduction to ASL/English Interpreting**  
**3 SEMESTER HOURS**  
**Fall, 2013**

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**Dewar College of Education**  
**Valdosta State University**  
**Department of Middle, Secondary, Reading & Deaf Education**

**Conceptual Framework: Guiding Principles (DEPOSITS)**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

## **REQUIRED TEXTBOOKS**

Humphrey, J.H. & Alcorn, B.J. (2007). *So You Want to be An Interpreter*, 4<sup>th</sup> Ed. Amarillo, TX: H & H Publishing Company.

Mindess, A. (2006). *Reading Between the Signs*. Marmouth, ME: Intercultural Press, Inc.

## **COURSE DESCRIPTION**

**Prerequisites:** SPEC 2120

An overview of the field of interpreting. Examines the role of the educational interpreter and provides an in-depth analysis and application of the Code of Ethics. Settings and situations are viewed emphasizing the role of the interpreter within the academic environment.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

- I. CONTENT AND CURRICULUM: Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Educators support the intellectual, social, physical, and personal development of all students.
- III. LEARNING ENVIRONMENTS: Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. ASSESSMENT: Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. PLANNING AND INSTRUCTION: Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. PROFESSIONALISM: Educators recognize, participate in, and contribute to teaching and learning as a profession.

## **CCIE LEARNING OUTCOMES DEVELOPED DURING THIS COURSE (HIGHLIGHTED):**

### CCIE1. LIBERAL ARTS CONTENT

- a. Superior oral and/or written communication skills.
- b. Logical thinking, critical analysis, problem solving, and creativity.
- c. Knowledge and appreciation of multicultural features of society.
- e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population along with the practical knowledge of its influence and impact on the profession.

### CCIE2. SOCIAL AND BEHAVIORAL SCIENCES CONTENT

- a. Human behavior in the context of socio-cultural systems to include beliefs, ethics, and values.
- b. Minority group dynamics, prejudice, class, power, oppression, and social change.

- c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, and cross-cultural conflict.

**CCIE3. PROFESSIONAL KNOWLEDGE CONTENT:**

- a. Theories of interpretation, translation, and historical foundations of the profession.
- b. Interpreter role, responsibilities and professional ethics.
- c. Human relations, dynamics of cross-cultural interaction, and intercultural communication knowledge and competency.
- d. Human services and community resources.
- e. Certification, licensure, business practices and state and federal legislation.
- f. Continuing professional development.
- g. Stress management and personal health.

**CCIE4. PROFESSIONAL EDUCATION COMPETENCIES**

- a. LANGUAGE
  - ii. Ability to express oneself correctly, fluently, clearly, and with poise in the target language.
- c. METHODOLOGY
  - i. Ability to use different modes of interpreting (i.e., simultaneous or consecutive) and ability to choose the appropriate mode in a given setting.
- d. SUBJECT MATTER
  - iii. Techniques and logistics, such as ability to manage the physical setting and ability to select and use appropriate equipment.

**LEARNING OUTCOMES FOR VSU’S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU’s Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

**COURSE OBJECTIVES (CO):**

<b>COURSE OBJECTIVE:</b>	<b>ALIGNED WITH COLLEGE OF EDUCATION CFS</b>	<b>ALIGNED WITH CCIE LEARNING OUTCOMES</b>
<b>CO1:</b> The student will demonstrate in writing understanding of the roles, responsibilities, and ethics of educational interpreting. Given ethical scenarios students will identify the ethical problem and tenet of the NAD-RID National Council on Interpreting (NCI) Code of Professional Conduct which the ethical problem involves, critically consider possible courses of action and describe in writing the course or courses of action he/she would take and their potential consequences.	CFS I, III, IV	CCIE 1.a, 1.b, 2.a, 2.b, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f, 3.g, 4.a.ii
<b>CO2:</b> The student will advocate for and support maintaining professional standards for educational interpreters. Students will locate and maintain access to	CFS I, IV	CCIE 1.a, 3.b, 3.d, 3.e, 3.f, 3.g

information that describes the professional standards for Educational Interpreters in the State of Georgia and information that describes the professional standards for interpreters who are certified by the NAD-RID NCI. Students will identify in writing how professional standards at both the state and national levels support excellence in service to deaf and hard of hearing students and consumers.		
<b>CO3:</b> When presented with scenarios depicting settings where interpreters work the student will demonstrate in writing knowledge of the roles, responsibilities, and special communication protocols required of the setting.	CFS I, II, III, V	CCIE 1.a, 1.b, 1.c, 1.e, 2.a, 2.b, 3.b, 3.c, 4.c.i, 4.d.iii
<b>CO4:</b> When presented with true/false, multiple choice, and short answer questions the student will demonstrate knowledge of the history of ASL/English interpreting, comparative linguistics between ASL and English, Deaf and hearing cultures and the impact of these cultures on the interpreting process, settings where interpreters work and the special requirements of each setting, and professionalism and professional business practices for interpreters.	CFS I, II, III, IV, V	CCIE 1.a, 1.b, 1.c, 1.d, 2.a, 2.b, 2.c, 3.a, 3.b, 3.c, 3.e, 3.f, 4.a.ii, 4.c.i, 4.d.iii

### **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

#### **1. Tests (150 points) - (CO 3, CO 4)**

There will be three tests in the course, worth 50 points each. These tests will be online and open book and will consist of various types of questions: T/F, Multiple Choice, Fill in the Blank, Short Answer and Essay. There will be a time limit so you must study and be familiar with the material in order to answer all of the questions within the set time frame. **Tests are NOT group assignments**, and anyone caught cheating (i.e. getting answers from anywhere other than your own books and notes) will be penalized per the Departmental policy on plagiarism. Also, be advised that APA style must still be followed when answering questions on exams – that means any information you quote OR PARAPHRASE from the text must be cited using appropriate APA in-text citation formatting. Failure to do so will result in penalties as outlined in the Departmental policy on plagiarism. The tests will not be cumulative, although material that has previously been covered may be applicable to the current test questions.

#### **2. Quizzes (100 points) - (CO 1, CO 2, CO 3, CO 4)**

In each unit of the course you will complete a series of readings and assignments. After completing the readings and assignments, you will take a comprehension quiz on the material. There will be a total of 10 quizzes, worth 10 points each (in addition to a pre-quiz on the course syllabus and information). Quizzes are open book, but there will be a time limit so you must study and be familiar with the material in order to answer all of the questions within the set time frame. **Quizzes are NOT group assignments**, and anyone caught cheating (i.e. getting answers from anywhere other than your own books and notes) will be penalized per the Departmental policy on plagiarism.

#### **3. Discussion board/participation (120 points) - (CO 1, CO 2, CO 3, CO 4)**

There will be ten (10) online discussions during the semester, worth 12 points each. The discussions will ask you to reflect on and apply what you've learned about in your readings and assignments. You should use the online discussions to ask clarifying questions which I or your fellow classmates will respond to. Part of your grade will depend on these interactive discussions, so make sure you read your classmates'

posts and respond thoughtfully. Simply responding to another students' post with a "yes/no" or "I agree/disagree" type of answer will not be sufficient to earn you full participation credit for the week. I expect thoughtful questions and answers, and a lively back-and-forth discussion between you and your fellow students. I will try to make the topics conducive to this type of exchange, but if you have other ideas for topics that would generate more discussion, please feel free to post these, as well. Review the discussion board rubric online to see how these posts will be evaluated.

You will also each be responsible for moderating one discussion during the semester. You will be expected to answer questions posed by the instructor and your classmates, ensure civility in the discussion, and keep the discussion going if it "stalls." The discussion that you moderate will be worth 12 points and will be in place of your regular discussion board postings. Depending on the number of students enrolled in the course, more than one student may be responsible for moderating each discussion.

#### 4. **Ethical scenarios (40 points)** - (CO 1, CO 4)

In this course we will discuss ethical scenarios that may occur during an interpreting assignment, and how to handle these situations. You will have two separate assignments, worth 20 points each. Each of these assignments will have several scenarios that you will need to respond to. Use the posted rubric when responding to each scenario. **No late submissions will be accepted.**

#### 5. **Presentations (30 points)** - (CO 1, CO 2, CO 3, CO 4)

You will each be responsible for working with a partner or small group to present one of the weekly lessons in Wimba Classroom, worth 30 points. This will require reading and understanding the material before the class session, meeting with your partner or small group either in person or online to plan your presentation of the material, creating a professional PowerPoint with the main points to guide your presentation, and posing thought-provoking questions to the class on the discussion board. Your group will be responsible for moderating (leading) the discussion during the week your presentation is posted. Additional guidelines and requirements will be provided online. **No late presentations will be accepted.**

#### **Extra Credit (20 points)**

There are several extra credit opportunities available throughout the semester, worth a total of 20 points. Check the course schedule for due dates. You can do these in any order, but your first extra credit assignment is due by the first due date, the second by the second due date, etc. This will help you do these throughout the semester, rather than waiting until the end of the semester to try to complete them all.

a. **"Audism Unveiled"** (10 points) – Watch this movie on audism (available through the VSU library or I can let you borrow my copy if you don't live near campus) and write a 2 page paper (double spaced) on your reaction to it. You will need to do more than summarize the movie – I want to know what you think, feel, agree with, disagree with, etc.

b. **Deaf events** (5 points each – 10 points max) – Attend up to two deaf events (silent dinners, deaf clubs, etc.) during the semester and write a 1 page paper (double spaced) on what you did at the event and what you learned (i.e. new signs, Deaf culture, interpreting). Watch your email and the announcements for information on these events, and feel free to pass along information about events you find out about to your classmates, too. **NOTE:** A deaf event is an event in which the majority of those in attendance are Deaf, and ASL is the majority language used.

#### **COURSE EVALUATION**

Your grade in this course will be determined based on a point system. Each activity, assignment, test, and quiz is assigned a point value. It is your responsibility to keep up with your grades. If you see a

mistake on BlazeView, inform the instructor immediately. Requests for reconsideration may be granted in situations where there has been a mistake on the instructor's part (i.e. grade entered incorrectly, correct quiz answers marked as incorrect), but these requests must come from the student via email immediately after the error is identified. **No requests for reconsideration will be granted more than two weeks after the grades have been posted, so be sure to check your grades on a weekly basis.**

All assignments must be submitted *by the due date* through the appropriate location on BlazeView – **NO EMAILED ASSIGNMENTS WILL BE ACCEPTED.** I do not accept technical issues as an excuse for missed or late assignments. Typed assignments must be submitted in Microsoft Word. YouTube links must be accessible (either as public or unlisted, **not private**). **If I am not able to open your YouTube link, you will get a zero for that assignment**, so check your links before submitting them.

Grade	Percentage	Points
A	90%-100%	394-440
B	80%-89%	350-393
C	70%-79%	306-349
D	60%-69%	262-305
F	Below 60%	0-261

### **STUDENT RESPONSIBILITIES**

In this course, you will complete an introductory module and four (4) course modules. Assignments within each module will be organized by weeks. Each weeks assignments will be **posted by 8:00am on Monday, and you will have until the following Monday at 8:00am** to complete and submit your assignments. You are responsible for remembering these dates (without reminders) and completing all work on time and per course policies. Each module will include quizzes, discussions, and assignments. Make sure you plan ahead and submit your work early so that you do not miss an assignment due date. **I encourage you to complete and submit all work at least 2-3 days before the due date.** This will account for any technical, personal, health, or family issues and leaves plenty of time to email me and get any issues resolved so that you can complete your work on time. It is your responsibility to check your grades in BlazeVIEW to ensure that assignments you think you have submitted have been received and graded by me.

#### Technical

- To access the course, go to <https://vsu.view.usg.edu/> and login.
- Check BlazeView and your VSU email on a daily basis. I encourage you to have your VSU email forwarded to your mobile device. If you have questions about this, contact the Help Desk <http://www.valdosta.edu/helpdesk/>.
- Everyone, especially those new to on-line courses or BlazeView, should review these resources and tips on taking Distance Learning (DL) courses: <http://www.valdosta.edu/academics/elearning/main/current-students/student-resources/blazeview-d2l.php>
- You must have access to PDF (.pdf) or Word (.doc, .docx, .rtf). No other document file types will be accepted. (Note: You can download a free PDF converter to your personal computer by going to [www.cutepdf.com](http://www.cutepdf.com))
- If you have technical problems or a question on how to use BlazeView, call the Help Desk at 229-245-4357. Do not contact the professor. If you cannot resolve the issue, go to a campus computer lab. It is your responsibility to understand how to use BlazeView correctly.

- We will have weekly online lesson presentations. These lectures will be recorded and it is your responsibility to watch/listen to the lectures on a weekly basis. Even though there is no point value assigned, this is still a required component of the course. Any material included in the lectures (whether or not it is covered in the book) may appear on your quizzes and tests. I reserve the right to take your attendance at these lectures into consideration when calculating final grades.

### Course

- Read and understand the entire syllabus during the first week of class. This is your responsibility as a student enrolled in this course. If you have questions about the syllabus, please ask me within the first 1-2 weeks of class. If you have questions about a module or assignment, it is your responsibility to ask for clarification before the due date.
- Purchase the required text books by the end of the first week of classes.
- Prepare for online quizzes in advance by carefully reading the assigned chapters by (or before) the scheduled due date. Take quizzes within the allotted time frame. Late quizzes will not be accepted.
- Complete all quizzes and submit all work well before deadlines to account for any potential computer, internet, or other technical issues. Always have a “back-up” plan (i.e. go to the library, friend’s house, café) in the event that you run into technical issues when work is due. I strongly encourage you to complete work by Friday before the Monday deadline. Friday leaves plenty of time to email me and get the issue resolved so that you can complete your work. **Be aware that Friday at 5pm is the last time I am guaranteed to check email before work is due on Monday.** Think and work ahead!
- Keep track of your grades through the online grade book under GRADES. Keep track of your grade by dividing your total earned points (at that moment) by the total points possible (at that moment). Calculate your final grades by dividing your total earned points by 440 (your points/440).
- Be respectful of your peers at all times, and especially when communicating in discussion boards. (See the “Netiquette” guidelines in Appendix A for more information.)
- Be respectful and professional when you communicate with me, especially through email. Use this general “professional rule” when you email anyone in a professional setting (anyone that is not your friend or family member). General Rule: Use a greeting and address the person with their formal name and conclude with a closing and your full name. In a university setting, you should address your instructors as “Dr.” or “Professor” last name. You can call me “Mrs. Jackson” or “Professor Jackson”. You should also always spell check, edit for grammar and punctuation, etc. I suggest you use these guidelines for all of your courses at VSU and other professional experiences.
- If you have any questions or concerns, please send me an email (LBJackson@valdosta.edu). If you’d like to meet with me, choose the option that works best for you and send me an email to let me know:
  - ooVoo: create a free ooVoo account (www.ooVoo.com). Once you have an account, search for my ooVoo name (laura.jackson) and set up a time to video-call me.
  - Phone: email me your phone number and a day and time you would like me to call you.

### Carefully review all of the above responsibilities and pay special attention to:

- no late or emailed work accepted
- only correct files accepted (Word, PDF, public/unlisted YouTube links)

- you must email me by Friday at 5pm to resolve any issues with taking quizzes or uploading assignments in BlazeView (work ahead!)

*I have an ethical obligation to follow these printed policies in order to be fair and consistent to every student. For your benefit, think and work ahead and read this syllabus word-for-word during the first week.*

### **INSTRUCTOR RESPONSIBILITIES**

- I will review and respond to email messages daily (Monday-Friday). You should have an email response within 24-48 hours. If you haven't heard back from me after that amount of time, please email me again – it's possible that I didn't receive your first email. **Friday at 5pm will be the last time I check my email before Monday's due date.** This means you must email me no later than 5pm on Friday if you need help before a due date. Sending your email after Friday at 5pm is "at your own risk" – I may or may not respond before Monday at 8:00am when your assignment is due. Plan your time accordingly.
- I will not extend a due date for a student regardless of personal, health, or technical issues. I have an ethical obligation to follow the printed policies to maintain a fair/consistent learning environment for every student. I encourage you to submit your work before the deadline (by Friday). I strongly encourage you to work ahead.
- For consistency, I will review and grade all students' projects and discussions after the due date. I will not check or grade work before the deadline.
- Quizzes, assignments, and discussion posts will generally be graded and posted 7-10 days after the due date.
- I will provide you with detailed feedback on your assignments. Check through the GRADES tab.
- I will notify students of any changes in the course at least 2 weeks in advance.
- I will use the NEWS function on BlazeView to regularly communicate and provide additional resources and information as they become available. Check this on a daily basis when you log into BlazeView.
- I will provide evaluation criteria (rubrics) and specific directions for all course assignments (in this syllabus and on BlazeView). Read this information carefully before contacting me with questions.
- Because I am not on campus, I won't have regular office hours for you to come to my office and talk with me in person. However, I will be available to meet with students via ooVoo, by phone, or by email. Email me to set up an appointment. I welcome the opportunity to help you!

### **COURSE POLICIES**

- Students are expected to keep up with assignments on a weekly basis. This includes reading the chapters, responding to discussion posts, meeting with group members, and completing the assignments as listed on the course schedule.
- All assignments are due by Monday at 8:00am.
- As a general rule, no make-up or late work will be accepted. However, some assignments will be accepted up to 24 hours past the due date. See the specific assignment rubrics for these exceptions.
- You are strongly encouraged to keep a copy of all of your assignments for your own personal records and in order to dispute any errors in the BlazeView grade book.



## ATTENDANCE POLICY

The University 20% absence policy regarding attendance will be strictly adhered to during the course. **Because this is an online class, attendance will be measured by participation in online discussions.**

## PROFESSIONALISM

### *STATEMENT ON ACADEMIC INTEGRITY*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Professionalpractices/NEthics.asp> ) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

### *DESCRIPTION OF ACADEMIC DISHONESTY*

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original

source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.

- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW and GOML. For more information on the use of SafeAssign at VSU see [SafeAssign for Students](http://www.valdosta.edu/academic/SafeAssignforStudents.shtml) (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

**DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

**FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

**SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the

Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

### **SPECIAL NEEDS STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall- South. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY).

### ***STUDENT SUCCESS CENTER***

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email [ssc@valdosta.edu](mailto:ssc@valdosta.edu).

### **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

### **INSTRUCTOR**

Name: Mrs. Laura Jackson  
Office Number: n/a  
Telephone Number: (904) 654-8048  
Email Address: [LBJackson@valdosta.edu](mailto:LBJackson@valdosta.edu)  
Office Hours: By appointment only (online)  
Website: n/a

## SYLLABUS AND COURSE SCHEDULE MODIFICATIONS

The instructor reserves the right to modify the syllabus or class schedule pending class needs and progress. Any modification will be provided to the student, in writing, to supersede previous information, prior to any changes being implemented.

### Course Schedule (Fall 2013) Introduction to ASL/English Interpreting (INTP 3010-IA)

<b>Date</b>	<b>Assignments</b>	<b>Due</b>
<b>Introductory module</b>		
Week 1 – August 12	<b>Readings:</b> Course information (syllabus, rubrics, Welcome Letter) <b>Discussions:</b> Introduce yourself; post picture <b>Lesson Presentation:</b> Watch the recorded session <i>Pre-Quiz</i>	<b>August 19</b>
<b>Module 1 – Interpreting and Communication</b>		
Week 2 – August 19	<b>Readings:</b> SYWBAI (Ch. 1) <b>Lesson Presentation:</b> Watch the recorded session <i>Quiz 1</i>	<b>August 26</b>
Week 3 – August 26	<b>Readings:</b> Mindess (p. 17-119); SYWBAI (Ch. 2) <b>Discussions:</b> Culture <b>Lesson Presentation:</b> Watch the recorded session <i>Quiz 2</i>	<b>September 2</b>
Week 4 – September 2	<b>LABOR DAY – NO CLASS</b>	
Week 5 – September 9	<b>Readings:</b> Mindess (p. 120-142); SYWBAI (Ch. 9) <b>Discussions:</b> Intercultural communication and language <b>Lesson Presentation:</b> Watch the recorded session <i>Extra Credit #1 due</i> <i>Test 1</i>	<b>September 16</b>
<b>Module 2 – Ethics of Interpreting</b>		
Week 6 – September 16	<b>Readings:</b> Mindess (p. 143-154, 189-217) <b>Lesson Presentation:</b> Watch the recorded session <b>Group work:</b> Sign up for your group presentations <i>Quiz 3</i>	<b>September 23</b>
Week 7 – September 23	<b>Readings:</b> SYWBAI (Ch. 5 & 12); <i>NAD-RID Code of Professional Conduct</i> (Download from <a href="http://www.rid.org">www.rid.org</a> ); Audism article <b>Discussions:</b> Oppression and Audism <i>Quiz 4</i>	<b>September 30</b>
<b>Module 3 – Settings for Interpretation</b>		
Week 8 – September 30	<b>Readings:</b> Mindess (p. 65-67, 160-163, 235-236); SYWBAI (p. 325-337); RID Standard Practice Paper (SPP) (Educational Interpreting) <b>Assignments:</b> Ethical Scenarios #1 <b>Discussions:</b> Educational Interpreting <b>Lesson Presentation:</b> Watch the recorded session – Check BlazeView for which group will be presenting this session <i>Quiz 5</i>	<b>October 7</b>

Week 9 – October 7	<b>Readings:</b> SYWBAI (p.353-359); RID SPP (Legal Interpreting) <b>Discussions:</b> Legal interpreting <b>Lesson Presentation:</b> Watch the recorded session – Check BlazeView for which group will be presenting this session <i>Extra Credit #2 due</i> <i>Test 2</i>	<b>October 14</b>
Week 10 – October 14	<b>FALL BREAK – NO CLASS</b>	
Week 11 – October 21	<b>Readings:</b> SYWBAI (p. 348-353, 359-361); RID SPP (Medical Interpreting); RID SPP (Mental Health Interpreting) <b>Discussions:</b> Medical and Mental Health Interpreting <b>Lesson Presentation:</b> Watch the recorded session – Check BlazeView for which group will be presenting this session <i>Quiz 6</i>	<b>October 28</b>
Week 12 – October 28	<b>Readings:</b> SYWBAI (p. 337-341, 371-372, 372-374, 375-376); RID SPP (VRS) <b>Discussions:</b> Video Relay Interpreting <b>Lesson Presentation:</b> Watch the recorded session – Check BlazeView for which group will be presenting this session <i>Quiz 7</i>	<b>November 4</b>
Week 13 – November 4	<b>Readings:</b> SYWBAI (p. 341-346, 364-371); RID SPP (Religious) <b>Assignments:</b> Ethical Scenarios #2 <b>Discussions:</b> Religious interpreting; performing arts interpreting <b>Lesson Presentation:</b> Watch the recorded session – Check BlazeView for which group will be presenting this session <i>Quiz 8</i> <i>Extra Credit #3 due</i>	<b>November 11</b>
<b>Module 4 – Special Communication Techniques and Professional Issues</b>		
Week 14 – November 11	<b>Readings:</b> SYWBAI (p. 346-348, 361-364, 376-378); RID SPPs for Team, Conference, CDI, Deaf-Blind and Oral Interpreting <b>Lesson Presentation:</b> Watch the recorded session <i>Quiz 9</i>	<b>November 18</b>
Week 15 – November 18	<b>Readings:</b> SYWBAI (Ch. 11); RID SPP for Professional Interpreting, Multiple Roles and Self-Care <b>Lesson Presentation:</b> Watch the recorded session <i>Quiz 10</i>	<b>November 25</b>
Week 16 – November 25	<b>Readings:</b> SYWBAI (Ch 14); RID SPP for Business Practices and Mentoring <b>Discussions:</b> Why you want to be an interpreter; course wrap up <i>Test 3</i>	<b>December 2</b>

# APPENDIX A

## DISCUSSION BOARD/ PARTICIPATION

### **Discussion Board (10 at 12 points each = 120 points)**

There will be ten (10) online discussions during the semester, worth 12 points each. The discussions will ask you to reflect on and apply what you've learned about in your readings and assignments. You should use the online discussions to ask clarifying questions which I or your fellow classmates will respond to. Part of your grade will depend on these interactive discussions, so make sure you read your classmates' posts and respond thoughtfully. Simply responding to another student's post with a "yes/no" or "I agree/disagree" type of answer will not be sufficient to earn you full participation credit for the week. I expect thoughtful questions and answers, and a lively back-and-forth discussion between you and your fellow students. I will try to make the topics conducive to this type of exchange, but if you have other ideas for topics that would generate more discussion, please feel free to post these, as well. Review the discussion board rubric online to see how these posts will be evaluated.

You will also each be responsible for moderating one discussion during the semester. You will be expected to answer questions posed by the instructor and your classmates, ensure civility in the discussion, and keep the discussion going if it "stalls." The discussion that you moderate will be worth 12 points and will be in place of your regular discussion board postings. Depending on the number of students enrolled in the course, more than one student may be responsible for moderating each discussion.

### **Grading**

To get full credit on the discussion (12 points), you must do the following:

- 1) Post one personal response to the prompt during the first week that the discussion is available.
- 2) Post responses to your peers as directed in the individual discussion board assignments – sometimes you will be asked to respond to one person, other times you will need to respond to all of your classmates. Be sure to read the instructions for each discussion carefully.
- 3) Continue to respond to all threads posted in response to your original post (even after the initial discussion). The discussion never "closes" – you should continue to respond as long as others are responding. If you do not respond, it is within my discretion to go back and change your grade.
- 4) Follow the 8 Netiquette Rules listed below.
- 5) Re-read and spell check your posts before submitting them.

### **Netiquette Rules for Discussions and Emails**

Adopted from Core Rules of "Netiquette" by Virginia Shea.

<http://www.albion.com/netiquette/corerules.html>

**Rule 1:** Remember that behind every post is a person. Treat your peers and professor with respect.

**Rule 2:** Adhere to the same standards of behavior online that you would in person. Be courteous and use your manners.

**Rule 3:** Know where you are in cyberspace. You are a University student completing an assignment for an academic class. Act accordingly.

**Rule 4:** Respect other people's time and bandwidth. Use your discussion posts to meet course objectives.

**Rule 5:** Make yourself look good online. Your first impression is what you type.

**Rule 6:** Share expert knowledge. Don't be afraid to share something you know a lot about. Your group will appreciate your expertise if you use your manners when sharing.

**Rule 7:** Help keep flame wars under control. If emotional reactions arise, do not judge or perpetuate the outbursts. Move on.

**Rule 8:** Be forgiving of other people's mistakes. If someone's post seems rude, try to let it go. It may be the case of "lost in translation" that sometimes occurs with on-line interactions. Give them the benefit of the doubt.

### DISCUSSION BOARD RUBRIC

Criteria	Excellent [12 points]	Satisfactory [9 points]	Unsatisfactory [6 points]	Incomplete [0 points]
<b>Content</b>	Discussed respectfully, thoughtfully and with insight; key issues within the prompt were identified and answered, discussion consistently clear with no digressions	Discussed respectfully at surface level, the key issues within the prompt were identified but not all were answered, discussion clear most of the time	Post was confusing, hard to follow, key issues within the prompt were not identified or answered; post was not respectful	Not submitted
<b>Context</b>	Posted by the due date, few stylistic errors, organized, direct & clear communication	Posted by the due date, several stylistic errors, weak organization, not always direct & clear communication	Posted late; or many stylistic errors, not organized, limited clarity	Not submitted
<b>Community responses</b>	Responses to peers are respectful, relevant to discussion and posted by the due date; appropriate number of peer responses based on assignment requirements; continues to respond to posts after due date	Limited participation in discussion but respectful and posted by the due date; fewer peer responses than required; continues to respond to posts after due date	Response is not respectful; or response posted after the due date; or does not respond to posts after the due date	Not submitted (0)

### DISCUSSION BOARD MODERATOR RUBRIC

Criteria	Excellent [12 points]	Satisfactory [8 points]	Unsatisfactory [4 points]	Incomplete [0 points]
<b>Content</b>	Responded respectfully, thoughtfully and with insight; diffused any tension created by students' responses; added information/questions to continue the discussion as needed	Responded respectfully, thoughtfully and with insight; may not have diffused tension created by students' responses; may not have added information/questions to continue the discussion as needed	Responded disrespectfully or without insight; responses may have led to increased tension; did not add anything substantive to continue the discussion	No posts submitted
<b>Context</b>	Responses were timely and consistent throughout the discussion, few stylistic errors, organized, direct & clear communication	Responses were timely but may not have been consistent, several stylistic errors, weak organization, not always direct & clear communication	Responses were not timely or consistent, many stylistic errors, responses were confusing	No posts submitted



# APPENDIX B

## ETHICAL SCENARIOS

### Ethical scenarios (40 points)

In this course we will discuss ethical scenarios that may occur during an interpreting assignment, and how to handle these situations. You will have two separate assignments, worth 20 points each. Each of these assignments will have several scenarios that you will need to respond to. Use the posted rubric when responding to each scenario. **No late submissions will be accepted.**

### ETHICAL SCENARIOS RUBRIC

Criteria	Excellent [20 points]	Satisfactory [16 points]	Unsatisfactory [12 points]	Incomplete [0 points]
<b>Problem statement</b>	Conflict is appropriately identified; brief summary of scenario is given; point of view is criticized or defended as stated in the scenario	Conflict is appropriately identified; brief summary of scenario may or may not be given; point of view is incorrectly criticized or defended	Conflict is not appropriately identified; brief summary of scenario may or may not be given; point of view may be correctly or incorrectly criticized or defended	Not submitted (0)
<b>CPC tenets</b>	Appropriate CPC tenet(s) are identified; 2-3 tenets are used	Appropriate CPC tenet(s) are identified; only 1 tenet is used	CPC tenet(s) are not identified or are irrelevant	Not submitted (0)
<b>Appropriate response</b>	Appropriate response given; refers to the actions of the interpreter related to the scenario; does not include personal opinion	Appropriate response is given; may refer to the actions of the interpreter and include personal opinion	Response is not appropriate; may refer to the actions of the interpreter and include personal opinion	Not submitted (0)
<b>Written response</b>	Written response is thorough and complete, incorporating elements of the process into a coherent English response	Written response is fairly complete; response may at times lack clarity or relevance to the question	Written response is superficial and/or unclear or irrelevant	Not submitted (0)

# APPENDIX C

## PRESENTATIONS

**Presentation Rubric**

Criteria	Exceptional [30]	Satisfactory [22]	Unsatisfactory [14]	Incomplete [0]
<b>Understanding of material being presented</b>	Able to clearly explain concepts, including clarifying complex ideas, and provide additional examples (10)	Able to somewhat accurately explain concepts (8)	Unable to clearly explain concepts (6)	Incomplete (0)
<b>Presentation of material</b>	Presentation is organized, presenters are well-prepared; PowerPoint is professional and includes all relevant information (8)	Presentation at times lacks organization; PowerPoint is adequate but not professional or comprehensive (6)	Presentation is unorganized, presenters are unsure of order; PowerPoint is unprofessional or not comprehensive (4)	Incomplete (0)
<b>Group cohesiveness</b>	Group members work together well; evidence of coordination in presentation; any issues are resolved within the group (7)	Group members work together relatively well; presentation may lack coordination; any issues are resolved within the group (5)	Group members did not work together well; presentation may lack coordination; issues are not able to be resolved within the group (3)	No evidence of group cohesiveness (0)
<b>Discussion board topic</b>	Discussion board topic is posted on time; topic is appropriate and relevant to the presentation; stimulates discussion (5)	Discussion board topic is posted on time; topic may only be peripherally related to the presentation; may or may not stimulate discussion (3)	Discussion board topic is posted on time; topic is not related to the presentation; may or may not stimulate discussion (1)	Incomplete or posted late (0)