INTP 3150
ENGLISH—ASL TRANSLATION
3 SEMESTER HOURS
Spring, 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

Scheetz, N. A. (2009). Building ASL interpreting and translation skills: Narratives for practice. Boston: Pearson.

COURSE DESCRIPTION

Prerequisites: INTP 2998, SPEC 3000, and ASLS 3170. A skills-oriented course designed to provide students with practice translating English to ASL and ASL to English. The primary focus of the class will be on the process of translation, i.e., analysis, transfer and reformulation of the source text in the target language when there is substantial time to consider language form and function, cultural parallelism, and pragmatic aspects of the translation. Students will engage in practice of meaning analysis, written transcription, and signed and spoken translation.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)
(identify those that apply to the course)

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

LIBERAL ARTS CONTENT	
CCIE1.A	Superior oral and/or written communication skills.
CCIE1.B	Logical thinking, critical analysis, problem solving, and creativity.
CCIE1.C	Knowledge and appreciation of multicultural features of society.

CCIE1.D	Ability to make judgments in the context of historical, social, economic, scientific, and political information.
CCIE1.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.
SOCIAL AND BEHAVIORAL SCIENCES CONTENT	
CCIE2.A	Human behavior in the context of socio-cultural systems to include beliefs, ethics, and values.
CCIE2.B	Minority group dynamics, prejudice, class, power, oppression, and social change.
CCIE2.C	Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, and cross-cultural conflict.
PROFESSIONAL KNOWLEDGE CONTENT	
CCIE3.A	Theories of interpretation, translation, and historical foundations of the profession.
CCIE3.B	Interpreter role, responsibilities and professional ethics.
CCIE3.C	Human relations, dynamics of cross-cultural interaction, and intercultural communication knowledge and competency.
PROFESSIONAL EDUCATION COMPETENCIES A. LANGUAGE	
CCIE4.A.i	Ability to understand the source language in all its nuances.
CCIE4.A.ii	Ability to express oneself correctly, fluently, clearly, and with poise in the target language.
PROFESSIONAL EDUCATION COMPETENCIES B. MESSAGE TRANSFER	
CCIE4.B.i	Ability to understand the articulation of meaning in the source language discourse.
CCIE4.B.ii	Ability to render the meaning of the source language discourse in the target language without distortions, additions, or omissions.
CCIE4.B.iii	Ability to transfer a message from a source language into a target language appropriately from the point of view of style and culture, and without undue influence of the source language.
PROFESSIONAL EDUCATION COMPETENCIES C. METHODOLOGY	
CCIE4.C.ii	Ability to use different target language forms and ability to choose the appropriate form according to audience preference.
PROFESSIONAL EDUCATION COMPETENCIES D. SUBJECT MATTER	
CCIE4.D.i	Breadth of knowledge allowing interpretation of general discourse within several fields.

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):

The student will:

COURSE OBJECTIVE:	ALIGNED WITH COLLEGE OF EDUCATION CFS	ALIGNED WITH CCIE LEARNING OUTCOMES
1. Develop reading/listening, writing/signing, analytical thinking, and problem-solving skills related to translating texts from ASL to English and English to ASL.	CFS I, II, V	CCIE1.A CCIE1.B CCIE1.C CCIE1.D CCIE1.E CCIE2.A CCIE2.B CCIE2.C
2. Apply the process of translation from ASL to English and English to ASL.	CFS I, V	CCIE1.A CCIE1.B CCIE1.C CCIE1.D CCIE1.E CCIE4.B.i CCIE4.B.ii CCIE4.B.iii CCIE4.C.ii CCIE4.D.i
3. Differentiate and apply the concepts of form, meaning, function, dynamic equivalence and pragmatics when translating.	CFS I, II	CCIE3.A CCIE3.B CCIE3.C
4. Analyze, compare, and contrast English and ASL discourse and apply learning to translation work in order to create effective translations in both target languages.	CFS I, II, V	CCIE1.A CCIE1.B CCIE2.C CCIE3.C CCIE4.A.i CCIE4.A.ii CCIE4.B.i CCIE4.B.ii CCIE4.B.iii CCIE4.D.i

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Students will complete a midterm and final exam. (CO 1-4)
2. Students will complete a Comparative Discourse Analysis Project to be included as an artifact in their LiveText Portfolio. (CO 1-4) There are ten basic steps (see below), which will be submitted throughout the semester for feedback and returned to you. The final

project will be included in your LiveText Portfolio and culminates in two translations (one from English and one from ASL).

Steps in the process:
1. Brainstorm/predict content, source, and target language features
2. Content Mapping
    A. Random Map
    B. Organized Map
3. Source language retelling (based on final map)
4. Salient Feature Analysis
5. Visual representation
6. Predict target language features
7. Retell in target language
8. Repeat steps 1-7 for parallel text
    A. Content map
        i. Random
        ii. Organized
    B. Source language retelling
    C. Salient feature analysis
    D. Visual representation
    E. Predict target language features
    F. Retell in target language.
9. Comparative/Contrastive Analysis
10. A. Final translation of ASL text
    B. Final translation of English text

3. Students will complete written homework and translation practice activities. (CO 1-4)

COURSE EVALUATION

Assignment	Points
Written Examinations	200
Written Assignments and Translation Practice Activities	100
Discourse Analysis Project Steps 1-9=100 points Step 10=100 points	200
TOTAL	500

Final Grading Scale

450-500 points	A
400-449 points	B
350-399 points	C (A grade of C or better is required for all courses in the major.)
300-349 points	D
299 or below	F

ATTENDANCE POLICY

Students who are absent or tardy not only miss valuable information themselves, but also impact in-class group activities which are vital to our learning. At the beginning of each class, a sign-in sheet will be available. You must sign your own name in the appropriate space. When class begins, the sign-in sheet will be collected. Students arriving after the collection of the sign-in sheet or departing before class is dismissed will be marked tardy.

It is absolutely critical that you attend class consistently. Six absences will result in an "F" for the course. A tardy is defined as arriving, departing, or missing ≤ 30 minutes of class. Two tardies will be recorded as an absence. Missing more than 30 minutes of class is considered an absence.

CLASSROOM PROCEDURES AND DECORUM

Assignment Submission
Assignments must be submitted according to the directions posted in BlazeVIEW, in the assigned *format*, *location* (BlazeVIEW, EVIRx, etc.), and *on time*. Full credit for late work (or that must be re-submitted correctly after the deadline) will not be given. Work submitted more than 48 hours after the deadline will not be accepted and no points will be awarded. Technical issues are not an excuse for missed or late assignments; plan ahead and double check electronic submissions before the deadline.

Please note when submitting videos that BlazeView has an upload limit of 50MB. It is recommended that students use the following resources and tutorials to ensure file sizes are sufficient for submission prior to assignment deadlines:
- http://www.valdosta.edu/vista/students.shtml
- http://www.valdosta.edu/library/media/communicoach_support.shtml

Classroom Decorum
All classroom interaction should be respectful and supportive as we strive to maintain a safe environment conducive to learning from our mistakes. In feedback and discussions, students should focus on the work/behavior rather than the interpreter personally.
Breaks will be provided at regular intervals. Do not leave or enter the room while someone is actively working with a text.
Cell phones and other electronic devices should remain silent and out of sight during class.

Consequences
After an initial warning, failure to adhere to the above may result in your being asked to leave the class for the remainder of the session or more serious consequences including grade reduction or dismissal if warnings are not heeded. Absences will be recorded depending on the amount of time remaining in class at the time of the dismissal.

COMMUNICATION

My contact information is located at the end of this syllabus. If you have questions or concerns, you are encouraged to ask during class (using appropriate language mode), email me, visit me

during office hours, or make an appointment. Please note that the BlazeVIEW email tool will not be enabled for this course and official communication should be routed through my VSU email. I check email regularly throughout weekdays during business hours. Please allow 48 hours for a response.

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).

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."

ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

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.

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.

DIRECTIONS FOR POSTING TO LIVETEXT

How To Submit Portfolio Assignments in LiveText

How To Submit Portfolio Assignments in LiveText
Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio. The list of portfolio artifacts required for your program of study is available at http://www.valdosta.edu/coe/sec/studentresources.shtml
Note: Lesson Plans assessed after supervisors have observed in the field in MGED 4620, MGED 4790, MSED 7021, MSED 7041, MSED 7005, and MSED 7006 are **not** included in your portfolio. Follow separate directions for submitting these lesson plans for your university supervisor to assess.
All portfolio submissions should follow a **basic process**:
1. Load your assignment into the appropriate page of your portfolio.
2. Complete the four-part description of your artifact, explaining how it provides evidence that you have met COE's Conceptual Framework Standards.
3. Hide all pages except the current assignment.
4. Submit the portfolio (single page visible).
Directions for submission:
First, you need to edit your portfolio to include the new assignment
1. Click on **Documents** tab
2. Open your portfolio
3. Open the page for the current assignment under the *Table of Contents*
4. Click the "Edit" button of the Description and Rationale section
5. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
   a. The **Description** section can be very brief.
   b. In the **Rationale** section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
   c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.

       d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.

6. Towards the bottom there is a File Attachment(s) section, click "Edit"
7. Select "Upload New File," click Choose File, and browse for your file on your computer
8. After the file loads, Click "Save & Finish"
9. Hide all other pages of the portfolio so the assessor sees only the single page of your portfolio.
       a. Select **Manage Pages**.
       b. Click on the box next to **Title** to select all pages.
       c. Click on the box next to the current artifact page to unselect it.
       d. Select **Hide Pages**: **Save and Finish**.
       e. Note: Don't forget to unhide pages after you have submitted your assignment so you don't panic next time you open your portfolio.

Then, you need to submit the portfolio:

10. Near the top of the screen, select the **Dashboard** tab
11. Find the assignment and click on the corresponding **Begin Assignment** button
12. On the Assignment page, click on the **Attach Files** button. (Note that you will not be able to submit until you have attached at least one file.)
13. Click on the **LiveText Documents** tab to find your portfolio.
14. Click "Attach Selected Files"
15. Type any optional comments you wish to send to the instructor and click **Submit Assignment** when you are finished.

- A confirmation that your assessment has been successfully submitted will appear and the assignment status on your dashboard will change to Awaiting Assessment.
- If you made an error in your submission, you should email your instructor to request an opportunity to resubmit your assignment. Your instructor can allow you to resubmit, but each submission will be saved as a snapshot of what you sent. Your error is not erased or replaced.
- If you do not submit your assignment correctly, Your instructor will send it back to you for resubmission. Use the **Previous Submissions** tab to find comments from your instructor.

INSTRUCTOR

Name: Ms. Christia T. Williams, M.Ed-IP

Office Number: EDC 1113

Telephone Number: (229) 249-4957

Email Address: ctwillia@valdosta.edu

Office Hours: M/W 9:30-11:30; 1:30-3:30; T 10:00-11:00; Th 12:30-1:30