INTP 4010
Consecutive English to ASL Interpreting
FOUR SEMESTER HOURS
Fall, 2013

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Dewar College of Education & Human Services
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

Kelly, J. (2004). *ASL-to-English Interpretation: Say It Like They Mean It*. Alexandria, VA: RID Press.

In addition to this textbook, students are required to purchase a GoREACT account for video assignment submission by the second class meeting.

Students should also have a dictionary, thesaurus, and ASL dictionary for work at home and during class. Electronic versions are acceptable, but make sure that connectivity is adequate for in-class.

COURSE DESCRIPTION

Prerequisites: ASLS 3170, ASLS 3180, INTP 3010, ASLS 3140, DEAF 3100, and INTP 2998. A skills class designed to provide students with the opportunity to develop and enhance their interpreting skills. The course emphasizes techniques for interpreting spoken instructional and non-instructional activities into American Sign Language.

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

1. 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.
    d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.
2. SOCIAL AND BEHAVIORAL SCIENCES CONTENT

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

3. 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.
    f. Continuing professional development.
    g. Stress management and personal health.

4. PROFESSIONAL EDUCATION COMPETENCIES
    a. Language
        i. Ability to understand the source language in all its nuances.
        ii. Ability to express oneself correctly, fluently, clearly, and with poise in the target language.
    b. Message Transfer
        i. Ability to understand the articulation of meaning in the source language discourse.
        ii. Ability to render the meaning of the source language discourse in the target language without distortions, additions, or omissions.
        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.
    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.

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) Integrate academic, linguistic, and world knowledge during consecutive interpretations using appropriate cultural adjustments while managing internal and external factors and processes in a manner	CFS 1-3, 5	CCIE 1a-d CCIE 2c CCIE 3b, c, f, g CCIE 4a-c

that results in accurate and reliable ASL to English interpretations.		
2) Demonstrate planning skills in preparing for assignments and flexibility in adapting to changes that arise during assignments.	CFS 1, 2, 5	CCIE 1b, d CCIE 3b, g
3) Negotiate meaning between ASL and English while interpreting in a manner that conforms to recognized linguistic, cultural, and professional norms of the speaker(s).	CFS 1-3, 5	CCIE 1a-d CCIE 2c CCIE 3c CCIE 4
4) Demonstrate effective application of English public speaking skills in his/her interpreting work.	CFS 1	CCIE 1a CCIE 4a.ii CCIE 4b.ii-iii
5) Analyze the effectiveness of interpreting performance generated by self and peers.	CFS 4, 6	CCIE 1a, b, d CCIE 2c CCIE 3f
6) Demonstrate a commitment to career-long learning and critical self-assessment.	CFS 4, 6	CCIE 1b CCIE 3f

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Students will consecutively interpret discourse from English to ASL. (CO 1-4)
2. Students will assess, reflect, and give feedback on self and peer-generated interpretations. (CO 5, 6)
3. Students will read, understand, and apply course text and readings to their interpreting work and self-assessments. (CO 1-6)
4. Student will complete written assignments and discussion posts (CO 1-6).
5. Student will complete the SLPI with a rating of Intermediate or better (CO 1, 3, 6).

COURSE EVALUATION

Activity	Weight
Interpreting Performance Assessments	40%
Self & Peer Assessments	25%
Written Assignments and Lab Work	10%
Final Exam	25%
Total	100%

Final Grading Scale

94-100 A
87-93 B
80-86 C
73-79 D
<73   F

Note: A grade of "C" or higher is required for credit in major courses.

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 optimal learning. Students who miss more than 20% of the course (3 classes) will be subject to a failing grade. It is the responsibility of students who arrive late to check with the instructor immediately after class to make sure that their attendance was recorded. Failure to do so may result in being marked absent.

CLASSROOM PROCEDURES AND DECORUM

Assignment Submission
Assignments must be submitted in the appropriate *format*, *location* (BlazeVIEW, GoREACT, MS Word, etc.), and *on time*. Assignments that must be resubmitted for any of these reasons are considered late. Late work will be penalized with a 10% deduction within the first 24 hours, 20% within 25-48 hours, and 30% within 49-72 hours. Work will not be accepted more than 72 hours beyond the deadline; no credit will be awarded and no feedback will be given.

Voice Off
Portions of the course will be conducted in ASL. During these designated times, all communication should take place "through the air" (i.e., use of ASL, fingerspelling, or gesture). Voicing/mouthing should not be used during this time—this includes whispering with a neighbor. If you have questions or concerns that you are not able to convey manually, please make a note of them and bring them to the attention of the class only when permission has been given for use of voice. I am happy to speak with you before or after class or make an appointment with you for another time if your concerns are not addressed in class.

Eye gaze
Eye gaze is extremely important in Deaf culture and when communicating using ASL. Looking away during one-on-one conversation is considered rude and distracting. In class, however, it is understood that you may wish to make a note or may just need to rest your eyes for a moment. This behavior is fine. However, reading of unrelated materials or electronic devices (smart phones, PDAs, Kindles, etc.) is not permitted.

Auditory Distractions
Cell phones or pagers should be turned to the OFF (not "vibrate") position and be **out of sight** during class. If you have a special circumstance or emergency that necessitates the possible interruption of class, please let me know beforehand so that I am aware should your cell phone ring or buzz during instruction.

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.

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 electronic review based on textual similarity.

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.

INSTRUCTOR

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