INTP 4030
CONSECUTIVE ENGLISH/ASL TRANSLITERATION
THREE CREDIT HOURS
FALL 2013
****
College of Education
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education
Conceptual Framework: Guiding Principles
(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 life-long 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.

Positively Impacting Learning Through Evidence-Based Practices

REQUIRED TEXT

Kelly, J. (2002). *Transliterating: Show me the English*, Registry of Interpreters for the Deaf, Alexandria, VA.

Scheetz. N. (2009). *Building ASL Interpreting and Translation Skills.* Boston, MA: Allyn & Bacon.

COURSE DESCRIPTION

Prerequisites: ASLS 3180, INTP 3010, and DEAF 3130
A course focusing on transliterating skills. Emphasis is placed on techniques for transliterating instructional and non-instructional classes and activities found in the public school system. Particular attention is given to the use of English sign systems as they relate to subject matter that requires an English based sign system (English, reading, and related language skills courses).

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: ASL/English interpreters demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: ASL/English interpreters help support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: ASL/English interpreters help create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: ASL/English interpreters understand, help administer and participate in a range of formal and informal assessment strategies to evaluate and ensure the continuous development of themselves and all learners.

V. PLANNING AND INSTRUCTION: ASL/English interpreters support the delivery of instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: ASL/English interpreters recognize, participate in, and contribute to interpreting as a profession.

CCIE LEARNING OUTCOMES
    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.
           d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.
    CCIE2.   SOCIAL AND BEHAVIORAL SCIENCES CONTENT
           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.
   f. Continuing professional development.

CCIE4.　　　　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.
      ii. Ability to use different target language forms and ability to choose the appropriate form according to audience preference.
   d. SUBJECT MATTER
      i. Breadth of knowledge allowing interpretation of general discourse within several fields.
      ii. Sufficient specialized knowledge of one (1) or two (2) disciplines allowing interpretation of more specialized discourse within these disciplines.

COURSE OBJECTIVES (CO):

The student will:

COURSE OBJECTIVES	ALIGNED WITH COLLEGE OF EDUCATION CFS	ALIGNED WITH CCIE LEARNING OUTCOMES
CO1. Demonstrate knowledge of how to transliterate English words and phrases into a Manually Coded English System while maintaining the original intent of the message.	I	CCIE1. a- d CCIE2. c CCIE3.a.b.f..
CO2. Implement language strategies geared toward equalizing communication.	III, IV, V	CCIE4.b.

CO 3. Understand how the learning environment impacts on the field of transliterating thus creating a positive setting for communication to transpire.	II, III, IV, V	CCIE1.b.
CO 4. Integrate effective sign choices thus ensuring that the transliterated message maintains the original intent of the message	I	CCIE4.a.-d.
CO 5. Develop competence in analyzing the effectiveness of his/her transliterating skills, as well as class members' skills while critiquing self and class members interpreted video segments.	V, VI	CCIE1.b. CCIE3.f.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Students will practice from "warm materials" whereby they consecutively transliterate text.   (CO 1-4)

2. Students will view their transliterating segments and write critiques of their performance. (CO 5)

3. Students will submit written evaluations of both self and classmates' transliterations for Instructor comment.   (CO 1-5)

4. Students are required to complete exercises in *Transliterating: Show me the English* (CO 1)

5. Students are required to participate in online tutoring of deaf and hard of hearing students from various schools for the deaf. (More information will be distributed in class about this activity). (CO 1-4)

6. Students are required to attend a minimum of 2 events involving Deaf consumers (interpreted church services, workshops, silent suppers, etc.). (CO 1-5)

*7. Students are required to place one five-minute expressive transliterating piece in LiveText.

COURSE EVALUATION

1. Students' ability to consecutively transliterate exam materials. (CO 1-5)
2. Students' ability to critique self and fellow classmates. (CO 5)
3. Completion of text activities (CO 1-5)
4. Written summaries of impressions and reactions while attending events with deaf consumers. Performance based exams. (CO 1-4)

Note: Exams are weighted 80% of final grade. All other work is weighted in total 20% of final grade.

Final Grading Scale

94 - 100	A
87 - 93	B
80 - 86	C
73 - 79	D
Below 72	F

ATTENDANCE POLICY

The University 20% absence policy regarding attendance will be strictly adhered to during the course.

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 WithoutCiting:** 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."

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.

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

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 are 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:
1. Click on **Documents** tab
2. Open your portfolio, and then open the page for the current assignment.
3. Upload your assignment file(s) in the appropriate section.
4. 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.
5. 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.
6. Select **Submit Assignment** button (left side red button). (Note: This button will be visible only if the assignment has already been created for the course/semester – i.e. you can see it on your dashboard.)
7. Select the appropriate assignment from the list of available assignments that appear.
8. Select **Submit Assignment** (top right hand corner). Once your portfolio assignment has been submitted correctly, the assignment will show as yellow on your dashboard, indicating that it is ready for your instructor to assess.
9. 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.

INSTRUCTOR

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