Dewar College of Education and Human Services
Valdosta State University

_____

Department of Middle, Secondary, Reading, and Deaf Education

INTP 4050
Simultaneous Interpreting from English to ASL
3 Semester Hours
Spring 2014

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.

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.
   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
            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.
        III. Techniques and logistics, such as ability to manage the physical setting and ability to select and use appropriate equipment.
        e. RESEARCH
            i. Necessity for and values of research on interpretation and interpreter education.
            ii. Essential components of a research protocol.
            iii. Analysis of studies related to interpretation.
            iv. Application of research results to interpretation practice.

Collegiate Commission on Interpreter Education (2010)). CCIE Accreditation Standards. Retrieved from http://ccie-accreditation.org/PDF/CCIE_Standards_2010.pdf

INSTRUCTOR

Name:	Christia T. Williams, MEd-IP, CI
Office Number:	EDUC 1113
Telephone Number:	(229) 249-4957
Email Address:	ctwillia@valdosta.edu
Office Hours:	Monday: 2:00-3:30; Tuesday/Thursday: 9:30-10:30; 3:30-4:30; Wednesday: 9:30-11:30; 1:00-3:30

COURSE DESCRIPTION

Prerequisites: INTP 2998, INTP 3010, INTP 4010. An extension of INTP 4010. This course is designed to strengthen the skills of advanced-level students so that they are able to interpret accurately a spoken message into American Sign Language.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

There are no required text books for this course. However, students must have a GoREACT account in order to submit and assess their interpretations. The link to sign up for a GoREACT account can be found in the BlazeVIEW course shell.

Students should also have a means of accessing the internet and recording/viewing video during class. This can be a phone, ipad, laptop, or other device, and if necessary, iPads can be provided for on-campus students.

COURSE OBJECTIVES (*Show alignment to CCIE Standards for all ASL/English Interpreting Courses*).

COURSE OBJECTIVE:	ALIGNED WITH CCIE LEARNING OUTCOMES
1. Integrate academic, linguistic, and world knowledge during simultaneous interpretations using appropriate cultural adjustments while managing internal and external factors and processes in a manner that results in accurate and reliable English to ASL interpretations.	CCIE1.B CCIE1.C CCIE1.D CCIE1.E CCIE2.A CCIE2.B CCIE2.C CCIE3.A CCIE3.B CCIE3.C CCIE3.F CCIE3.G CCIE4.A.i CCIE4.C.i CCIE4.D.i CCIE4.D.ii
2. Demonstrate planning skills in preparing for assignments and flexibility in adapting to changes that arise during assignments.	CCIE2.A CCIE2.B CCIE2.C CCIE4.A.i CCIE4.D.i CCIE4.D.ii
3. Negotiate meaning between English and ASL while interpreting in a manner that conforms to recognized linguistic, cultural, and professional norms of the speaker(s).	CCIE2.A CCIE2.B CCIE2.C CCIE4.B.i CCIE4.B.ii CCIE4.B.iii

4. Demonstrate proficient use of ASL vocabulary, grammar, classifiers/size and shape specifies, and use of space in their interpreting work.	CCIE4.A.ii CCIE4.B.ii CCIE4.C.ii
5. Analyze the effectiveness of interpreting performance generated by themselves and their peers.	CCIE1.A CCIE3.F CCIE3.G CCIE4.A.i
6. Demonstrate a commitment to career-long learning and critical self-assessment.	CCIE1.A CCIE3.F CCIE3.G

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Students will complete three (3) performance assessments of their interpreting skill working from material they have not previously viewed (i.e. "cold" material). Video interpretations will be submitted via GoREACT. Students will complete a self-assessment and reflection on these performances and submit them in BlazeView. (CO 1-4)
2. Students will interpret, analyze their work, and integrate self-analysis, peer, and instructor feedback into subsequent interpretations. (CO 1-6)
3. Students will complete assessments of self-and or peer interpretations and reflect on their performance. (CO 5-6)
4. Students will create a reflective professional development action plan outlining their skill development over the course of the semester, strengths, weaknesses, and an action plan for continued improvement. (CO 5-6)
5. Students will complete three cycles of the Deliberate Practice Process, documenting their progress in the discussion board. For each cycle, students will work with a peer or peers and will create one original post and comment on two others (students are not limited to their Peer Mentor groups). Posts should be substantive and respectful (CO 1-6).

COURSE EVALUATION

Assignment	Weight
Performance Assessments	60
Homework (Deliberate Practice Discussion Posts)	25
Final Interpretation (re-do of baseline)	10
Final Summative Reflection and Professional Development Action Plan	5
TOTAL	100%

Final Grading Scale

94-100   A
87-93   B
80-86   C (A grade of C or better is required for all courses in the major.)
73-79   D

<73   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 second language 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.

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

Professionalism - Ethics
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/Rules/Current/Ethics/505-6-.01.pdf).
Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

Professionalism – Dress code
In this course, classes are held in public schools. Professional dress code is required.

Professionalism - Communication
Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments
All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors.   Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity
Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology
As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Professional Improvement Plan
The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the [Professional Improvement Plan Process](#) on the COEHS website.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION

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.nea.org/home/30442.htm). 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 within BlazeVIEW and GOML**.** For more information on the use of Turnitin at VSU see [Turnitin for Students](http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php) (http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php).

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.

Students completing the SOI will be given two (2) percentage points extra credit on their final calculated grade.