

**Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education**

**INTP 4060
Simultaneous Interpreting from ASL to English
THREE SEMESTER HOURS
SPRING 2014 – Hybrid with MONDAYS 6 pm – 8:50 pm live or online**

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.

InTASC Model Core Teacher Standards*

(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

INSTRUCTOR

Name: Stefanie “Stevie” Fenton, MA NAD IV Office Number: NA
Telephone Number: 850-459-4340
Email Address: fenton.stevie@gmail.com and sjfenton@valdosta.edu
Office Hours: By appointment only [using Skype and phone]

COURSE DESCRIPTION

Prerequisites: INTP 2998, INTP 3010, INTP 4010, INTP 4020, INTP 4030, and INTP 4040. A continuation of INTP 4020 and companion with INTP 4050.

This course is designed to strengthen the skills of advanced-level students to accurately interpret the information presented in American Sign Language into appropriately spoken English. Attention is paid to word choice, register, inflection, clarity, tone, and intent of the message. Emphasis on meta- skills related to effective preparation, successful monitoring and repair, and growth in confidence in the activity.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

There are no required text books for this course.

However, students will need three (free) accounts with Youtube, OIC movies and Google+ and one (pay) account for a one module with Sign Language Specialists in order to participate in course activities.

- www.gmail.com - Email Stevie with your user name for use in the hybrid activities and one on one meetings
- www.oicmovies.com - Free account only
- www.youtube.com - Assignments will be posted to Youtube and link shared.
- www.signlanguagespecialists.com - Go to “Online Focus”
 - Sign up for “Fingerspelling Focus Vol. I”
 - On Jan 7, 2014 - cost is \$45
 - With an option to get ACET and CMP RID CEUs for \$15 more

COURSE OBJECTIVES

| OBJECTIVE: | ALIGNED WITH CCIE LEARNING OUTCOMES |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| 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 ASL to English interpretations. | CCIE 1a-d CCIE 2c CCIE 3b, c, f, g CCIE 4a-c |
| Demonstrate planning skills in preparing for assignments and flexibility in adapting to changes that arise during assignments. | CCIE 1b, d CCIE 3b, g |
| Negotiate meaning between ASL and English while interpreting in a manner that conforms to recognized linguistic, cultural, and professional norms of the speaker(s). | CCIE 1a-d CCIE 2c CCIE 3c CCIE 4 |
| Demonstrate effective application of English public speaking skills in their interpreting work. | CCIE 1a CCIE 4a.ii CCIE 4b.ii-iii |
| Analyze the effectiveness of interpreting performance generated by themselves and their peers. | CCIE 1a, b, d CCIE 2c CCIE 3f |
| Demonstrate a commitment to career-long learning and critical self-assessment | CCIE 1b CCIE 3f |

CCIE LEARNING OUTCOMES (Commission on Collegiate Interpreter Education www.ccie-accreditation.org)

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:

- 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.

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.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Students will complete four (4) performance assessments of their interpreting skill working from material they have not previewed (i.e. “cold” material) with appropriate schema development.
2. Students will complete interpreting practice activities, homework assignments, and other supplemental activities during and outside of class according to the schedule.
3. Students will engage in community discussions on challenges and successes on interpreting techniques utilized in class and in internship.
4. Students will create two mock assignment packages outlining schema development with KWL and action plan and ethical consideration.
5. Students will assess, reflect, and give feedback on self and peer-generated interpretations in writing and in person.

COURSE EVALUATION

| Activity | Points Possible | Points Accumulated |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------|
| Exams <ul style="list-style-type: none"> • 3 highest scores on exams out of 4 (15 pts each) | 45 pts | _____ _____ _____ _____ |
| Mock Assignment Package <ul style="list-style-type: none"> • Initial self-assessment/introduction narrative (1 pt “all or nothing” and required for grading of the entire package) • Schema Activation Categories Packet (2 pts “all or nothing”) • 2 Logs of schema activation and construction activities (2 pts ea x2) • Peer assessments of 2 videos (2 pts ea x 2) • 2 cumulative journals of mock interpreting assignment including assignment, schema and ethical considerations. (3 pts ea x 2) | 17 pts | _____ _____ _____ _____ _____ |
| Skill Development <ul style="list-style-type: none"> • 3 assignments consisting of videos and written prep <ul style="list-style-type: none"> ○ Videos (5 pts x 3) ○ Written preparation (1 pt ea x 3 “all or nothing”) • 2 rewind redo videos (with action plan, video resubmission [required for review but not re-grading], and written self-assessment of rewind video) (3 pt ea x 2) • 5 assignments selected from Fingerspelling I module <ul style="list-style-type: none"> ○ Completed Study Guide (1 pt ea x 5 “all or nothing”) • Reflection and action plan email on each graded exam (3 pt ea x 3) | 38 pts | _____ _____ _____ _____ _____ _____ _____ |
| Total | 100 pts | _____ pts |

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

| | | | |
|-----------------------------|-----------------|-------------------|----------------|
| <u>Final Grading Scale:</u> | 90-100 points=A | 80-89 points=B | 70-79 points=C |
| | 60-69 points=D | Below 60 points=F | |

ATTENDANCE POLICY

Attendance Expectations for Hybrid Format

- **Live attendance – Jan 13, 27; Feb 10, 24; March 10, 24; April 7, 21; May 5**
- **Video Meeting – Feb 3, 17; Mar 3, 31; April 14, 28**

[NOTE: Wk of Mar 3 is for one on one meetings]

Students who are absent or tardy not only miss valuable information themselves, but also impact in-class group activities which are vital to learning. Students who arrive after the instructor begins instruction or depart 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 for any reason.** Two tardies will be recorded as an absence. Missing > 30 minutes of class is considered an absence even if you were there for the majority of the class.

Your instructor is your employer and your grade is your paycheck. Treat your instructor in the way you treat your employer regarding your attendance.

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>.