

Interpreting III
SGLNG 2331-[section #] [Synonym]
Semester Year

Professor:

Email:

Videophone:

On-campus/Virtual office:

Office hours:

Campus-Class Location:

Class Days/Times:

Course Description:

SLNG 2331 Interpreting III (3-2-4) An overview of the interpreting process and current models. Introduces the skills necessary to achieve message equivalency in interpreting. **(3-2-4)** This is a 3 credit hour course with 2 lecture hours each week and 4 laboratory or activity hours each week.

Course Rationale/Objectives

The objectives in this course are to identify and apply interpreting process models to text analysis; differentiate contextual factors affecting language usage in the interpreting process; demonstrate ability to produce dynamic message equivalence from source language to target language using instructor-selected texts; and identify appropriate professional demeanor and practices. It is intended to expose students to the foundational skills and processes required to interpret between ASL and English.

Course prerequisites: SLNG 2402/2302 Interpreting II with a minimum grade C.

Official Course Languages

American Sign Language and English

Time zone: Central Daylight Time/Central Standard Time (Course due dates are according to this time zone.)

Required Texts/Materials

1. [Interpretation Skills: ASL to English](#) (used in Interpreting I & II), ISBN: 978-0969779247
2. [Interpretation Skills: English to ASL](#) (used in Interpreting I & II), ISBN: 978-0969779209
3. GoReact account (+ headphones with a built-in microphone)

**Additional required reading and class materials will be available via Blackboard.*

Technology Requirements/Skills

- **High speed Internet access** to ACC Gmail, ACC course Learning Management System (Blackboard, Canvas or Google Classroom) and course related materials. Internet recommended download/upload speed 20 Mbps or better (you can test your internet speed: www.speedtest.net by Ookla).
- **Laptop or desktop computer with camera** (required). Smartphones and/or tablets may be insufficient especially for quizzes/exams.
- Chrome browser (strongly recommended) or similar

Technical Requirements/Skills

- High speed Internet access to ACC Gmail, ACC course Learning Management System (Blackboard, Canvas or Google Classroom) and course related materials. Internet recommended download/upload speed 20 Mbps or better (you can test your internet speed: www.speedtest.net).
- Laptop or desktop computer with camera (required). Smartphones and/or tablets may be insufficient especially for quizzes/exams.
- Chrome browser (strongly recommended) or similar.

Minimum Technical Skills

Measure your technology skills and find tutorials to develop, review, or renew those skills in the [Technical Skills Checklist](#). As part of your online experience, you can expect to utilize a variety of technology mediums as part of your curriculum:

- Communicate via email including sending attachments
- Able to take a screenshot
- Able to record your video assignments and exams
- Navigate the World Wide Web using a Web browser such as Google Chrome
- Use office applications such as Microsoft Office (or similar) to create documents
- Be willing to learn how to communicate using a discussion board and upload assignments to a classroom website
- Be comfortable uploading and downloading saved files
- Have easy access to the high-speed Internet
- Can navigate Blackboard or other learning management systems.

Student Tech Support

Austin Community College provides free, secure drive-up WiFi to students and employees in the parking lots of all campus locations. Drive-up WiFi can be accessed at multiple campuses on different days/times, <https://www.austincc.edu/coronavirus/drive-up-wifi>.

Students who do not have the necessary technology to complete their ACC courses can request to borrow devices from Student Technology Services. Available devices include iPads, webcams, headsets, calculators, etc. Students must be registered for a credit course, Adult Education, or Continuing Education course to be eligible. For more information, including how to request a device, visit <http://www.austincc.edu/sts>.

Student Technology Services offers phone, live-chat, and email-based technical support for students and can provide support on topics such as password resets, accessing or using Blackboard, access to technology, etc. To view hours of operation and ways to request support, visit <http://www.austincc.edu/sts>.

Program Learning Outcomes

The ASL and Interpreter training program's program learning outcomes align with the [American Council on the Teaching of Foreign Languages](#) (ACTFL) and the [Texas Board for Evaluation of Interpreters](#) (BEI). A complete list of the ASLIT's program learning outcomes can be found [here](#).

Student Responsibilities

As students preparing to become interpreters your course responsibilities are aligned with those that would be expected by team interpreters, agencies, employers, interpreter coordinators, etc. and as such, future interpreters agree to the following student responsibilities:

Attendance and Punctuality: Attend class regularly & be on time.

Rationale: As an interpreter, you'll be expected to be present and as a member of the educational community, your participation is crucial to your fellow learners. When you are not there or are late, it affects the entire learning environment.

Participation: Participate fully in class activities.

Rationale: Just as interpreters must be completely present during activities, this requires that you prepare for classes to ensure that the class meeting will be maximized.

Focused Learning:

Put away all technology not being used to participate in class. This includes cell phones, iPads, tablets, laptops, etc. that are not being used to actively participate in class. Rationale: Interpreters are expected to be present to support the team and ensure that the message is conveyed effectively.

Non-educationally related cell phone and laptop usage are disruptive to the learning environment. If you are not interested in getting the most out of the class and prefer to check email, social media, or do anything other than course-related work, please leave class so as not to disrupt those who are there to learn & participate.

Learning Environment:

No student shall create a hostile or disruptive learning environment. Violations will result in disciplinary action which may involve removal from the class for the day and an applicable absence logged up to removal from the class.

Address conflicts directly with the person with whom the student is aggrieved.

Refrain from disparaging another classmate including that classmate's work product.

No surreptitious recording (video or audio) without knowledge and consent of all of those being recorded will be permitted. In some cases, this is illegal and will be addressed accordingly.

Communication:

Check all announcements, emails, and communications and respond within 24 business hours and 48 weekend/holiday hours as requested. Check into Blackboard/Google Classroom and your email to read and respond as needed at least once daily. Rationale: Interpreter coordinators expect you to communicate effectively, efficiently, and quickly.

Assignments: Complete & submit all work in a substantial manner and timely manner. Just as you would complete invoicing promptly, neatly, and correctly, you will be expected to complete all class assignments on or before the due date, thoroughly, and neatly in the manner requested.

In some cases, as in team interpreting, others' work and grades depend upon peer work. NO LATE WORK WILL BE ACCEPTED under any circumstances (for those with an accommodation, please see the section related to SAS for the requirements for submission of late work).

Ethics and Professionalism in Class:

During in-class sessions, Blackboard interactions, all student-to-student interactions, guest presentations and always in the community, students will maintain the highest standards of ethical and professional behavior including, but not limited to, statements, postings, dress, conduct, engagement, etc.

Teamwork:

Interpreters depend upon their team. Similarly, you'll depend upon your classmates and use them as your resource, support them as needed, discuss any concerns with your classmates directly, and cultivate a network of future colleagues.

Code of Professional Conduct and Confidentiality:

Agree to abide by the Code of Professional Conduct for Interpreters throughout the semester in all interactions related to, sponsored by, required by, or sanctioned by ACC. Failure to abide by the CPC will result in an automatic 0 for all assignments related to the interaction, a recorded absence for the event, and possible withdrawal from the class.

Maintain confidentiality of all materials and interactions (video, text, and in person). No materials in any aspect of the class may be duplicated and shared outside of the class except GoReact work shared with mentors (only the student's personal work may be shared. Students shall not provide access to other students' work.)

Volunteer Interpreting:

No money may be accepted for volunteering in the community including interpreting. In the event it is found that money is received for volunteering, the student risks disciplinary actions and potential withdrawal from the class.

[Choose one for your course format]**Instructional Methodology for a Distance-learning course**

Students will cover the same material as in a regular/traditional class. This course requires self-discipline, ability to use ACC gmail, ability to navigate the e-learning platform Blackboard, online videos, e-workbook, and knowledge of personal computers and the Internet. This course uses internet-based instruction to create a convenient alternative to traditional college course formats. This course does not require real-time classes (asynchronous online learning) however students must watch all the lecture videos online, read slides/lecture notes, watch required films and complete all assignments before the assigned due dates. It is the student's responsibility to schedule their appointments with ACC-ASLIT lab and complete their ASLIT Lab assignments (see ASLIT Lab assignments section below for more details) before the due dates. In general, students are responsible for their own work.

Instructional Methodology for a Hybrid course

Students will cover the same material as in a regular/traditional class. This course requires self-discipline, ability to use ACC gmail, ability to navigate the e-learning platform Blackboard, online videos, e-workbook, and knowledge of personal computers and the Internet. This course uses internet-based instruction to create a convenient alternative to traditional college course formats. This course does require a half of real-time classes (synchronous online learning) It is student's responsibility to schedule their appointments with ACC-ASLIT lab and complete their ASLIT Lab assignments (see ASLIT Lab assignments section below for more details) before the due dates. In general, students are responsible for their own work.

Course Grading System

1. Class attendance and participation	5%
2. Deliverables, Assignments & Activities	15%
3. Skill Development Activities	15%
4. Fieldwork and mentoring	15%
5. Medial & Terminal Interpreting Performance	40%
6. Terminal Portfolio	10%

Students are to monitor their own progress. Students can check their grades in the course learning management systems (BlackBoard, Canvas, TRUE+WAY ASL, and/or Google Classroom).

Grading Scale

90-100% = A

80-89% = B

70-79% = C

60-69% = D

0-59% = F

1. Attendance/Class Participation

Regular and timely class participation in discussions and completion of work is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class. The student is responsible for communicating with their professor during any closures and completing any assignments or other activities designated by their professor.

All students will be encouraged to participate in class discussions and activities on a regular basis. "Participation" does not mean simple, one-word responses, agreeing with classmates, giving "right" answers or being reactive. It means thinking about the material, sharing thoughts proactively, participating fully in class work and activities, paying attention, giving a "best" effort, providing thoughtful questions and answers for the entire class to benefit.

2. Deliverables, Assignments, & Activities

Students will complete all weekly activities assigned by the professor including on-going, independent semester activities listed below. More information about each assignment will be available via Blackboard. All assignments should be submitted via Blackboard.

1. Interpreter Readiness Rubrics (pre-IRR/post-IRR)
2. Class Interpreting Practices (CIPs)
4. WWYD? (Ethical Scenarios)
5. Reading Reflection CQs
8. Professional Portfolio
9. Internship Plan of Action
10. Cumulative Reflection Paper

3. Skills Development Activities

Instructions for weekly skills development activities and self-analysis and assessment templates are provided on Blackboard. SDA videos are posted on GoReact.

4. Fieldwork & Mentoring Hours

Students must complete 32 hours of fieldwork. Each student will complete a variety of types of fieldwork in each category below. Within each category, a variety must be evidenced so that not all volunteering is at the same place, not all Deaf events are at the same place, etc.:

Category 1 – Flexible Fieldwork & Mentoring (8 hours)

This category is a flexible category which can include hours formerly included in mentoring hours that you have completed with a community mentor or a peer mentor. This category may also include hours that might have formerly fit under "Support Team Interpreting". This is kind of like a miscellaneous category. Not sure if it fits? Email Annie! ☺

Category 2 - Non-interpreting Community Volunteering (8 hours):

Volunteering in the community for Deaf events (not interpreting).

Category 3 - Community Volunteer Interpreting - (8 hours):

Volunteer interpreting in the community.

Required to team with a certified interpreter or with a classmate - YOU MAY NOT WORK ALONE. All interpreting work must be pre-approved by ACC Interpreting professors.

Category 4 - Networking & Workshops (8 hours, not including travel):

Includes networking events with interpreters, attending interpreting related workshops in person and online (no webinars, only live events), and other virtual opportunities approved by your instructor.

A short summary and evidence of attendance of all activities will be required. Screenshots or evidence of attendance to virtual events is also required.

Hours earned for any one class cannot be used in any other class.

Here are a few helpful hints and reminders:

Summarize every event: what did you learn? How did you grow? What were the benefits?

Obtain signatures for every event (no signatures or summary, no credit).

5. Baseline, Medial, and Terminal Interpreting Performances & Self-Analyses

Baseline (not graded)

Medial Interpreting Performance & Self Analysis (20%)

Terminal Interpreting Performance & Self-Analysis (20%)

Baseline + Unrehearsed Medial and Unrehearsed Terminal – an Initial Unrehearsed is required if any break was taken between Interpreting II and Interpreting III (other than summer) or Interpreting II was not taken at ACC.

ASL to English, English to ASL, Teamed & Interactive Interpretations

The product will include consecutive and simultaneous work into English, into ASL, team and interactive interpreting between at least two consumers (one deaf and one hearing). Previous semester's video work may be used for self-analysis comparison but the work for grades generated in each semester should be on new stimuli and unrehearsed.

Students will be required to produce a beginning of the semester "pre-assessment" readiness for Interpreting III sample, 1st Unrehearsed (Medial Interpreting Performance) mid-semester, and 2nd Unrehearsed (Terminal Interpreting Performance) at the end of the semester. These interpreted samples must be unrehearsed and will include a thorough self-analysis on the work (see below).

Week 9 - filming of 1st Unrehearsed (MIP)

Failure to meet required goal on either skill (ASL or spoken English) will result in 0 points for the performance work. This is a "pass/fail" grade, 16.5 points on BOTH skills, 0 points if not. If student doesn't achieve the 16.5 on either skill, student may consider:

Withdrawing at mid-term and seeking more language immersion opportunities OR

Work to improve the skill(s) needed with the goal of passing both skills on the 2nd Unrehearsed with the understanding that the highest possible grade the student can earn will be a 75 (given all other work is completed timely and thoroughly.)

Week 14 - filming of 2nd Unrehearsed (TIP)

Failure to meet required goal will result in 0 points for the performance work. This is a "pass/fail" grade, 18 points on BOTH skills, 0 points if not and inability to move to Internship.

Note: ALL pieces of work must hit the point goal for each MIP / TIP assignment.

Ratings

Ratings are conducted by the professor who has the final determination. The students' community mentors scores are factored in there as well as the student's own self-assessment. Additionally, ASLIT has adopted a practice of ensuring validity and reliability and decreasing the opportunity for subjectivity by having other interpreting faculty review and score performances for other interpreting classes.

Scores

Any student with scores dramatically lower than 15 on the Baseline in Interpreting III on either skill should consider holding off taking the course and seeking language immersion and acquisition experiences and returning with stronger ASL and/or English language skills.

Students must score an average of 18 or above across all videos and on the ACC Assessment Tools on the Terminal Interpreting Performance to be considered ready for Internship.

TIP work will be evaluated by an Internship Readiness Review Panel to determine Internship Readiness. The decision of the IRRP will be either:

Ready for Internship indicates that the skills, knowledge, and abilities make you a good candidate for Internship and likely success.

Borderline readiness for Internship indicates that the skills, knowledge, and abilities are close, but it is unsure at this time whether you would make you a good candidate for Internship and likely success at this time.

Not ready for Internship indicates that the skills, knowledge, and abilities do not appear to be a good candidate for Internship currently and likely to be unsuccessful in Internship currently.

6. Terminal Portfolio

Within this section you will create an Academic & Professional Portfolio.

Professional Portfolio

Should include artifacts to promote yourself as an interpreter to present to potential employers. Artifacts should be tailored to the type of work you would like to do as an interpreter including employment opportunities, interview procedures and information that will aid in employment. You will work on these items independently throughout the semester and they are due at the end of the semester when turned in with your resource binder.

This section should start the development of artifacts and evidence that you will need to present at the end of Interpreting III for moving into Internship and as a Terminal Portfolio. You will use this as you make contacts for internship and employment. These should include but are not limited to:

Resume

Business Cards

Website

Certificates of Completion of Workshops

Certifications

Degrees

Work Samples

Recommendation Letters

Academic Portfolio / Google Drive Interpreting Resource Folder

Should include artifacts related to your IRP (from the first class to current to show the progress you have made), academic career including papers, projects, best work (videos and written - although absolutely NO testing material should be used in Portfolios), etc.

The portfolio / interpreting resource folder's purpose is to serve as a resource for your academic work, internship and interpreting career. Below are items required for grading purposes; however, you are welcomed to add any other information that you feel would benefit you during your interpreting career. You are welcome to share articles, vocabulary, or any other document with the class. Portfolios and Google Drive Resource Folders should be neat, organized, and contain a Table of Contents.

Google Drive Folders/Academic Portfolios will consist of current work in the following files & folders:

General Documents

Outline of Google Drive Resource Binder

All folders/files need to be outlined here to make it easy for you (and me) to find

Syllabus

Place the syllabus in the main folder to make it easy to locate as needed.

Performance & Analysis work

Performances & Self-Analyses

Include copies of self-reflection and self-analysis work. For example, copies of your SDA Assessment worksheets for this class.

Fieldwork

Fieldwork Journals

This section is for the summary analysis required of all fieldwork hours.

Documents

Resource Handouts

Throughout the semester, any handouts, articles, forms, etc. you find or are provided will serve as resources for you as an interpreter. These handouts will go in this section of your binders.

Please follow this [link](#) to review policies and information specific to the ASL and Interpreter Training Department.

Participation Policy

[F2F or Hybrid classes or DLS]

Foreign language classes are very interactive and students will be required to participate regularly in class and group activities. All students will be encouraged to participate in class discussions and activities on a regular basis. Participation does not mean giving "right" answers. It means thinking about the material, sharing their thoughts, paying attention, and giving their best effort. The skills to be developed in the class depend on visual perception and memory. Use of auditory stimuli discourages this learning process for both the person talking and other students in the class. The students will experience cross-cultural interaction between Deaf and hearing people. It is important that the student recognizes this and respects the culture. Students should arrive on time and are expected to remain until the end of class and to participate as if in a F2F class including cameras on at all times (unless directed by the instructor), posture, background, lighting, turn-taking, etc.

Attendance Policy

[Hybrid or DLS 16 Week attendance policy]

Three tardiness and/or early departure occurrences of at least **15 minutes** from class will be documented and counted as one absence. Students are given a leeway of **two** absences from class, therefore doctor's notes and other excuses are not accepted for absences. After the **third** absence, the final grade will be lowered by one letter. Upon the **fourth** absence, the student will be required to withdraw from the course so they are responsible for withdrawing themselves from the class. If students do not withdraw by ACC's last day to withdraw, which is **[INSERT DATE]**, the student will receive an F as a final grade.

Withdrawals

It is the responsibility of each student to ensure that his or her name is removed from the rolls should they decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is recorded before the final withdrawal date. The final withdrawal date for this semester is **[INSERT DATE]**. The student is also strongly encouraged to keep any paperwork in case a problem arises.

Students are responsible for understanding the impact that withdrawal from a course may have on their financial aid, veterans' benefits, and international student status. Per state law, students enrolling for the first time in Fall 2007 or later at any public Texas college or university may not withdraw (receive a "W") from more than six courses during their undergraduate college education. Some exemptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are strongly encouraged to meet with an advisor when making decisions about course selection, course loads, and course withdrawals.

Missed Exams and Late Work

There will be no make-up of assignments, quizzes and/or tests except under circumstances I deem to be extreme or unique. Internet disruption will not be accepted as an excuse for turning in your assignments late. It is your responsibility to utilize tools such as taking screenshots that show you did complete the quiz/assignment/test or by contacting GoReact for verification and information on your progress.

Incompletes

An incomplete (grade of "I") will only be given due to extenuating circumstances. What constitutes "extenuating circumstances" is left to the instructor's discretion. If a grade of I is given, the remaining course work must be completed by a date set by the student and professor. This date may not be later than two weeks prior to the end of the following semester. A grade of I also requires completion and submission of the Incomplete Grade form, to be signed by the faculty member (and student if possible) and submitted to the department chair.

Students may request an Incomplete from their faculty member if they believe circumstances warrant. The faculty member will determine whether the Incomplete is appropriate to award or not. The following processes must be followed when awarding a student an I grade.

1. Prior to the end of the semester in which the "I" is to be awarded, the student must meet with the instructor to determine the assignments and exams that must be completed prior to the deadline date. This meeting can occur virtually or in person. The instructor should complete the Report of Incomplete Grade form.
2. The faculty member will complete the form, including all requirements to complete the course and the due date, sign (by typing in name) and then email it to the student. The student will then complete his/her section, sign (by typing in name), and return the completed form to the faculty member to complete the agreement. A copy of the fully completed form can then be emailed by

the faculty member to the student and the department chair for each grade of Incomplete that the faculty member submits at the end of the semester.

3. The student must complete all remaining work by the date specified on the form above. This date is determined by the instructor in collaboration with the student, but it may not be later than the final withdrawal deadline in the subsequent long semester.

4. Students will retain access to the course Blackboard page through the subsequent semester in order to submit work and complete the course. Students will be able to log on to Blackboard and have access to the course section materials, assignments, and grades from the course and semester in which the Incomplete was awarded.

5. When the student completes the required work by the Incomplete deadline, the instructor will submit an electronic Grade Change Form to change the student's performance grade from an "I" to the earned grade of A, B, C, D, or F.

If an Incomplete is not resolved by the deadline, the grade automatically converts to an "F." Approval to carry an Incomplete for longer than the following semester or session deadline is not frequently granted.

Please follow this [link](#) to review ACC Policies