

HUD 110: INTERPRETER ROLE AND ETHICS

SPRING 2017

INSTRUCTOR: TIM DALTON

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OFFICE HOURS: Available on Canvas Chat Sundays, 9pm-10pm and most weekdays, by appointment, 12:10-12:25pm and 3:05-3:20pm

COURSE DESCRIPTION: This course will provide exploration of ethical standards and dilemmas in interpretation through discussion, case studies, scenarios and role-plays emphasizing the dynamics of the interpreting team and similarities and differences between advocates, peer counselors, and interpreters. Emphases are on values, ethics, and morality; professional principles, power and responsibility; group dynamics; and decision-making. RID-NAD's Code of Ethics are discussed, practiced and applied in role-plays and scenarios.

MEASUREABLE COURSE LEARNING OUTCOMES/OBJECTIVES:

Upon successful completion of this course, students will be able to:

1. Apply decision process approaches to address a variety of case studies that involve ethical dilemmas.
2. Define following terms: ethical, ethical dilemma, ethics, moral development, paradigm, and principle, rule, standard, and discuss how these terms apply to different professions and in the field of sign language interpreting.
3. Discuss how different paradigms within the profession of sign language interpreting impact on the application and interpretation of ethical standards and behavior.
4. Discuss specific skills, knowledge and attitudes needed for an individual to be successful as a sign language interpreter.
5. Engage in values clarification activities to increase self-awareness and to understand the source of personal beliefs and paradigms that influence judgment and decision making processes.
6. Explain ethical decisions-making processes.
7. Explain the criticality of developing relative autonomy.
8. Explore values and ethics on the personal, community, and professional levels.
9. Identify and discuss key concepts associated with a variety of codes of professional conduct from the broader fields of language interpretation.
10. Identify and discuss Kidder's nine checkpoints for ethical when considering a variety of interpreter related case studies.
11. Identify and discuss perceptions of interpreters held by members of the Deaf and Deaf-Blind Communities, Hard-of-Hearing persons, and what interpreters do that contribute towards these perceptions.
12. Identify and discuss the four positions within Perry's Model of intellectual and ethical development, the parallels between Perry's Model and paradigm shifts within the profession of sign language interpreting.
13. Identify and discuss the evolution of the field of Interpretation.
14. Identify key concepts with RID's, AVLIC's, NAJIT's, and WASLI's Code of Ethics for interpreter practitioners as well as Health Care Interpreting Code of Ethics.
15. Increase awareness of power relations within and between social groups and systems as displayed in communication.

COURSE MATERIALS:

Required Texts:

* *How Good People Make Tough Choices* by Rushmore Kidder, Fireside Books, 1995

* *The Seven Habits of Highly Effective People* by Steven Covey, Free Press, 2004

* PDFs and PowerPoints (on Canvas, in Files, ordered by week)

* Handouts (on Canvas, in Files, ordered by week)

* Links to online readings (in the syllabus, ordered by week)

□ Note: Readings are referred to by last name of the author after their initial listing; handouts are referred to by their file names.

COURSE REQUIREMENTS:

Required Equipment:

- Access to computer and appropriate software for use of Canvas
- Access to webcam
- USB flash drive for back-ups

Course Communication Instructions/Guidelines and Other Important Policies

Policy #1 (Grades and Gradebook): All work is due by midnight on the last day of the week. The start and end of each week is detailed on the schedule at the end of this syllabus. Grades will be posted to Gradebook by the last day of the following week.

Policy #2 (Lecture): A video/audio lecture will accompany each PowerPoint and, in weeks where there is no PowerPoint, a lecture will accompany a central handout or reading. Rather than introducing the content, it will synthesize our discussions and definitions. The lecture will be posted after all your work has been turned in and assessed. For instance, the video posted on Sunday, 2/19 will reflect on work produced during 2/6-2/12, and will expand on the PowerPoint for that first week. Read the PowerPoint and send questions my way by 2/12. That cycle will repeat throughout the semester, with our weeks beginning on Mondays and then ending on Sundays.

Policy #3 (Discussions): I am not going to require a certain number of posts or responses beyond “one of each” (ie: a reply to the question, and at least one reply to at least one student, though ideally I would see more). I do expect a robust attempt to answer the initial question based on the readings provided. I also expect a civilized, thoughtful dialogue that centers on listening carefully to others and clearly articulating one's position and views. We are a very small group, and we know each other, but I will moderate conversations in order to ensure they are productive and respectful. Students who are verbally abusive will receive a lowered grade for that discussion, and in the next instance of aggressive or disrespectful language, will earn a zero for that discussion as well. A lack of sufficient participation will also lower the grade for the Discussion. Discussions will close Sundays, but should be well underway by mid-week (11:59pm Wednesdays, in our case). Should they not be, I will post a follow-up question or comment, which each student must reply to in 48 hours (by 11:59pm Fridays) in order to receive full credit for that week's Discussion.

Policy #4 (Email and Announcements): Once the course is underway, expect a weekly email or announcement with any news, reminders, or clarifications. This communication will replace the section of our schedule that offers a weekly outline of learning activities and subtopics. The nature of this course requires some flexibility. The syllabus schedule does include all readings, assessments, and deadlines. I will respond to all student email within 48 business hours.

Policy #5 (Late Work, Make-Ups, Incompletes): I do not accept late work, offer make-ups, or submit grades of Incomplete except in what I deem to be dire, emergency situations in which the emergency is supported by documentation.

The students in this course agree to:

- In accordance to Union County College's catalog, students are required to attend classes, laboratories, and clinical sessions for which they are registered. Students are graded according to course learning outcomes and requirements established and distributed by the instructor. While attendance alone cannot be used as a criterion for academic evaluation in any course, the instructor has the prerogative to give or decline opportunities for making up work missed due to absences. Excessive absence may affect a student's grade. Excessive absence is defined as, with the exception of medically excused absence and religious holidays, more than three cuts in a class that meets three times a week or more than two cuts in a class that meets twice per week. The instructor should be notified of extra-curricular absences prior to missing class. The application of this policy is left to the individual instructor who, at the beginning of each semester, will announce the specific requirements of his/her course. The instructor may use the quality of class participation in determining student grades if it has been specified as a requirement of the course. If you are subject to an extended absence (3 or more consecutive days) due to illness, death in the family or legal commitment, contact the Division Dean's office.
- Arrive on time for class and remain in class for the full sessions. Two late arrivals will be equal to one absence. If you are late for class, see the instructor during class break or immediately after class.
- Take all tests and examinations as scheduled.
- Deactivate cellphones and smartphones. Students who leave the classroom to answer the cellphones or smartphones during class time will be marked absent for half of the class session. All cellphones and smartphones must be turned off and out of sight.
- Do all assigned readings, reports, and other class assignments at designated times. Late assignments will not be accepted or accepted with one grade lower.
- Written papers and discussions will be also graded on use of composition, English sentence structure, and grammar. ASL-English interpreters must be fluent in both ASL and English.
- Instructions must be followed for all papers and postings. All papers must be attached in Canvas in its appropriate assignment (drop) /discussion box.
- In attachments, your name should be on each paper, either in the upper right hand corner of the front sheet.
- Your name must be in the file name to make tracking easier.
- You must resolve any issues with attachments of assignments or videos in Canvas. Go to Helpdesk available through Canvas or IT immediately.
- Have a student account for Union County College computer use and Canvas use. You are responsible for your own log-in and password for access to Union County College's computers and Canvas.
- Maintain confidentiality and respect the privacy of students' videos and discussions from Canvas and class. No video clips or discussions from Canvas are to be distributed or shown outside of class.
- Adhere to the policy on cheating and plagiarism as explained in the Union County College Student Handbook.
- Maintain appropriate classroom decorum. Student behavior should not interfere with the rights of others or with the educational process. The instructor maintains the right to dismiss a student from class for behavior that he/she judges to be disruptive to the teaching and learning process.
- Be responsible for your development of comprehension and production skills in ASL and English, appropriate ethical, cultural behaviors and cultural relativity towards ASL and Interpreting and adhere to RID's Code of Ethics.

Cheating and Plagiarism:

Cheating includes copying from others or using books, notes or whispering/signing during quizzes and exams, fabrication of information, submission of work prepared for another class during another semester without approval of instructor, submission of work not prepared by you, permitting another person to copy from or use your work, and plagiarism. This course will use TurnItIn as needed for written work. Incidents of cheating will result in any or all of the following at the instructor's discretion:

- Grade of "0" on the assignment or quiz/exam
- Reduction of final grade by one letter grade

- Grade of “F” for the course

Students with Disabilities Accommodations:

Union County College offers reasonable accommodations and/or services to persons with disabilities. Any student who has a documented disability and wishes to self-identify should contact the Coordinator of Services for Students with Disabilities at (908) 709- 7164, or email disabilitysvc@ucc.edu. Accommodations are *individualized* and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. In order to receive accommodations, students must be registered with the Disability Services Office. Students should register with the office as soon as possible. No accommodation is official until the Faculty Accommodations Alert Form is issued from the student to their instructor.

Grading System:

Performance is based on class activities and participation, completion and grades of assignments, presentations, tests, ethical behavior and attitude development and skill development. Letter grades of A, B+, B, C+, C, D+, D or F will be given in this course. Grades will be based on the following:

TASK	VALUE
Assignments	20%
Discussion	25%
Midterm (late March/early April)	20%
Final (end of semester)	20%
Capstone Paper	15%
TOTAL	100%

	SCHEDULE (Subject to change)
Week 1 Definitions 2/06-2/12	· <u>Assignment #1</u>: Definitions of ethics (1-3 sentences); definitions of key terms from the <u>RID Code of Professional Conduct (CPC)</u> (Please include one from each tenet, or from each tenet's illustrative behaviors). Due by 11:59pm on 2/12. · <u>Discussion #1</u>: What is 'moral courage'? What is its relevance to ethics, as you've defined it so far? What is its relevance to privilege (particularly, given this week's reading, white privilege)? Due by 11:59pm on 2/12. · <u>Readings</u>: <u>RID CPC</u>; "Moral Courage: A White Paper (Rushmore Kidder, PDF, in "Files"); <u>"White Privilege: Unpacking the Invisible Knapsack" (Peggy McIntosh)</u> · <u>Lecture</u>: Why Study Ethics? (PowerPoint PDF, in "Files"); Will be posted by 11:59pm, 2/19. · <u>Suggested (but 100% Optional)</u>: <i>Sound and Fury</i>, dir. Josh Aronson
Week 2 Principles & Paradigms 2/13-2/19	· <u>Assignment #2</u>: Kidder, Chapter 1. Due by 11:59pm on 2/26 (extended from 2/19). · <u>Discussion #2</u>: Kidder, Chapter 1. Due by 11:59pm on 2/26 (extended from 2/19). · <u>Reading</u>: Kidder, Chapter 1 · <u>Lecture</u>: HUD110HandoutWeekTwo (in Files, under week 3); will be posted by 11:59pm, 2/26. · <u>Suggested (but 100% Optional)</u>: WhitenessProject.Org
Week 3 Right v. Wrong & Decision-Making Skills 2/20-2/26	· <u>Assignment #3</u>: Case Study #1; Read "Decision-Making Process Handout" (in Files), and use it to describe and defend your decision; Complete personality type quiz (optional). Due by 11:59pm on 2/26. · <u>Discussion #3</u>: Kidder, Chapter 2--"What is 'Wrong'?" Due by 11:59pm on 2/26. · <u>Reading</u>: Kidder, Chapter 2; Baker-Shenk (in Files); Answer Framing Handout; NIC Rubric Handout; "What Should You Do When Customers Make Racist Remarks?" From the New York Times column <i>The Ethicist</i>; CPC in ASL (https://www.youtube.com/watch?v=5fyaoaTb-X8) · <u>Lecture</u>: Decision-Making and Stakeholders; will be posted by 11:59pm on 3/5 · <u>Suggested (but 100% Optional)</u>: <i>Dear Sugar</i> or <i>Savage Love</i> (either the podcast or the column)
Week 4 Ethics, Power, and Oppression 2/27-3/5	· <u>Assignment #4</u>: Case Study #2 & Case Study #3. Due by 11:59pm on 3/5. · <u>Discussion #4</u>: Ethics and Oppression. Due by 11:59pm on 3/5. · <u>Reading</u>: Kidder, Chapter 3; <u>"What is Whiteness," Nell Irwin Painter</u>; Milkowski (in Files) · <u>Lecture</u>: Theories of Moral Dev't PPT in Week 4 folder; will be posted by 11:59pm, 3/12. · <u>Suggested (but 100% Optional)</u>: <i>I3th</i> (dir. Ava DuVernay)
Week 5 Allyship and the Interpreter 3/6-3/12	· <u>Assignment #5</u>: Ethical Situations #1 (English) and #2 (ASL). Due by 11:59pm on 3/12. · <u>Discussion #5</u>: Kidder, Chapter 4. Due by 11:59pm on 3/12. · <u>Reading</u>: Kidder, Chapter 4. Due by 11:59pm on 3/12; begin Covey (all), due by 11:59, 3/26 · <u>Lecture</u>: Notes on Role, Allyship, Witness, and the Seven Habits, posted by 11:59pm, 3/19 · <u>Suggested (but 100% Optional)</u>: NPR's "Trump Ethics Monitor"

3/13-3/19	SPRING BREAK
Week 6 Arguing Ethics in ASL and English 3/20-3/26	· <u>Assignment #6</u>: Ethical Situation #3 (Eng.) and #4 (ASL); Kidder Ch. 5; Due by 11:59pm, 3/26. · <u>Discussion #6</u>: Covey, Habits 1 & 2. Due by 11:59pm, 3/26. · <u>Reading</u>: Kidder, Chapter 5; Covey · <u>Lecture</u>: NIC Rubric (Old & New); Will be posted by 11:59pm, 4/2
Week 7 3/27-4/2	Midterm ☐ 1:1 web conferences will also occur this week, Sunday-Thursday mornings or evenings. Midterm is tentatively scheduled to be open from 3/31-4/2.
Week 8 Positioning Yourself Ethically, Part 1 4/3-4/9	· <u>Assignment #7</u>: Ethical Diary; Ethical Situation #5 (English). Due by 11:59pm, 4/9. · <u>Discussion #7</u>: Covey, Habits 3 & 4. Due by 11:59pm, 4/9. · <u>Reading</u>: Kidder, Chapter 7; Covey · <u>Lecture</u>: TBD; Will be posted by 11:59pm, 4/16
Week 9 Positioning Yourself Ethically, Part 2 4/10-4/16	· <u>Assignment #8</u>: Ethical Diary (con't); Begin Self-Ass't/Capstone; Ethical Situation #6 (ASL). Due by 11:59pm, 4/16. · <u>Discussion #8</u>: Covey, Habits 5, 6, & 7. Due by 11:59pm, 4/16. · <u>Reading</u>: Kidder 8 & 9 · <u>Lecture</u>: Capstone Prep; Will be posted by 11:59pm, 4/23
Week 10 Root Causes & Foundations 4/17-4/23	· <u>Assignment #9</u>: Ethical Foundations; Ethical Situation #7 (English) and Ethical Situation #8 (ASL). Due by 11:59pm, 4/23. · <u>Discussion #9</u>: Thought Experiments, or, Working Backwards from Resolution to Root Causes. Due by 11:59pm, 4/23. · Reading: Review · Lecture: Root Causes & Resolutions, will be posted by 11:59pm, 4/30.
Week 11 Application, On and Off the Clock 4/24-4/30	· Assignment #10: Capstone; Ethical Situation #9 (English) and Ethical Situation #10 (ASL). Due by 11:59pm, 4/30. · Discussion #10: Next Steps: Being Ethical in Everyday Life . Due by 11:59pm, 4/30. · Reading: Review · Lecture: Review/Next Steps, Tenet 7; will be posted by 11:59pm, 5/7
Week 12 Review & Reflect	· Lecture: Asynchronous Q & A ; Final Web conferences (optional) available this week. · Reading: Review

5/1-5/7	
Finals Week 5/8-5/15	Final