Study Guide

INTR 112
Theory and Practice of Interpreting

Spring 2015
University of Northern Colorado

American Sign Language – English Interpretation Program

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http://www.unco.edu/doit
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Course Overview

Purpose

The purpose of this course is to provide an orientation to the field of interpreting with specific focus on the various theories that form the academic foundation of the interpreting profession. This course examines the work of interpreters from a variety of theories relating to role, function and process and provides an exploration of how these theories impact the day-to-day work of interpreters.

Impact

As an individual pursuing a career in ASL-English interpreting, it is essential to understand the theoretical foundations that guide the practice of working interpreters. It is these foundations that inform professional decision-making and guide ethical practice. And, it is these theoretical foundations that distinguish interpreting as a practice profession versus a strictly technical skill. Interpreting is a cognitively, socially and emotionally demanding process that involves a complex set of skills, knowledge and attributes. Internalizing a theoretical framework that guides practice enables the interpreter to manage the complexities more effectively.

In addition, the linguistic complexities of interpreting are impacted by a range of cultural, social and political factors. Considering interpreting from the perspective of these various factors will enhance your understanding of the implications of interpreting work for consumers and interpreters and help you to define your role and responsibilities more fully.

Objectives

By the end of this course, you will be able to:

- Define the characteristics of a profession and describe how these characteristics are made manifest in the field of interpreting.
- Discuss interpreting through a variety of lenses that address:
  - prevailing theories about the role, function and process of interpreting,
  - historical perspectives and major events impacting interpreting, and
  - socio-political and socio-cultural factors impacting interpreting and informing the context in which interpreting occurs.
- Communicate at a basic level what it means to be an interpreter, including:
  - the specialized skills needed to be an interpreter,
  - basic terminology related to the field,
  - the nature of work performed by interpreters,
  - market trends and working conditions associated with interpreting, and
  - theories that frame the practice of interpreters.
- Identify and discuss best practices that emerge from the dialogue of interpreter practitioners.
- Define a personal theory of interpreting, and the influencing factors and best practices that impact this theory.
Grading Scale

The points for all the assignments in a course will add up to 100 and letter grades are assigned as follows for UNDERGRADUATE classes:

A = 100 - 91 superior achievement of course objectives

B = 90 - 81 above average achievement of objectives
   (Reminder: you must maintain at least a “B” per class to meet graduation requirements)

C/D = 80 - 61 average achievement of course objectives

60 or below is considered not passing.

Late Assignment Policy

Late assignments will NOT be accepted unless:

- An extension is requested at least 24 hours in advance of the due date and time. All extension requests must be submitted to your course facilitator via the Blackboard email feature within class.
- An extension is requested no more than once during any given semester, unless there are extenuating, documentable circumstances.

Please note: No late work will be accepted in the last three days of this course.

Exceptions to the above criteria will be considered based on documented evidence of special circumstances—such as illness, hospitalization or death of a family member.
Plagiarism Policy

Policy on Plagiarism: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one’s own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof (UNC definition). Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes. Regarding class projects, you are not to use as your entire presentation the completed works of faculty members, fully imported websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. For further information, go to the following website: [http://www.unco.edu/dos/honor_code/defining_plagiarism.html](http://www.unco.edu/dos/honor_code/defining_plagiarism.html)

Inclusivity Statement

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in...educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in...educational services on the basis of sexual orientation or political affiliation.” (See [http://www.unco.edu/hr/AAEO_TitleIX.htm](http://www.unco.edu/hr/AAEO_TitleIX.htm)).

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity ([http://www.unco.edu/cebs/diversity](http://www.unco.edu/cebs/diversity)).

Students with Disabilities

Accommodations Statement: Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, Voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit [www.unco.edu/dss](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.
Required Materials

Textbooks


eReserve


NOTE: Five articles from this Interpreting Studies Reader textbook will be available to you on e-reserves, so you do not need to purchase the book unless you want it for your personal library. The following five articles from the Reader will be used:


Additional Online Resources – Required

Credentialing and Testing Resources:

- Registry of Interpreters for the Deaf, Inc. Ed K-12 (Educational Certificate: K-12) [http://www.rid.org/content/index.cfm/AID/203](http://www.rid.org/content/index.cfm/AID/203)
- University of Northern Colorado’s DO IT Center Educational Interpreter State Regulations Website [http://www.unco.edu/doit/resources/EduInterpStateRegs.html](http://www.unco.edu/doit/resources/EduInterpStateRegs.html)

Professional Code of Conduct Resources:

Course Preview

In this course, you will investigate the field of ASL-English interpreting as a practice profession and the theoretical foundations that guide the day-to-day work of practitioners. You will explore the work of interpreters through a socio-political, socio-cultural and socio-linguistic lens. In this respect, this is like a survey course—it provides a theoretical orientation to the field and provides insight into the nature of the work of interpreters. Through online discussions of readings and assignments, you will have the opportunity to develop a deeper understanding of contemporary theories impacting the field of interpreting and their relationship to the work of an interpreter. In exploring theories, you will look at literature from both the fields of ASL-English interpreting and the field of spoken language interpreting. The ability to discuss the foundations of interpreting in a scholarly and objective fashion will serve as the foundation for much of the remainder of your coursework in the ASL-English interpreting program.

There are seven lessons in this course—a few requiring multiple weeks to complete. There are five assignments, one of which is based on your cumulative participation in online discussions. The other four assignments are designed to help you internalize the course readings and activities by engaging you in application processes that will help in your discovery of what the course content means to you as a student of interpreting.

One of the challenges of this course is that you will be working between two textbooks, multiple readings, and online resources. Your readings will not necessarily follow the chapter ordering of the textbooks—the development of this course resulted in a different ‘logic’ to the organization of topics you will address. It will be important for you to think of your learning in this class as an ‘unfolding’ process—you will investigate various perspectives and layers of interpreting, and then be provided an opportunity to reflect on how these perspectives and layers inter-relate during online discussions and lesson assignments.

Because this is a foundations course, ideas that are introduced and discussed in this class will be revisited and/or expanded in a number of other courses in the program. As a result, you will not leave this class with a sense that ‘you now understand interpreting’. Rather, you should expect to complete this course with a growing respect and appreciation for the complexities of the interpreting process and the range of factors that impact the work of interpreters, and with the realization that there is still much more to learn about the field.

Course Lessons

Lesson 1 – What is Communication?

Objectives:
- Examine the nature of communication and the manner in which messages are constructed.
- Identify the impact of context on the communication process.
- Explore the variety of speaker goals in communication events.
- Analyze types of language used in message construction.
- Describe the types and function of linguistic register.
- Define the difference between meaning and communication.
• Discuss the role of “intention” in communication.

Interpreting is ultimately a discourse event impacted by a wide range of factors that influence all human communication. A foundation in interpreting requires an appreciation of communication in general and the various factors that impact all direct human communication. This lesson will explore these factors and begin the exploration of how these factors impact the interpreting process.

Lesson 2- What is Interpreting?

Objectives:
• Investigate what “interpreting” is.
• Discuss perspectives on various definitions of interpreting and the impact of these perspectives on one’s work.
• Describe the difference between transliterating, translating and interpreting.
• Define simultaneous and consecutive interpreting, source and target texts, and L1 / L2.
• Explore the various types of interpreting settings, and client make-up typically found in each.

In this lesson, you will explore definitions of interpreting and begin investigating what happens during an interpreted event. In defining interpreting, it is important to remember that there is no simple definition that captures all the complexities of the task and the social dynamics that surround it. It could be defined by describing the desired outcome of situations in which interpreting takes place or by describing the stages or steps an interpreter must go through to generate a successful interpretation. By looking at various aspects of the task of interpreting, a definition of what it is can surface. So, in this lesson, you will begin the examination of certain aspects of interpreting in order to understand its nature and complexity.

Lesson 3 – The Socio-Cultural Context of Interpreting

Objectives:
• Explore the relationship between culture and language.
• Describe the difference between collectivist and individualist world views, and the impact of these world views on the communication process.
• Examine the relationship between power and oppression.
• Assess the impact of oppression on interpreters.
• Define the levels of processing.
• Discuss the variety of expectations of interpreters from a variety of user group perspectives.

What is the relationship between language and culture and what is the implication for the interpreting process? What social attitudes and conceptions exist about interpreting? How do consumers view the work of interpreters and what expectations and assumptions do they bring to the interpreting process? How do these impact the work of the interpreter? In this lesson, you will explore these questions by examining the ways cultural orientation impacts meaning and therefore impacts interpreting. You will consider social conceptions of
the interpreter and the myths and misconceptions that exist about the work of interpreters, and explore how consumer expectations impact the work of interpreters.

Lesson 4 – The Socio-Political Context of Interpreting

Objectives:
- Explore the history, research leading to, and the advancement of the field of interpreting.
- Examine the organizational structure and certification process of RID and AVLIC.
- Investigate state/provincial and national legislation pertaining to and/or regulating interpreting services.

There are a variety of social and political factors that impact the work of interpreters. For example, society’s view of deaf people as disabled has led to a body of legislation that defines the settings in which deaf people are legally entitled to communication access. These social views and laws impact the work of interpreters in a variety of ways. In this lesson you will investigate and explore the implications of social views and laws pertaining to communication access for the work of interpreters. Further, you will consider some of the key historical and political events that impact the field of ASL-English interpreting and the efforts of the field to become professionalized.

Lesson 5 – Theoretical Foundations

Objectives:
- Explore models of processing used to describe and teach interpreting.
- Analyze the components, skills and competencies of each processing model, and identify commonalities between models.
- Examine historical and current approaches to, or models of interpreting.

In this lesson you will explore the theories of a number of prominent scholars in the field of ASL-English interpreting. Theories of what interpreting is vary according to the orientation of the scholar to the task. For example, some scholars view interpreting through a linguistic and cognitive lens—focusing on specific linguistic stages the interpreter must complete in order to generate an accurate interpretation and the cognitive factors that impact the ability of the interpreter to complete the stages successfully. You will begin to explore these various orientations and to consider how they ‘fit’ with your own understanding of the task towards creating your own definition and theory of what is interpreting.

Lesson 6 – Standards of Practice

Objectives:
- Define “profession” and examine the status of interpreting through the lens of this definition.
- Explore the ethics of interpreting via professional codes of conduct.
- Consider the application of the ethical tenants of interpreting to real-life scenarios, and the short and long term consequences of ethical decisions.

Interpreting has been referred to as a practice profession. This term acknowledges the profession-based traditions and practices that refer to the way that conventional interpreting work is performed. Practice and tradition are linked to schools of thought or
theories—like those you explored in lesson 5—and are drawn from the scholarship of a field. More specifically, standards of practice are ways of structuring and organizing the things one must do as part of the work, or ways in which something is done as part of professional practice. In practice professions, these ways of doing things are conceived by practitioners over time through a process of application of theory drawn from the profession’s scholarship and, as more scholarship and research emerge, practices evolve, improve and change. For example, ethical standards guiding the work of interpreters continue to evolve. In this lesson, you will explore standards of practice and their implication for the day-to-day work of interpreters.

**Lesson 7 – Induction into the Field**

Objectives:

- Investigate interpreting in a variety of specialized settings.
- Describe the unique nature and demands of each setting.
- Identify two common hazards related to extended practice in interpreting.
- Explore the role of mentoring in the development of interpreting competence.

Transitioning from academic preparation into the world of work of interpreters is challenging on a number of levels. For example, it is common that part of the transition (often referred to as induction into the profession) is for recent graduates of interpreter education programs to work with mentors or to work in settings where they can access the supervision or consultation of more experienced interpreters. How does a new graduate secure a mentor? What do mentoring relationships look like? And, what settings are the most appropriate for newly entering practitioners to work in? In this lesson you will explore these questions and begin to consider the types of work settings in which interpreters are employed. When this lesson is considered along with the other information in this course, you will have been provided with a foundation to continue your pursuit of ASL-English interpreting competence through the remainder of the program.
# Course Roadmap

Use this as your “map” while traveling on your distance-learning journey. All the information you need to complete the course is here in one location. Use the last column to check off each item as you complete it. Icons in the roadmap are used to indicate activities/assignments worth points for grading and non-web activities (readings, media, etc.). Dates before or next to any activity indicate specific dates for that item.

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<tr>
<th>Points</th>
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<td>Assignment 1 includes participation in the online discussions, marked with this icon.</td>
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<td>Assignments and homework marked with this icon should be submitted to the assignment tool.</td>
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**Lesson 1 – What is Communication?**

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<tr>
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<td>1/12</td>
<td>1.1  <strong>Online discussion:</strong> Post your introduction and your goals for this class.</td>
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<td>1/12 – 1/13</td>
<td>1.2  <strong>Textbooks:</strong> Humphries &amp; Alcorn, <em>So You Want to Be an Interpreter</em>, Chapter 1 (pp. 1-33)</td>
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<td>1/14 – 1/16</td>
<td>1.3  <strong>Online Discussion:</strong> Post one original response to discussion questions. Respond to at least one post by another student.</td>
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**Lesson 2 – What is Interpreting?**

**NOTE:** Begin locating participants for Assignment 2 now.

<p>|       | 1/19           | Enjoy the Martin Luther King Holiday!                                                         |       |</p>
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<td>1/20 - 1/21</td>
<td><strong>Web Activity:</strong> Investigate definitions of interpreting through a web and/or literature search.</td>
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<td>1/22 - 1/23</td>
<td><strong>Online Discussion:</strong> Post one definition of interpreting from your web or literature search and discuss why you selected it over other options you found. Respond to at least one post by another student.</td>
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<td>1/26</td>
<td><strong>Textbooks:</strong> Humphries &amp; Alcorn, <em>So You Want to Be an Interpreter</em>, Chapter 7 (pp. 147-169) Cerney, <em>The Interpreting Handbook Part 1</em>, pp. 120-143</td>
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<td>1/27 – 1/30</td>
<td><strong>Online Discussion:</strong> Post one original response to discussion questions. Respond to at least one post by another student.</td>
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**Lesson 3 – The Socio-Cultural Context of Interpreting**

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<tr>
<td>2/2 - 2/3</td>
<td><strong>Web Search:</strong> Conduct a search of online Vlogs where deaf people discuss their perceptions of and experiences with interpreters.</td>
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<td>2/5</td>
<td><strong>Textbook:</strong> Humphries &amp; Alcorn, <em>So You Want to Be an Interpreter</em>, Chapter 2 (pp. 35-56)</td>
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<tr>
<td>2/6 – 2/11</td>
<td><strong>Online Discussion:</strong> Post one original response to discussion questions. Respond to at least one post by another student.</td>
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<td>2/12 – 2/13</td>
<td><strong>Textbook:</strong> Humphries &amp; Alcorn, <em>So You Want to Be an Interpreter</em>,</td>
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<td><strong>Chapter 5 (pp. 109-129) and Chapter 6 (pp. 131-146)</strong></td>
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<td><em>Cerney, The Interpreting Handbook Part 1, pp. 158-171</em></td>
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<td>Read E-Reserves: <em>Unpacking the Invisible Knapsack</em> by Peggy McIntosh</td>
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<td>2/16 – 2/18</td>
<td><strong>Online Discussion:</strong> Post one original response to discussion questions. Respond to at least one post by another student.</td>
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<td>2/24</td>
<td><strong>Assignment 2 Interview Essay:</strong> Submit your essay to the Assignment Tool.</td>
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**Lesson 4 – Socio-Political Context of Interpreting**

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<td>2/25 – 2/26</td>
<td><strong>Textbook:</strong> Humphries &amp; Alcorn, <em>So You Want to Be an Interpreter</em>, Chapter 11 (pp. 261-297)</td>
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<td><em>Cerney text, The Interpreting Handbook Part 1, pp. 172-197</em></td>
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<td>2/27 - 3/3</td>
<td><strong>Web Search:</strong> Conduct a search of the interpreting laws which govern the employment of interpreters in your state including:</td>
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<td>University of Northern Colorado’s DO IT Center Educational Interpreter State Regulations Website</td>
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<td><a href="http://www.unco.edu/doit/resources/EduInterpStateRegs.html">http://www.unco.edu/doit/resources/EduInterpStateRegs.html</a></td>
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<td>NOTE: If you do a Google search on interpreting laws you will likely be directed to the information from an outdated DO IT Center, or 360, website. Please begin with the website listed above and move from there. This website focuses on educational interpreting so you will have to continue your exploration of interpreting in non-educational arenas separately.</td>
<td>✔️</td>
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<td>3/4 - 3/6</td>
<td><strong>Online Discussion:</strong> Post one original response to discussion questions. Respond to at least one post by another student.</td>
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<td><strong>Lesson 5 – Theoretical Foundations</strong></td>
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<td><strong>5.1</strong></td>
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|        |             | **Textbook:** Humphries & Alcorn, *So You Want to Be an Interpreter*, Chapter 10 (pp. 233-259)  
|        | 3/9         |                                                                                                                                                                                                          |       |
|        |             | **5.2**                                                                                                                                                                                                   |       |
|        | pp          | **Online Discussion:** Post one original response to discussion questions. Respond to at least one post by another student.                                                                               |       |
|        | 3/10 - 3/13 |                                                                                                                                                                                                          |       |
|        |             | **Week of March 14 -22 – Spring Break at UNC.**                                                                                                                                                          |       |
|        |             | **NOTE:** Assignment 3 is due the day after spring break! Please plan ahead!                                                                                                                              |       |
|        |             | **5.3**                                                                                                                                                                                                   |       |
|        | 3/23        | **Assignment 3 Personal Framework:** Submit to the Assignment Tool.                                                                                                                                       |       |
|        |             | **5.4**                                                                                                                                                                                                   |       |
|        | 3/23        | **Textbook:** Read E-Reserves:  
|        | 3/25-3/27   | **Online Discussion:** Post one original response to discussion questions. Respond to at least one post by another student.                                                                             |       |
|        | pp          |                                                                                                                                                                                                          |       |
|        |             | **Lesson 6 – Standards of Practice**                                                                                                                                                                       |       |
|        |             | **6.1**                                                                                                                                                                                                   |       |
|        | 3/30        | **Textbook:** Read E-Reserves:  
<p>|        | 3/31 - 4/2  | <strong>Online Discussion:</strong> Post one original response to discussion questions. Respond to at least one post by another student.                                                                             |       |</p>
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<td></td>
<td>4/3</td>
<td><strong>Textbook:</strong> Humphries &amp; Alcorn, <em>So You Want to Be an Interpreter</em>, Chapter 12 pp. (299-324)</td>
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<td>4/9 - 4/10</td>
<td><strong>Online Discussion:</strong> Post one original response to discussion questions. Respond to at least one post by another student.</td>
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<td>4/17</td>
<td><strong>Assignment 4 Standards Portfolio:</strong> Mail to your facilitator or if you have the items electronically (scanning is acceptable), you can submit them to the Assignment Tool. Be sure to let your facilitator know which way you will be submitting your work!</td>
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**Lesson 7 – Induction into the Field**

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<td>4/20</td>
<td><strong>Textbook:</strong> Humphries &amp; Alcorn, <em>So You Want to Be an Interpreter</em>, Chapter 13 pp. 325-387 and pp. 398-399 (Threats to Staying in the Field)</td>
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<td>PP</td>
<td>4/21 – 4/23</td>
<td>Online Discussion: Post one original response to discussion Questions. Respond to at least one post by another student.</td>
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<tr>
<td>PP</td>
<td>5/1</td>
<td>Assignment 5 Research Paper: Submit to the Assignment Tool.</td>
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<tr>
<td>PP</td>
<td>5/4 – 5/6</td>
<td>Online Discussion: Post your reflections of the semester—what in your learning had the greatest impact and why; what questions still remains and what new insight do you have about interpreting?</td>
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<td>PP</td>
<td>By 5/8</td>
<td>Please complete the course evaluation.</td>
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<td>Congratulations! End of Semester. Final grades will be posted within 3 days of the end of the semester.</td>
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# Assignments

## Assignment Overview

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<tr>
<th>Assignment 1</th>
<th>Description</th>
<th>Points</th>
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| Ongoing                            | Participation  
Participate in 12 online discussions.  
The first online discussion will be introductions and a statement of your goals for the class. This post is worth one point – as it is not content-driven.  
For all subsequent discussions you should post both your initial posting and a reply/feedback to one of your peers. You are encouraged to post beyond what is required in order to gain the most out of your learning community and to foster authentic interactions. Each original and response post is worth 1 point for 2 points total per discussion. | 25 points |

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<tr>
<th>Assignment 2</th>
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| Due: 2/24                          | Interview Essay  
Develop a series of 6-8 questions designed to seek insight into observations and perspectives on the role, responsibility and work of an interpreter. Seek facilitator approval on the questions and use the questions to conduct interviews with two (2) interpreting practitioners and two (2) consumers of interpreting services (at least one of whom is deaf). Analyze your interview findings for themes and patterns that emerge, and prepare a synthesis essay reporting your findings and reflections on the process.  
Submit the completed assignment to the Assignment Tool. | 15 points |

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<th>Assignment 3</th>
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| Due: 3/23                          | Personal Framework for Interpreting  
In this assignment you will express your own framework for what constitutes successful interpretation. This framework can take the form of an Interpreter’s Creed, Mission Statement, A Philosophy Statement, A Model of the Interpreting Process, a Pledge, an Oath, or other similar form approved by your facilitator. The goal is that it serves as a poignant illustration of your beliefs and understanding of what interpreting is, expressed in your own words. The rationale and meaning behind the framework will be discussed in a narrative that is the second part of this assignment. Support your discussion about your framework through reference to the course literature and literature from your own research. Use APA format. Submit this assignment to the Assignment Tool. | 20 points |

**NOTE:** This assignment is due the day after Spring Break. Please plan ahead!
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<th>Assignment 4</th>
<th>Standards Portfolio</th>
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<td>Due: 4/17</td>
<td>This assignment involves collecting materials from the websites you examined throughout this course including the Classroom Interpreting website and the RID website. Materials researched and collected should include standard practice papers, interpreting standards from your state, state licensure (if applicable), requirements from your state, a list of terminology and definitions for the field, and codes of professional conduct for interpreters. You will compile these materials into a portfolio and include a brief description and narrative of each document discussing its implication for working interpreters. Submit this assignment to the Assignment Tool.</td>
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<th>Assignment 5</th>
<th>Research Paper</th>
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<td>Due: 5/1</td>
<td>Select a setting in which interpreters work that you would like to know more about—such as medical, mental health, education, or legal. Research the setting to determine the context and what makes it unique. Provide a discussion of the setting from this perspective. Also, identify the skills, knowledge and abilities that an interpreter needs to be successful in that setting and discuss why each is important. Finally, through your research and literature review, identify at least five best practices for interpreting in the setting and a rationale for each. Use APA style in preparing your paper. Submit this assignment to the Assignment Tool.</td>
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Be sure you follow the guidelines in your Student Handbook throughout the course for each assignment.

- Guidelines For Use Of Technology
- Guidelines For Online Discussions
- Guidelines For Written Assignments
Course Summary

Conclusion

In this course, you investigated the field of ASL-English interpreting as a practice profession and the theoretical foundations that guide the day-to-day work of practitioners. You explored the work of interpreters through a socio-political, socio-cultural and socio-linguistic lens. This course provided a theoretical orientation to the field and insight into the nature of the work of interpreters. It is these foundations that inform professional decision-making and guide ethical practice. And, it is these theoretical foundations that distinguish interpreting as a practice profession versus a strictly technical skill.

Key Points

Key points to remember are:

- Competent interpreting services are an essential part of reducing the discrimination and exclusion of deaf people from many aspects of society.

- The field of interpreting has a defined set of terms that form the nomenclature of professional practice and it is important that entering practitioners know and understand the terminology in order to participate in the professional discourse of practitioners.

- Interpreting is a complex and dynamic process and it is difficult for any one theory or schema to capture all of the complexities. Therefore, a foundation that enables the practitioner to consider interpreting from a variety of perspectives and through a variety of theories is one that best equips the practitioner for the demands of the workplace.

- There are a number of metaphors for interpreting—all in an effort to capture the essence or nature of interpreting in an easy to identify manner. These metaphors are ways of helping us understand the work of interpreters, but are insufficient to capture the complexities of the task.

- There are a variety of laws and regulations that impact the work of interpreters. It is important to know what they are, how they are applied in the experience of deaf consumers, and how they impact the work of interpreters.

- Interpreters work in a broad range of settings—each bringing unique considerations in terms of protocol, discourse and other demands. The range of settings offers career flexibility which includes the opportunity for specialization.

- Best practices are those that evolve from established standards, codes of professional conduct, and the reflective process of practitioners seeking to maintain the integrity of their work. Practices may change over time with experience and research.
Induction into the field of interpreting varies for practitioners and can include formal supervision and mentoring. Knowing the options for induction and how to access the system that best suits your needs is an important part of entering a practice profession.

Next Steps

While this course is still fresh in your mind, pause to review your learning, looking through the lens of your final portfolio that is due at the end of your ASLEI journey. Consider the following:

1) Identify any applicable Entry-to-Practice Competencies that may be related to the course objectives;

2) Identify possible evidence items;

3) Identify potential reflection pieces that could be used in the narrative of the Coversheet;

4) Use your organizational system to house these items and thoughts until you are ready to work on writing future Coversheets; (Hint: If it’s possible to work on all or part of a Coversheet at this time, why not draft it now?!)

5) Check in with classmates to see if some collaborative thinking might be worth your investment of time – what did others identify and how are they thinking of using the learning from this course?
Quality Instruction
Preparing
Qualified Interpreters