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

This course is a knowledge/skills-based course that examines interpreting via distance technology – including video relay and video remote interpreting. Lessons present both information and skill building activities to increase competence in video interpreting. As a part-knowledge, part skills-based class you will need to plan your time carefully. For each credit hour you should plan on spending at least three hours per week engaged in class-related activities. This is a three credit hour course, which means you should expect to spend about six to seven hours a week engaged in the skill development activities and readings. You should further expect to spend another two to three hours a week participating in online discussions. Additional time may be required to complete other homework/assignments.

The purpose of the course is to present factors that influence interpreting competence via distance technology and to increase interpreting competence as it applies to distance technology.

Impact

One of the most significant changes in the field of interpreting over the past five years has been the emergence of technology that allows Deaf people to communicate at a distance through video. Video relay centers and video remote interpreting services are offering a variety of new opportunities for interpreters; these opportunities require a specific set of knowledge and skills. Successful completion of this class will prepare you to take advantage of these opportunities and broaden your understanding of the field of interpreting.

Objectives

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

- Discuss the nature and structure of interpreting in a video relay center environment.
- Discuss the nature and structure of interpreting via remote technologies.
- Discuss the differences between face-to-face interpreting and interpreting via distance technologies.
- Demonstrate effective customer service skills.
- Understand the technical requirements of interpreting via distance technologies and the need to use both the VRS technology and a variety of phone systems effectively.
- Demonstrate skills associated with telephone protocol and voice control.
- Demonstrate effective cultural bridging and mediation specifically as it applies to telephone etiquette.
- Apply discourse analysis and the demand-control-consequence cycle to assess the requirements for a range of assignments occurring in the context of a technology-based interaction.
- Interpret a range of interactions that take place via distance technologies.
- Assess the effectiveness of interpretations through distance technologies.
Plan and implement corrections to enhance the effectiveness of interpretations through distance technologies.

**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.
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 be accepted and graded for up to 72 hours after the due date and time but the final grade will be dropped one letter. Late assignments submitted after the 72 hours that have not been approved in advance with the respective Section Facilitator will NOT be graded and students will receive a zero as the assignment grade.

Extensions for assignment due date and time must be approved in advance with the respective Section Facilitator based on the following criteria:

- The extension is requested at least 24 hours in advance of the due date and time.
- An extension is requested no more than once during any given semester.
- No late work will be accepted in the last three days of this course.

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

Media

Practice to Mastery Series (2008). UNC-DO IT Center in partnership with Communication Services for the Deaf (CSD):


The above DVDs may be purchased at the UNC Book Store [www.uncbooks.com](http://www.uncbooks.com)

Note: Each DVD contains a model interpretation and some of the DVDs contain interviews with interpreters. These two items can be accessed with special codes, which will be posted in class at the appropriate time.

Textbooks


   (If you did not take INTR 440 you will need to purchase this book on your own.)


   Available at DO IT Center website under Products and Resources: [http://www.unco.edu/doit/resources/publications.html](http://www.unco.edu/doit/resources/publications.html).

Readings (eReserves)


Course Preview

The lesson outlines below provide an overview of the knowledge that may be helpful as you enter the world of interpreting via distance technologies. This knowledge will serve as the foundation for decisions made while interpreting at a distance and will be supplemented by skills based activities. (The skills based activities are not called out in the lesson outlines below but are presented briefly in the Course Roadmap and in Assignment descriptions.) This combination of knowledge and skills activities will provide a broad overview of the factors to be considered when interpreting in this venue as well as the application of specific skills needed to be successful in the video arena.

Lesson Outlines

Lesson 1 - Consumers, Technology and Terminology

- Introduction to consumers of interpreting via distance technologies
- Video phones and webcams
- Introduction to, and history of, Video Relay
- Introduction to Video Remote Interpreting

Lesson 2 – Market Structure & Demands

- Federal Communications Commission
- Industry standards and expectations
- Video Relay Service (VRS) and Video Remote Interpreting (VRI) market structure
- VRS and VRI competencies

Lesson 3 – The Role of the Video Interpreter

- Analyzing interpreted encounters
- Multiple roles of a video interpreter
- Creating cultural equivalence
- Understanding a Deaf worldview
- Discourse analysis
- Demand-Control-Consequence cycle
Lesson 4 – Call Types and Caller Considerations

- Call types; conference calls, Voice Carry Over (VCO), Video originated, Hearing originated
- Caller considerations: frozen text, multiple callers, regional signs
- Deaf People of Color
- Code switching

Lesson 5 – Ethical and Additional Considerations

- Correction strategies
- Ethical considerations – adaptation of the RID Professional Code of Conduct
- Customer Service Skills

Course Structure

The structure of this course will be different from your prior courses. In order to accommodate different learner needs, this course will require you to research, report, reflect, and synthesize your learning for each of the course objectives using a common set of tools. Also, to the extent that you want, you can discuss your learning with other peers engaged in study of the same content. Information on the tools will be available in the Tools folder under Course Materials. These tools include:

- A systems perspective
- Case study analysis
- Peer conferencing
- Reflective Journaling
- Research techniques

The course is divided into lessons based on the knowledge component of the course. Each lesson contains a lab exercise to focus on your skill development. For each lesson, you will find information about the tasks to be performed to facilitate your learning. In general these tasks will include:

- Researching the topic
  Research can include library research, web research and field research (some resources will be provided in Course Materials area).

- Posting of findings on the topic (this is optional—and designed to provide you with the opportunity to peer conference with other students).

- Developing and presenting a case study about the topic.

- Reflective journaling about the topic.
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. Dates before or next to any activity indicate specific dates for that item.

<table>
<thead>
<tr>
<th>Points</th>
<th>Dates</th>
<th>Activities</th>
<th>Done!</th>
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<tbody>
<tr>
<td></td>
<td>1/12</td>
<td><strong>Online Introduction</strong>: Post an introduction in Blackboard addressing your goals in this class and how it fits into your professional plans/aspirations.</td>
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</table>

**Weeks 1 – 3**

During these three weeks you will become familiar with the consumers, technology and terminology of interpreting via distance technology.

**Lesson 1 – Consumers, Technology and Terminology**

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<th>Points</th>
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<th>Activities</th>
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<tr>
<td></td>
<td>1/12-16</td>
<td>Read and follow the Lesson 1 Notes by exploring course resources including:</td>
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<td>• <strong>DVD#36</strong>: Watch the interview with VRS/VRI interpreter (access instructions will be posted in class).</td>
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<td>• <strong>Reading #1</strong>: <em>Close Encounters of the 2-D Kind</em>, June 2005 RID VIEWS, pp. 1, 25 &amp; 30.</td>
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<td>• <strong>Reading #2</strong>: <em>From Telephone to Dial Tone: A Look at Video Interpreting</em>, June 2007 RID VIEWS, pp. 10, 32 &amp; 39.</td>
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<td>• <strong>Reading #3</strong>: <em>Video Remote Interpreting...It’s a Good Thing!</em> June 2006 RID VIEWS, pp. 1, 7 &amp; 30.</td>
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<td>By 1/30</td>
<td><strong>Complete</strong>: Lab assignment #1 – interpretation of VRS vignette. Submit link and your assessment to Blackboard. DVD #27, Scenario 1 (Real Estate)</td>
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<td></td>
<td>By 2/2</td>
<td><strong>Discussion Postings</strong>: post original responses to the assigned questions in Lesson 1 Notes by 1/20. Post minimum of 4 responses to other student’s original postings by 2/3.</td>
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### Weeks 4-6

During these three weeks, you will begin to explore the nature of VRS/VRI interpreting and the demands associated with it.

## Lesson 2 – Market Structure & Demands

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<th>Points</th>
<th>Dates</th>
<th>Activities</th>
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<td>2/4-2/13</td>
<td>Read and follow Lesson 2 Notes by exploring course resources including:</td>
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<td>• <strong>Textbook 1:</strong> <em>Interpreting as a Discourse Process</em> pp. 3-22.</td>
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<td>• <strong>Reading #4:</strong> <em>Is Video Relay Interpreting Right for You?</em> July/August 2005 RID VIEWS, pp. 20-21.</td>
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<td>• <strong>Reading #5:</strong> <em>Video Relay Interpreting: Rewards and Challenges.</em> July/August 2005 RID VIEWS, p. 21.</td>
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<td>• <strong>Textbook 2:</strong> <em>Video Relay Services Interpreting Task Analysis Report</em>, pp. 2-26.</td>
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<td></td>
<td>• <strong>Textbook 1:</strong> <em>Interpreting as a Discourse Process</em> pp. 23-39.</td>
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<td>By 2/20</td>
<td><strong>Complete:</strong> Lab exercise #2 – interpretation of VRS vignette. Submit link and your assessment to Blackboard. DVD #27 Scenario 2 (Brother &amp; Sister)</td>
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<td><strong>Research VRS &amp; VRI Industry:</strong> Identify VRS and VRI providers. What do they offer, what are their requirements for interpreters. Post the results of your findings. (This information will contribute to your report for Assignment 3).</td>
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<td>2/13 and 2/19</td>
<td><strong>Discussion postings:</strong> post original responses to the assigned questions in Lesson 2 Notes by 2/14. Post minimum of 3 responses to other student’s original postings by 2/19.</td>
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Weeks 7-9

During these three weeks, you will examine the role of the video interpreter. Assignment 3 will provide you with insight into either the video relay or video remote interpreting services industry. You will research and write a paper that discusses industry standards, expectations and required knowledge and skills.

Assignment 3 is due at the end of this period.

Lesson 3 – The Role of the Video Interpreter

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<td></td>
<td>2/23-3/4</td>
<td>Read and follow Lesson 3 Notes by exploring course resources including: <strong>Textbook 1</strong>: <em>Interpreting as a Discourse Process</em> pp. 40-66. <strong>Reading #6</strong>: <em>The Development of Sociolinguistic Meanings: The Worldview of a Deaf Child within His Home Environment</em>. <strong>PowerPoint</strong>: VI as Interpreter, customer service representative and operator: the multiple roles of the VI.</td>
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<td>By 3/6</td>
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<td><strong>Complete</strong>: Lab assignment #3 – interpretation of VRS vignette. Submit link and your assessment to Blackboard. DVD # 28 Scenario 1 (Cousins)</td>
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<td>By 3/6 and 3/12</td>
<td>Discussion Postings: personal reflection</td>
<td>Review D-C and discourse analysis Consider what you know so far about video interpreting in the context of your knowledge of D-C analysis. What is unique about the environmental demands in VRS/VRI interpreting? What is unique/challenging in the inter and intra personal demands? What will be the most challenging aspect of this type of interpreting for you? <strong>Discussion Postings</strong>: post original responses to the assigned questions in Lesson 3 Notes by 3/6. Post minimum of 2 responses to other student’s original postings by 3/12.</td>
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<td>Due: 3/13</td>
<td>Assignment 3: Research either the video relay or video remote interpreting services industry. Generate a paper that discusses industry standards, expectations and required knowledge and skills. Submit to the Discussion Forum.</td>
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<td>3/14-3/22</td>
<td><strong>Spring Break at UNC! Enjoy.</strong></td>
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Weeks 10-12

During these three weeks, you will look closer at the video interpreting process by examining different call types and the implications/requirements of these calls.

Assignment 4 is due at the end of this period.

Lesson 4 – Call Types and Caller Considerations

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<td>3/23-4/3</td>
<td>Read and follow Lesson 4 Notes by exploring course resources including:</td>
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<td>• Web Resources: Call types: research Voice-Carry-Over, Spanish-ASL, and video mail from different providers</td>
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<td>• Reading #7: Sociolinguistic Aspects of the Black Deaf Community</td>
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<td>• Reading #8: Interpreting Culturally Sensitive Information in VRS Settings</td>
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<td>• Textbook 1: Interpreting as a Discourse Process pp. 67-121.</td>
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<td>• Reading #9: An Analysis of Codeswitching: American Sign Language and Cued English</td>
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<td>• DVD #28: Cousin/Home Improvement- Watch the interview with interpreter (code to access this will be posted in class)</td>
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<td>By 4/3 and 4/10</td>
<td>Discussion postings: post original responses to the assigned questions in Lesson 4 Notes by 4/3. Post minimum of 4 responses to other student’s original postings by 4/10.</td>
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<td>Due: 4/10</td>
<td>Assignment 4: Video analysis: Create an analysis of a sample interpretation/transliteration generated via distance technologies. Identify the demands and controls and assess the overall accuracy of the work. Submit to the assignment tool. DVD #29 Child Support -Model Interpretation (code to access this will be posted in class).</td>
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<td>Points</td>
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<td><strong>Weeks 13-16</strong></td>
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<td>During these four weeks, you will examine the ethics of video interpreting and complete the course with a final lab interpreting assignment.</td>
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<td><strong>Lesson 5 – Ethical and additional considerations</strong></td>
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<td>By 4/29</td>
<td><strong>Complete:</strong> Lab assignment #4 – interpretation of VRS vignette. Submit link and your assessment to Blackboard.</td>
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<td><strong>DVD #36 Scenario 1 (Surprise Party)</strong></td>
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<td>4/13-4/24</td>
<td>Read and follow Lesson 5 Notes by exploring course resources including:</td>
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<td>• <strong>Textbook 1:</strong> <em>Interpreting as a Discourse Process</em> pp. 122-128.</td>
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<td>• <strong>PowerPoint:</strong> Correction strategies</td>
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<td>• <strong>Web Resource:</strong> Review the RID Professional Code of Ethics <a href="http://www.rid.org/content/index.cfm/AID/66">http://www.rid.org/content/index.cfm/AID/66</a></td>
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<td>By 4/24 and 5/1</td>
<td><strong>Discussion:</strong> Post original posting from Lesson 5 Notes by 4/24 and 3 responses to other student’s original posting by 5/1. (response to CPC question is worth 2 pts.)</td>
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<td>By 5/6</td>
<td><strong>Discussion:</strong> reflect on what you have learned in the course and how your work has progressed. Share that in a final course posting.</td>
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<td><strong>End of Semester</strong></td>
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<td>Complete online course evaluation.</td>
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<td>Congratulations! Final grades will be posted within 3 business days of the end of the semester.</td>
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# Assignments

## Assignment Overview

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<th>Assignment</th>
<th>Description</th>
<th>Pts.</th>
<th>Due Date</th>
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<tbody>
<tr>
<td><strong>Assignment 1</strong></td>
<td><strong>Participation:</strong> Post original answers to discussion questions for each lesson and response to other people’s postings as described for each lesson. Postings should not exceed 750 words. (5 lessons) Each posting is worth 1 pt. unless stated otherwise.</td>
<td>30</td>
<td>Ongoing</td>
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<tr>
<td><strong>Assignment 2</strong></td>
<td><strong>Lab Exercises</strong>&lt;br&gt;1. Complete one lab exercise each lesson (four total).&lt;br&gt;2. Submit to Blackboard the interpretation along with a written analysis addressing a) how the work reflects or was influenced by your understanding (or lack thereof) of concepts discussed in that lesson, b) the overall effectiveness of the interpretation using discourse analysis and D-C-S analysis as well as c) the impact of decisions made throughout the work including correction strategies.</td>
<td>40</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Assignment 3</strong></td>
<td><strong>Research Paper:</strong> Research either the video relay services industry or video remote interpreting services industry and generate a paper that describes 1) industry standards and expectations, 2) the skills, knowledge and attributes required of an interpreter in the selected industry, 3) market trends and job opportunities and 4) the nature and structure of the interpreting work. This paper should also discuss the impact on your professional goals and aspirations. <strong>During the course, you will be required to post the results of your research at various intervals.</strong>&lt;br&gt;The paper should be 5-7 pages in length. Please use headings to separate the five (5) sections of the paper.</td>
<td>20</td>
<td>3/13</td>
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<tr>
<td><strong>Assignment 4</strong></td>
<td><strong>Video Analysis:</strong> Create an analysis of a sample interpretation/transliteration generated via distance technologies. The sample will be provided to you. Identify 1) the demands that emerge and 2) the control strategies used by the interpreter, 3) the effectiveness of the strategies in achieving an effective interpretation/transliteration, and 4) assess the overall accuracy of the work providing specific examples that were effective and rationale to support your assessment. The assessment should be presented as a 3-5 page paper.</td>
<td>10</td>
<td>4/10</td>
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</table>

**Total Points:** 100

Be sure you follow the guidelines in your Student Handbook throughout the course for each assignment.
- Guidelines Use Of Technology, Online Discussions, and Guidelines For Written Assignments.
Course Summary

Conclusion

This course has introduced you to video relay and video remote interpreting. You have learned the terminology and technology associated with interpreting via distance technologies, become familiar with the market structure of the video relay and video remote interpreting industries and examined the skills and competencies necessary to work in this environment. Finally you have applied your interpreting skills to a wide range of selections, assessed the effectiveness of the interpretations and examined strategies for correction. This practical application of knowledge and skills has provided you with a foundation for working in video relay and video remote environments.

Key Points

What we hope you will remember from this class:

- 

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?!) and finally,

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