INTR 440 – Introduction to Community Interpreting
Fall Semester 2018

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Office Hours: Mondays 6-7 pm MT by email.

Class Times and Location: Online at canvas.unco.edu. August 20 – December 7, 2018

Course Description: The focus of this course is on the nature and structure of interpreting within the general community, with particular attention to the work of freelance or agency-based interpreters.

Course Purpose: You may have wondered about the various settings and situations you could work in as a community interpreter. This course will explore the unique demands of the some of the various systems that interpreters work in such as medical, mental health, educational, governmental, vocational, video relay, performing arts and others. You will learn about the mandates for interpreting, how interpreters fit within the various systems, and begin learning about the unique approaches to interpreting that are used.

Pre-Requisites: Prerequisite knowledge in the discipline includes INTR 323: Simultaneous Skills Lab 1.

Course Objectives: Upon the completion of this course, students will be able to do the following:

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

1. Discuss the range of services available to deaf and hard of hearing persons on a local, state and national level.
2. Demonstrate the use of resource materials in supporting the work of a community interpreter.
3. Identify and discuss the state and federal laws that impact communication accessibility for deaf and hard of hearing persons.
4. Assess the policies and procedures used to employ interpreters in a range of community-based settings.
5. Assess the attributes, skills, knowledge and attitudes possessed by competent community interpreters.
6. Assess the demands and controls associated with interpreting in community-based settings.

7. Describe and evaluate the nature and structure of community interpreting.

8. Demonstrate the use of a recordkeeping and scheduling system in supporting the work of a community interpreter.

**Entry-to-Practice Competencies:**

1.1.1 Identify and discuss personal and professional demands that occur during interpreting and identify strategies leading to an effective interpretation (e.g., strategies to prevent injuries, reduce stress, ensure personal safety, use of team interpreting).

2.1 Demonstrate collegiality by showing respect and courtesy to colleagues, consumers and employers, and taking responsibility for one’s work.

2.2 Advocate for conditions of employment that safeguard the rights and welfare of consumers and interpreters.

2.5 Collaborate with participants and team members in a manner that reflects appropriate cultural norms and professional standards during all phases of assignments and implement changes where appropriate and feasible.

2.6 Demonstrate an understanding of professional boundaries by following generally accepted practices as defined by the code of ethical conduct.

5.1 Demonstrate a commitment to career-long learning and critical self-assessment by creating an on-going professional action plan.

5.2 Demonstrate planning skills in preparing for assignments and flexibility in adapting to changes that arise during assignments.

5.3 Demonstrate self-awareness and discretion by monitoring and managing personal and professional behaviors and applying professional conflict resolution strategies when appropriate.

Examples: Has awareness of personal filters, intrapersonal factors, and reactions to a variety of situations and subject matter. Knows when to request breaks, whether to accept assignments, how to work with a team interpreter, and facilitate replacement in a responsible manner.

5.4 Demonstrate professional integrity by avoiding conflicts of interest, adhering to the code of ethical conduct, and applying standard professional business practices.

5.5 Demonstrate commitment to the interpreting profession by becoming a member of and participating in professional organizations and activities.

5.6 Demonstrate commitment to the D/deaf Community by supporting and contributing to D/deaf-related organizations and activities.

5.7 Demonstrate awareness of community resources by identifying organizations and
agencies that could or do serve D/deaf people.

5.8 Discuss state and national interpreter certification and/or licensure and the implications of these systems on the employment of interpreters.

5.9 Identify and discuss the scope and authority of state and federal laws impacting D/deaf people and interpreters.

Required Materials:

Textbooks


Readings (eReserves)


Textbooks from prior courses


### Overview of Course Requirements:
This is a brief explanation of all the assignments in this course. Full instructions are in the course.

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<th>Assignment</th>
<th>Description</th>
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<td>Assignment 1</td>
<td><strong>Course Engagement:</strong> This course is a structured semi-independent study which implies that course engagement is a given. However, in order to support your learning and to ensure that the engagement is of a continuous nature, you will be asked to touch base with the facilitator once a week. This will be accomplished through participation in weekly classroom discussions and periodic web conference sessions as indicated in the course map.</td>
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<td>Assignment 2</td>
<td><strong>Collaboratively create</strong> a class bank or list of State and federal laws that mandate provisions of interpreting services. This should include a list of federal and state laws that mandate access for Deaf people; policies of hospitals, law enforcement and courts in your area; and any state or city ordinances that require equal access for people with disabilities including Deaf people. You will share your preliminary findings in a discussion forum and then work together as a class to create one document. This can be done as a Google doc or by meeting together and creating a common document. You will be graded on the common listing of federal laws and then your specific listing of the laws and mandates within your state and area.</td>
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| Assignment 3 | **Resource Packet:** For this assignment you need to:  
- Identify and research local, state and/or national resources for serving deaf, hard of hearing and deaf blind persons. This should include gathering any electronic or print materials outlining services or access procedures that are available to the public.  
- For any local, state and/or national resources providing communication access through the employment of interpreters, research their policies and procedures for such employment.  
- Identify which local, state and/or national laws or agency regulations regarding communication access and the right to interpreters their services satisfy. Use your listing of laws from Assignment 2.  
- Create an annotated listing of all the above resources. Annotations should include contact information; description of services and/or key elements of the law(s); in the case of agencies, mission statements; service access procedures and eligibility along with summaries of policies and procedures for the employment of interpreters (if applicable).  
- Write a 5 to 7 page essay synthesizing your findings. The essay should address the following topics: the array of services available, where gaps exist, trends in legislative and employment standards for interpreters, and implications for the work of a community interpreter. The essay should be typed, double-spaced and employ APA standards for citation. |
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<th>Assignment 4</th>
<th><strong>Community Interpreter Profile:</strong> This assignment is your opportunity to synthesize your learning observing and interviewing interpreters working in community settings. The profile will be based on a hypothetical professional community interpreter. Provide information about the demands presented by community interpreting and what attributes, skills, knowledge and professionalism are necessary to be successful in this work. Prepare this as a Street Leverage posting in both written English and ASL.</th>
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<td>Assignment 5</td>
<td><strong>Freelance Portfolio:</strong> You will proceed much as you did for assignment 2, the resource packet, only this time creating or gathering materials relevant to your work as a community interpreter. These should include a list of employers of community interpreters such as referral agencies; staff positions are hospitals, state human service or vocational rehabilitation agencies; courts; or other entities that hire interpreters in your area (not including K-12 systems) in your area and the related contact information, job descriptions and qualifications; models for bookkeeping systems for financial recordkeeping or samples thereof; models of scheduling systems; and opportunities for professional development for interpreters. The final piece of the portfolio assignment is a reflective essay (2-3 pages) that discusses the new learning achieved from the process of developing the portfolio and the implications for your work as a community interpreter.</td>
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**Giving Credit Where Credit is Due:**
Your work is to be own. Using the words, ideas and/or written product of another individual without giving due credit to that person is unacceptable. Plagiarism is considered a violation of academic integrity. Work that demonstrates academic dishonesty will result in a lowering of the grade on an assignment or possible dismissal from the course/program.

**Evaluation Method-Grading Scale:**
The points for all the assignments in a course will add up to 100 points and letter grades are assigned as follows for UNDERGRADUATE classes:
- **A = 100 - 91 points:** superior achievement of course objectives
- **B = 90 - 81 points:** above average achievement of objectives
  *(Reminder: you must maintain at least a “B” per class to meet graduation requirements)*
- **C/D = 80 - 61 points:** below acceptable achievement of objectives
- 60 or below is considered no passing.
University Policies

Academic Integrity Statement
You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities. If you have any questions, please refer to the Student Code of Conduct found at Student Conduct Code.

Sexual Misconduct/Title IX Statement
The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

Equity and Inclusion Statement
The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities. The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit: www.unco.edu/dean-of-students/shareaconcern/.