INTR 112-900/970 Theory and Practice of Interpreting  
Spring Semester 2019

Instructor Information: Laurie Bolster  
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Office Hours: Will be posted in Canvas.

Class Times and Locations (follow the course map posted in class for specific dates/times):  
This class is conducted online: January 7 – May 3, 2019.

Canvas: We will be using Canvas for this class. You can access it at this address http://canvas.unco.edu.  
Your log in is the same as you use for BearMail. Be sure to check both regularly. All of your homework assignements, quizzes, and tests are submitted in Canvas.

Course Description: This course examines the work of interpreters from a variety of theories relating to role, function and process and provides an understanding of how these theories impact day-to-day interpreting work.

Course 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.

Pre-Requisites: Knowledge in the discipline including INTR 102: ASL VI and INTR 111: ASL Linguistics.

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

1. Define the characteristics of a profession and describe how interpreting meets those characteristics.

2. Communicate at a basic level what it means to be an interpreter, including:
   a. The specialized skills needed to be an interpreter
   b. Basic terminology related to the field
   c. The nature of the work done by interpreters
   d. The market trends and working conditions associated with interpreting
   e. How models and frames of reference are used to communicate interpreting concepts including the setting in which you work, your role as an interpreter and what an interpreter does.

3. Discuss interpreting though a variety of lenses that address:
   a. Prevailing theories about the role, function and process of interpreting
b. The socio-cultural and socio-political context in which interpreting exists
c. Historical perspectives and major events impacting interpreting
d. Research findings about the work of interpreters

4. Analyze the work of interpreting practitioners to identify what theories influence their day-to-day decision-making and what best practices they advocate.

5. Define a personal theory of interpreting and what influencing factors and best practices impact this theory.

Entry-to-Practice Competencies:

1.2 Demonstrate knowledge of linguistics and cross-cultural and interpretation theories by discussing the implications of each for the work of interpreters in various contexts.

1.6 Discuss professional and ethical decision-making in a manner consistent with theoretical models and standards of professional practice.

1.8 Identify and discuss the major historical eras, events and figures in the Deaf Community that impact Deaf and hard-of-hearing people, and the resulting implications for interpreting.

1.9 Demonstrate critical analysis of the current literature in the interpreting discipline and write a research paper.

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

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 deaf people and interpreters.

Required Materials:

Textbooks


eReserves

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


Additional Online Resources – Required

Credentialing and Testing Resources:

Registry of Interpreters for the Deaf, Inc. Ed K-12 (Educational Certificate: K-12)
http://rid.org/about-interpreting/resources/for-educational-interpreters/ and http://www.classroominterpreting.org/eipa/

University of Northern Colorado’s ASLIS Educational Interpreter State Regulations Website (OSEP Project) http://www.unco.edu/cebs/asl-interpreting/professional-resources/osep-project.aspx

Professional Code of Conduct Resources:


Course Requirements Brief Overview: Full instructions posted in class.

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<th>Assignment 1</th>
<th>Participation</th>
<th>Ongoing</th>
<th>25 points</th>
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<tr>
<td>Description</td>
<td>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.</td>
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<th>Assignment 2</th>
<th>Interview Essay</th>
<th>Due: Later in February</th>
<th>15 points</th>
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<td>Description</td>
<td>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.</td>
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<td>Assignment 3</td>
<td>Personal Framework for Interpreting</td>
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<td>Due: After spring break</td>
<td>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 6 format. Submit this assignment to the Assignment Tool.</td>
<td>20 points</td>
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<th>Assignment 4</th>
<th>Standards Portfolio</th>
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<td>Due: Mid-April</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: End of semester</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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**Total score:** 100 points

**Evaluation Method:** 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 = 91 - 100 superior achievement of course objectives
- B = 81 - 90 above average achievement of objectives
  
  *(Reminder: you must maintain at least a “B” per class to meet graduation requirements)*

- C/D = 61 - 80 below average achievement of course objectives
- 60 or below is considered not passing.
University Policies

Student Code of Conduct: 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/sexual-misconduct.

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/.

Accommodations Statement: Disability Resources - It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at http://www.unco.edu/disability-support-services/.