INTR 215-900/970 Portfolio Assessment II
Spring Semester 2019

Instructor Information: Emily Girardin
E-mail: emily.girardin@unco.edu

Program Contact: Kellie Stewart
Email: kellie.stewart@unco.edu

Office Hours: Wednesdays 6:00-7:00 pm MT using Conferences (BigBlueButton) in Canvas or by appointment (email to schedule)

Class Times and Locations: This class is conducted online Jan. 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 assignments, quizzes, and tests are submitted in Canvas.

Course Description: In this course, students continue developing their professional portfolio with emphasis on evidence in Domain 4 (Interpreting Skills) and Domain 2 (Human Relations).

Course Purpose: INTR 215: Portfolio Assessment II is the second course in the Portfolio Assessment series. The purpose of this course is to take a deeper look at the Entry-to-Practice Competencies which are the foundation for the ASLEI curriculum and capstone portfolio.

Pre-Requisites: INTR 115: Portfolio Assessment I and INTR 113: Discourse Analysis

Course Objectives: Upon completing this course, students will be able to

1. Self-assess their portfolio plan and progress.
   a. Discuss the role of critical thinking within the portfolio.

2. Identify assignments or accomplishments that provide evidence of the competencies.
   a. Analyze the Entry-to-Practice Competencies using the multi-lens assessment approach.
   b. Evaluate possible evidence products.

3. Create a Coversheet to document portfolio evidence.

4. Revise their organization system.

Entry-to-Practice Competencies

1.1 Demonstrate world knowledge through a discussion of current and historical events in regional, national, and international contexts and by describing systems that support society (e.g., governmental, educational, religious, social, and judicial).
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 (e.g., approaches to the process and analysis of task).

1.3 Apply linguistics and cross-cultural and interpretation theories by analyzing a wide range of consecutive and simultaneous interpreting samples in a manner that reflects synthesis of the theoretical frameworks as they apply to the interpretations.

1.4 Compare and contrast linguistic characteristics in a variety of signed language interpretations.

1.5 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).

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

1.7 Compare and contrast majority and minority cultures in American society (e.g., social norms, values, identity markers, humor, art forms, language use, oppression).

1.8 Identify and discuss the major historical eras, events and figures in the D/deaf Community that impact D/deaf and hard of hearing people, and the resulting implications for interpreting (e.g., audism, Deaf President Now, Clerc, Milan).

1.9 Demonstrate critical analysis of current literature in the interpreting discipline by writing a research paper.

4.1 Apply academic and world knowledge during consecutive interpretation using appropriate cultural adjustments, while managing internal and external factors and processes, in a manner that results in accurate and reliable interpretations in both ASL and English.

Example: In low-risk settings with moderately technical, moderately paced monolog, the individual manages personal filters and intra-personal, environmental, logistical and situational factors by adhering to appropriate norms, rituals, and protocol.

4.2 Integrate academic and world knowledge during simultaneous interpretation using appropriate cultural adjustments while managing internal and external factors and processes in a manner that results in accurate and reliable interpretations in both ASL and English.

4.3 Analyze the effectiveness of interpreting performance generated by self and peers by applying contemporary theories of performance assessment and peer review.

4.4 Demonstrate the ability to effectively team interpret during consecutive and simultaneous low-risk interactional assignments.

4.5 Demonstrate flexibility to transliterate or interpret by observing the language use of D/deaf or hard of hearing consumers and/or make adjustments based on consumer feedback.

4.6 Negotiate meaning in ASL and English while interpreting in a manner that conforms to recognized linguistic, cultural and professional norms of the speaker(s).
Examples: Identifies where breakdowns occur, applies strategies for seeking clarification in appropriate manner/at the appropriate times, and determines questions to ask to gain further meaning.

4.7 Demonstrate the ability to use technology and equipment specific to ASL-English interpreting.

Examples: Video remote interpreting, video relay services, microphones.

**Required Materials (Provided in Class):**


**Recommended References:**

**Course Requirements:** This is a brief overview; full instructions are posted in your online class.

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<tr>
<th>Assignment Descriptions</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Starting Place for INTR 215:</strong> Submit your completed assessment of the 34 competencies.</td>
<td>3.4 pts.</td>
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<td><strong>Discussions:</strong> Participate in discussions with consideration of the competencies you are assessing.</td>
<td>16.6 total</td>
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<td>- Appraising Your Ability To-Date</td>
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<td>- Reflective Practice &amp; Critical Thinking</td>
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<td>- Looking Towards 315</td>
<td>6.6 pts.</td>
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<td>- 5 pts.</td>
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<td>- 5 pts.</td>
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<td><strong>Assessment Process:</strong> Improve the assessment of stand-alone, complementary, and packaged competencies by applying the lenses and considering evidence, and received feedback.</td>
<td>50 pts.</td>
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<td><strong>Attribute Forms &amp; Reflection:</strong> Collect 3 attribute forms and reflect on feedback.</td>
<td>10 pts.*</td>
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<td>*2 pts. per attribute form, 4 pts. for reflection.</td>
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<td><strong>Choosing The Best Evidence:</strong> Select the best, minimal evidence for assigned competencies. Demonstrating the process of brainstorming, connecting, and selecting evidence.</td>
<td>8 pts.</td>
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<td><strong>Guide for Writing a Coversheet:</strong> Submit a completed chart as a “cheat sheet” in preparation for writing a coversheet.</td>
<td>10 pts.</td>
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<td><strong>Developing a Coversheet:</strong> Using the tools you learned this semester, answer the posed questions associated with the assigned competencies in preparation for 315.</td>
<td>2 pts.</td>
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**Total score:** 100 points
Grading: 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.

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 with 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.

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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/