INTR 426-900 Simultaneous Interpreting Skills Lab III
Spring Semester 2019

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

Class Times and Locations (follow the course map posted in class for specific dates/times):

This class is conducted online using Canvas, January 7 – May 3, 2019.

Canvas: We will be using Canvas with 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.

Course Description: This lab continues the application of interpreting skills with increasing difficulty based on the complexity of factors to be managed by the student as part of the interpreting process.

Course Purpose: This lab is a continuation of INTR 425: Interpreting Skills Lab 4 with continued focus on the application of interpreting skills. The purpose is to further students’ competence in interpreting by increasing difficulty of texts based on the complexity of factors to be managed by the student as part of the interpreting process. The majority of the texts to be interpreted in this class will be of the student’s choosing and although each assignment will be prepped, the interpretation is to be spontaneous or unrehearsed.

Pre-Requisites: Prerequisite knowledge in the discipline includes INTR 425: Simultaneous Interpreting Skills Lab III and INTR 492: Internship for Interpreters (co-requisite).

Course Objectives: By the end of this course, you will be able to do the following as part of prepped but unrehearsed interpretations:

1. Indicate when clarification is needed when viewing a source, interpreting taped material and during a simulated interpretation.
2. Explain his/her own need for clarification.
3. Describe techniques used for clarification in interactive settings.
4. Describe and apply techniques used for clarification of signed information in platform settings.
5. Describe and apply techniques used for clarification of spoken information in platform settings.
6. Apply a model for determining the seriousness of an error and the implications of the error for the overall accuracy of the message.
7. List and apply a range of methods for correction of errors.
8. Explain reasons and ways that interpreters negotiate with consumers throughout interpretation.
9. Apply strategies for negotiation of meaning before, during and after simulated interpretations.
10. Describe methods for negotiating meaning with individuals who possess unique communication needs (i.e., children, deaf-blind individuals, limited mastery of ASL or English).

**Entry-to-Practice competencies**

4.1 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.

4.5 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.

**Required Materials:**

**eReserves**


**Online Videos**

Interpreting Meaning (2 sections) Dr. Maiko Villanueva

- [https://sites.google.com/a/gallaudet.edu/guriec-online-learning-community---interpreting-meaning/interpreting-meaning-i-expressing-concepts](https://sites.google.com/a/gallaudet.edu/guriec-online-learning-community---interpreting-meaning/interpreting-meaning-i-expressing-concepts)
- [https://sites.google.com/a/gallaudet.edu/guriec-online-learning-community---interpreting-meaning/interpreting-meaning-iii-in-search-of-equivalence-for-passive-voice](https://sites.google.com/a/gallaudet.edu/guriec-online-learning-community---interpreting-meaning/interpreting-meaning-iii-in-search-of-equivalence-for-passive-voice)

**Textbooks**

You will need the following texts, used in prior courses:


**Equipment**
- Digital camera or webcam for recording video assignments

**Course Requirements brief overview:** Full instructions found in class.

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<th>Assignment 1 On-going</th>
<th><strong>Online Discussion:</strong> Participate regularly and consistently in online discussions about course readings and activities offering original posting for all discussion questions in each Lesson and a minimum of 2 response posts for each Lesson.</th>
<th>20 points total</th>
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| Assignment 2 parts: 1 and 2 | **Lab Work and Self-Assessment:** This assignment involves the submission of a package that includes the following items:  
  - A recording of the two texts interpreted from ASL into English and English into ASL.  
  - A synthesis of your prep for interpreting these texts unrehearsed.  
  - A D-C S analysis  
  - A self-assessment of the texts. The specific criteria, to be included in your self-assessment, are defined in the assignment.  
  Submit the documents with the link to your interpretation to the assignment tool in Canvas. | 20 points (10 points for each of Part 1 and Part 2) |
| Assignment 3, 4 and 5 | **Self-selected Scenarios:** These three assignments involve the submission of a package that includes the following items:  
  - A recording of a live interpretation from ASL into English or English into ASL or interactive (with proper recording).  
  - A synthesis of your prep for interpreting these texts unrehearsed.  
  - A D-C S analysis  
  - A self-assessment of the texts. The specific criteria to be included in your self-assessment is included in the assignment, but of particular importance is your assessment of how your work differs when done unrehearsed versus when rehearsed, and the implications of your performance for the upcoming practicum placement and continued skill development needs. Focus on patterns of performance that emerge and how you can address improving these patterns.  
  Submit the documents with the link to your interpretation to the assignment tool in Canvas. | 20 points each |

**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](https://www.unco.edu/dean-of-students/share-concern/).

**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](http://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 [https://www.unco.edu/dean-of-students/share-concern/](https://www.unco.edu/dean-of-students/share-concern/).

**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/](http://www.unco.edu/disability-support-services/).