INTR 442-900 Community Interpreting Skills Development II
Spring Semester 2019

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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: Students engage in a range of skill development activities that increase interpreting competence in mental health, vocational rehabilitation, recreational, and performing arts settings.

Course Purpose: This is a follow-up course to INTR 441: Community Interpreting Skill Development I. The purpose of this guided study is to engage you in a continuation of skill development activities designed to enhance your ability to interpret in community-based settings. Specific examination of interactions involving mental health, post-secondary setting, as well as one other setting you may identify through your own research as of interest to you will be the primary focus. You will also explore a range of factors impacting each of these settings—including terminology and protocol. You will practice interpreting texts associated with each of these settings in order to produce work products for your final portfolio assessment.

Pre-Requisites: Prerequisite knowledge in the discipline includes INTR 440: Introduction to Community Interpreting and INTR 441: Community Interpreting Skill Development I.

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

1. Discuss the nature and structure of interpreting in mental health settings.
2. Discuss the nature and structure of interpreting in vocational rehabilitation settings.
3. Discuss the nature and structure of interpreting in post-secondary.
4. Discuss the nature and structure of interpreting in a setting of your choice.
5. Apply discourse analysis and the demand-control-consequence cycle, to assess the requirements for a range of assignments.
6. Utilize the discourse and D-C-C cycle analyses to prepare and implement the interpreting task.
7. Investigate the delivery of interpreting services via distance technologies.
8. Interpret a range of texts related to the mental health, vocational rehabilitation, post-secondary and self-selected settings.
9. Interpret a range of interactions through the use of distance technologies.
10. Assess the effectiveness of interpretations.
11. Plan and implement corrections to enhance the effectiveness of interpretations.

Entry-to-Practice Competencies

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.

4.5 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:

- There are no external materials required for this class. Any needed readings will be provided for you in the class.

Recommended Resources

The following resources are recommended to students engaged in this guided study. Although they are not required, they provide foundational information and valuable resources for this course.

- List of resources for mental health interpreters developed by the CATIE Center.
- PepNET-Website for interpreters working in post-secondary settings. Contains links to many different resources.
- Video remote interpreting and its use in post-secondary settings. RID Views May 2005

Equipment

- Digital camera or webcam for recording video assignments and video conferencing
**Course Requirements:** This is a brief overview of your assignment; full instructions are in the class.

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<tr>
<th>Assignment 1 (On-going)</th>
<th>Description</th>
<th>Points</th>
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<td><strong>Course Engagement:</strong> Students will engage in weekly discussions.</td>
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| Assignments 2, 3, 4, and 5 | Sample of Interpretation Performance and Self-Assessment: Generate an interpretation of a text from the setting associated with the respective assignment (2, 3, 4 or 5). | 40 (10 pts. each) |

| Assignment 6 | Revised Interpretations Select two settings from assignments 2, 3, 4 and 5 to do an additional interpretation. | 30 |

**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 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](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 a 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/.

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/