INTR 443-900 Interpreting Via Distance Technologies  
Spring Semester 2019

Instructor Information: Lauri Krouse

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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: Students will engage in range of skill development activities that increase interpreting competence as applied and delivered through distance technologies.

Course Purpose: The purpose of the course is to present factors that influence interpreting competence via distance technology and to increase interpreting competence as it applies to distance technology. It is a knowledge/skills-based course that examines interpreting via distance technology – including video relay and video remote interpreting. Lessons present both information and skill building activities to increase competence in video interpreting. As a part-knowledge, part skills-based class you will need to plan your time carefully. For each credit hour you should plan on spending at least three hours per week engaged in class-related activities. This is a three credit hour course, which means you should expect to spend about six to seven hours a week engaged in the skill development activities and readings. You should further expect to spend another two to three hours a week participating in online discussions. Additional time may be required to complete other homework/assignments.

Pre-Requisites: Prerequisite knowledge in the discipline includes INTR 425: Simultaneous Interpreting Skills Lab II.

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

- Discuss the nature and structure of interpreting in a video relay center environment.
- Discuss the nature and structure of interpreting via remote technologies.
- Discuss the differences between face-to-face interpreting and interpreting via distance technologies.
- Demonstrate effective customer service skills.
- Understand the technical requirements of interpreting via distance technologies and the need to use both the VRS technology and a variety of phone systems effectively.
- Demonstrate skills associated with telephone protocol and voice control.
- Demonstrate effective cultural bridging and mediation specifically as it applies to telephone etiquette.
- Apply discourse analysis and the demand-control-consequence cycle to assess the requirements for a range of assignments occurring in the context of a technology-based interaction.
- Interpret a range of interactions that take place via distance technologies.
- Assess the effectiveness of interpretations through distance technologies.
- Plan and implement corrections to enhance the effectiveness of interpretations through distance technologies.

Entry-to-Practice Competencies

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).

2.4 Recognize and respect cultural differences among individuals by demonstrating appropriate behavioral and communicative strategies both while conversing and while interpreting.

Example: In groups comprised of D/deaf people exclusively and groups of D/deaf and hearing people, apply appropriate strategies for introductions, turn-taking, and follow-up.

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.

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

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

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

Media

*Practice to Mastery Series* (2008). UNC-DO IT Center in partnership with Communication Services for the Deaf (CSD):


The above DVDs may be purchased at the UNC Book Store [www.uncbooks.com](http://www.uncbooks.com)

Note: Each DVD contains a model interpretation and some of the DVDs contain interviews with interpreters. These two items can be accessed with special codes, which will be posted in class at the appropriate time.

Textbooks


(If you did not take INTR 440 you will need to purchase this book on your own.)


Available at ASLIS website under Professional Resources: [http://www.unco.edu/cebs/asl-interpreting/professional-resources/library.aspx](http://www.unco.edu/cebs/asl-interpreting/professional-resources/library.aspx)

Readings (eReserves)


**Course Requirements:** Full instructions are found in your online class.

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<tr>
<th>Assignment</th>
<th>Description</th>
<th>Pts.</th>
<th>Due Date</th>
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<tr>
<td><strong>Assignment 1</strong></td>
<td><strong>Participation:</strong> Engage in the weekly discussion forum applying what you are reading. Original postings are to be made by Wednesday of each week and additional responses by Friday of each week. A minimum of two substantial posts that incorporate application of the reading are required each week. Each posting is worth 1 pt. unless stated otherwise.</td>
<td>30</td>
<td>Weekly Minimum of two postings each week.</td>
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<td><strong>Assignment 2</strong></td>
<td><strong>Lab Exercises</strong> 1. Complete one lab exercise for each lesson (four total). 2. Submit to Canvas, the interpretation along with a written analysis addressing a) how the work reflects or was influenced by your understanding (or lack thereof) of concepts discussed in that lesson, b) the overall effectiveness of the interpretation using discourse analysis and D-C-S analysis as well as c) the impact of decisions made throughout the work including correction strategies.</td>
<td>40</td>
<td>Last day of each Lesson except Lesson 4</td>
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<td><strong>Assignment 3</strong></td>
<td><strong>Research Paper:</strong> Research either the video relay services industry or video remote interpreting services industry and generate a paper that describes 1) industry standards and expectations, 2) the skills, knowledge and attributes required of an interpreter in the selected industry, 3) market trends and job opportunities and 4) the nature and structure of the interpreting work. This paper should also discuss the impact on your professional goals and aspirations. <strong>During the course, you will be required to post the results of your research at various intervals.</strong> The paper should be 5-7 pages in length. Please use headings to separate the five (5) sections of the paper.</td>
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<td><strong>Assignment 4</strong></td>
<td><strong>Video Analysis:</strong> Create an analysis of a sample interpretation/transliteration generated via distance technologies. The sample will be provided to you. Identify 1) the demands that emerge and 2) the control strategies used by the interpreter, 3) the effectiveness of the strategies in achieving an effective interpretation/transliteration, and 4) assess the overall accuracy of the work providing specific examples that were effective and rationale to support your assessment. The assessment should be presented as a 3 to 5-page paper.</td>
<td>10</td>
<td>4/7 Last day of Lesson 4</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 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/.