INTR 323: Simultaneous Interpreting Skills Lab I
Summer Semester 2019

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Office Hours: Mondays 7-8 pm MT by email. TBA for on campus.

Class Times and Locations (follow the daily schedule and/or course map posted in online class for specific dates/times)

This class is conducted: 2 weeks online Summer Session: June 5 - 19
4 weeks onsite Summer Session: June 24 – July 19

Course Description: This lab course focuses on 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: In this 2-credit course, you will continue to develop your interpreting management skills to create effective interpretations that match the target language of the consumers. Through a variety of lab, work samples, and practicums you will practice effective production of a variety of target languages.

Pre-Requisites: Placement by advisement only with successful completion of INTR 321: Consecutive Interpreting Skills Lab I and INTR 322 Consecutive Interpreting Skills Lab II.

Course Objectives for INTR 323: Upon the completion of this course, students will be able to do the following:

1. Identify key linguistic and sociolinguistic features of language that influence determination of target language.
2. Identify key features that separate interpretation and transliteration in theory and application.
3. Discuss the range of possible language use in transliteration.
4. Discuss the range of possible language use in interpretation.
5. Draft a model for target language decision-making.
6. Accurately predict target language to be used in modeled interpretations and transliterations.
7. Discuss causes for differences in anticipated target and actual language used during interpretations and/or transliterations.
9. Apply target language decision-making model to work with realistic time constraints.
10. Identify patterns in the work that indicate need for ongoing professional development.

Tentative
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.

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

Required Materials: (nothing to purchase for this class)

Online media:

Carter, J. Linguistic Flexibility: Success Decoded for K-12 Sign Language Interpreters, February 14, 2017 Street Leverage

Readings (online)

https://books.google.com/books?id=4SWrcG14Ue4C&pg=PA120&lpg=PA120&dq=assessing+target+language+in+asl+interpreting&source=bl&ots=QkBwXycJvL&sig=VF-xjgpyWyuC09S8xu1jey5g&hl=en&sa=X&ved=0ahUKEwjd8qCPv-LYAHURNRA0KHSVhBGE4CHDoAQgoMAA#v=onepage&q=assessing%20target%20language%20in%20asl%20interpreting&f=false

Materials from prior courses:
In addition, you will need to bring the following items received in a prior course:


### Course Requirements:

This is a brief overview; full instructions are posted in your online class.

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<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>Various times during the first two weeks online.</td>
<td>Participation in On-line Discussion Forums with original comments and responses to your colleagues during on-line portion of course.</td>
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<tr>
<td>Assignment 2 a, b, c, d, e</td>
<td>Due Sunday night of the first 3 weeks on campus and Wednesday and Thursday night of the last week on campus</td>
<td>Observation Journal: Submit observation journals recording five (5) demand-control analyses during the course. One observation journal required each week or as listed. At least two (2) of the observations should be of a team interaction. During a practicum, note what demands you observe, controls that were applied by the working interpreters, and the consequences and resulting demands. Discuss with the observed interpreter about the demands experienced in the work with a particular focus on the changes in demands during the interpretation along with the consequences they felt from the controls employed and the implications on the interpreting process. Analyze the impact of the control choices made on the production of the target language. Note what you learned from the discussion, and how you can apply this to your own work.</td>
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<tr>
<td>Assignment 3 a, b, c, d</td>
<td>Due Sunday night of the first 3 weeks on campus and Thursday night of the last week on campus</td>
<td>Practicum Journal: Submit four practicum journals of demands, controls and resulting demands experienced in your live interpreting situations. Reflect on the effectiveness of your choices and other controls you would like to develop. Analyze the impact of the control choices made on the production of the target language. Discuss how you will apply what you learned to future work.</td>
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<td>Assignment 4</td>
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<td>Participation in class discussion and activities during on campus portion of class.</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.

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