

# ASLN 3298: Introduction to Interpreting: American Sign Language and English

University of Connecticut

Spring 2012

Tuesdays and Thursdays 9:30-10:45

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Office hours: Tuesday and Thursday, 8:30-9:00

## **Course Description:**

This course has been designed to give students a broad look at the field of sign language interpreting including a historical analysis of the profession as an emerging area of academic research and inquiry. Professional organizations, settings, roles and functions of an interpreter, ethical considerations, current trends and business practices, the impact of research, and working with oppressed groups of people will be discussed. Models of interpreting, current theories and research on discourse and text analysis will also be discussed as they relate to message equivalency between source and target languages including the impact of intercultural and interlingual issues.

## **Course Objectives:**

Upon satisfactory completion of this course, the student will be able to:

1. Discuss communicative and cultural perspectives and the impact on the process of interpreting.
2. Describe past and contemporary models and theories of interpreting.
3. Examine intercultural and interlingual issues and barriers to the interpreting process.
4. Describe the historical background related to the field of interpreting including its development as a field of academic research and profession.
5. Describe the characteristics, roles and responsibilities of the professional interpreter.
6. Explain the tenants of the Code of Professional Conduct as described by the Registry of Interpreters for the Deaf.
7. Discuss current trends, employment conditions and protocols, as well as, assessment, evaluation and certification requirements.

8. Discuss and describe various legislative initiatives that have impacted the deaf community and the field of interpreting.
9. Discuss professional organizations with particular emphasis on the National Registry of Interpreters for the Deaf.
10. Discuss various sociocultural issues of the Deaf community and how they may impact the process of interpreting.
11. Describe and discuss various interpreting settings.

### **Required Readings:**

Humphrey, Jannice & Alcorn, Bob. (2007). *So You Want to Be an Interpreter?: An Introduction to Sign Language Interpreting*. 4<sup>th</sup> Edition. H & H Publishing Company, Seattle, WA.

*The 4th edition textbook comes bundled with the DVD Study Guide.*

Various website readings as listed in this syllabus.

### **Recommended Textbooks:**

Frishberg, N. (1990). *Interpreting: An Introduction*; 1st edition. Silver Spring, MD: Registry of Interpreters for the Deaf

Neumann Solow, S. (2000) *Sign Language Interpreting: A Basic Resource Book*. Silver Spring, MD: National Association of the Deaf.

Roy, C. (2000). *Interpreting as a discourse process*. New York, NY: Oxford University Press. ISBN: 0-19-511948-7.

Stewart, D., Schein, J., & Cartwright, B. (2004, 2nd Ed.). *Sign Language Interpreting: Exploring Its Art and Science*. MA: Allyn & Bacon.

### **Course Assignments:**

#### Class Presentation

Students will select an interpreting setting/technique/topic from the list below and make a 10-20 minute electronic presentation in class. Discuss and describe the topic's setting, function, use, purpose, challenges, etc. Use at least 4 sources and electronically submit a copy including a bibliography to the instructor on the day of the presentation. Presentations will be electronically shared with the class. The date for each presentation will coincide with related classroom topics as listed in this syllabus.

Interpreting Topics: Educational, Medical, Mental Health, Legal, Performing Arts, Religious, Certified Deaf Interpreters, Video Remote Interpreting (VRI), Video Relay Services (VRS), Deaf-blind.

A grading rubric will be discussed in class.

#### Observation and Reflection Paper

Students are required to observe a “live” working interpreter (no taped or electronic resources) for a minimum of 20 minutes and submit a one page reflection paper describing the event including your thoughts and any questions you may have. Each student will have an opportunity to share and discuss each observation in class. Discussion will be held in class on **May 2<sup>nd</sup>, 2013**. **Submit your reflection paper at the same time.**

#### Group Interview and Reflection Paper

A working and/or student interpreter will be interviewed in class regarding his or her personal experience as an interpreter. Interviews will be conducted as a whole class project with either the interpreter in person, teleconferencing or videoconferencing. Students will prepare a list of questions prior to the interview and submit a one page reflection paper. Class discussion regarding the interview will be held the following class on **February 21<sup>st</sup>, 2013**. **Submit your reflection paper at the same time.**

#### **Course Evaluation:**

Midterm exam	35%
Final exam (non-cumulative)	35%
Class Presentation	20%
Observation and Reflection Paper	5%
Group Interview and Reflection Paper	5%

#### **Grading Scale:**

95-100	A
90-94	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

**Reasonable Accommodation:**

The University of Connecticut is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodation are invited to make their needs and preferences known as soon as possible. Please make this known to the instructor and contact the Center for Students with Disabilities if you feel you may qualify for services and/or specialized accommodations.

**Academic Integrity/Plagiarism:**

Essential to the mission, the University of Connecticut is committed to the principles of honesty and integrity. Assignments must demonstrate students' own work.

<b>Unit</b>	<b>Topic</b>	<b>Readings and Assignments</b>  <b>(Subject to change)</b>
January 22 <sup>nd</sup> Tuesday	1: Welcome	
January 24th Thursday	2. Sign Language Interpreting as a Profession	Professional Sign Language Interpreting, RID Standard Practice Papers  Go to ( <a href="http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm">http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm</a> ) or use the RID website search field.
January 29th Tuesday	3: Communication	Chapter 1 “The importance of communication.”  Chapter 2 “The influence of culture on communication.”
January 31st Thursday	4: Multiculturalism	Chapter 3 “Working in multicultural communities.”  Chapter 4 “Identity and communication.”
February 5 <sup>th</sup> Tuesday	5: Culture and Language	Chapter 5 “Cultural frames: Schemas, beneficence and audism.”  Chapter 6 “Oppression, power and interpreters.”

February 7 <sup>th</sup> Thursday	6: ASL and English Interpreting Challenges	Chapter 9 “The challenge of mediating ASL and English.”
February 12 <sup>th</sup> Tuesday	7: Roles, Types, Responsibilities of Interpreters	<p>Chapters 7 “The work of interpreters.”</p> <p>RID Standard Practice Papers:</p> <p style="padding-left: 40px;">“Use of Certified Deaf Interpreter”</p> <p style="padding-left: 40px;">“Team Interpreting”</p> <p style="padding-left: 40px;">“Oral Transliteration”</p> <p style="padding-left: 40px;">“Multiple Roles”</p> <p>Go to  <a href="http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm">http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm</a> or use the RID website search field.</p> <p>Certified Deaf Interpreters Presentation: _____</p>
February 14 <sup>th</sup> Thursday	8: Functions of an Interpreter	<p>Chapter 8 “How we approach our work.”</p> <p><b><u>Prepare interview questions and submit to instructor.</u></b></p>

<p>February 19<sup>th</sup> Tuesday</p>	<p>9: Expert Interviews</p>	<p>Guest speaker(s) will be invited to speak with the class.</p>
<p>February, 21st Thursday</p>	<p>10: Work Environments</p>	<p>Chapter 13 “Where interpreters work.”</p> <p><b><u>Group Interview Reflection Paper Due</u></b></p>
<p>February, 26th Tuesday</p>		<p><b><u>Midterm Exam</u></b></p>
<p>February, 28th Thursday</p>	<p>11: Educational Interpreting</p>	<p>Interpreting in Educational Settings (K-12), Standard Practice Paper, RID</p> <p>Go to (<a href="http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm">http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm</a>) or use the RID website search field.</p> <p>Educational Interpreting Presentation: _____</p>
<p>March 5<sup>th</sup>, Tuesday</p>	<p>11: Educational Interpreting</p>	<p>Stewart, D.A., Schein, J.D., &amp; Cartwright, B.E. (2004) Chapter 10: “Educational Interpreting.” <i>Sign Language Interpreting: Exploring its Art and Science</i>. Pages 165-187.</p>

<p>March 7<sup>th</sup>, Thursday</p>	<p>12: Legal Interpreting</p>	<p>Legal Settings, Standard Practice Papers: RID</p> <p>Go to  <a href="http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm">http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm</a>) or use the RID website search field.</p> <p>Legal Interpreting Presentation _____</p>
<p>March 12<sup>th</sup>, Tuesday</p>	<p>13: Deaf-Blind Interpreting</p>	<p>RID Standard Practice Papers:</p> <p>“Interpreting for Individuals who are Deaf-Blind”</p> <p>Go to  <a href="http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm">http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm</a>) or use the RID website search field.</p> <p>Deaf-Blind Presentation _____</p>
<p>March 14<sup>th</sup>, Thursday</p>	<p>14: Medical Interpreting</p>	<p>Medical Settings Standard, Practice Papers: RID</p> <p>Go to:  <a href="http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm">http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm</a>) or use the RID website search field.</p> <p>Medical Interpreting Presentation _____</p>

<p>March 26<sup>th</sup>, Tuesday</p>	<p>15: Video Remote Interpreting</p>	<p>Video Remote Interpreting, Standard Practice Papers: RID</p> <p>Go to  <a href="http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm">http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm</a>) or use the RID website search field.</p> <p>VRI Presentation: _____</p>
<p>March 28<sup>th</sup>, Thursday</p>	<p>16: Video Relay Services</p>	<p>Video Relay Service Interpreting, Standard Practice Papers: RID</p> <p>Go to  <a href="http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm">http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm</a>) or use the RID website search field.</p> <p>VRS Presentation: _____</p>
<p>April 2<sup>nd</sup>, Tuesday</p>	<p>17: Performing Arts Interpreting</p>	<p>Performing Arts Interpreting Presentation: _____</p>
<p>April 4<sup>th</sup>, Thursday</p>	<p>18: Mental Health Interpreting</p>	<p>Mental Health Settings, Standard Practice Papers: RID</p> <p>Go to:  <a href="http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm">http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm</a>) or use the RID website search field.</p>

		<p>Mental Health Presentation: _____</p>
<p>April 9th, Tuesday</p>	<p>19: Religious Interpreting</p>	<p>Religious settings, Standard Practice Papers: RID</p> <p>Go to:</p> <p>(<a href="http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm">http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm</a>) or use the RID website search field.</p> <p>Religious Interpreting Presentation: _____</p>
<p>April 11th, Thursday</p>	<p>20: History</p>	<p>Chapter 11 “The history and professionalization of interpreting.”</p> <p>History of Interpreting Presentation: _____</p>
<p>April 16th, Tuesday</p>	<p>21: Professional Organizations</p>	<p>Professional Organizations Presentation: _____</p>
<p>April 18th, Thursday</p>	<p>22: Models and the Process of Interpreting</p>	<p>Chapter 10 “The process of interpreting.”</p>

		<p>Stewart, D.A., Schein, J.D., &amp; Cartwright, B.E. (2004)  Chapter 3: “Models of Interpreting,” <i>Sign Language Interpreting: Exploring its Art and Science</i>. Pages 165-187.</p>
<p>April 23rd,  Tuesday</p>	<p>23: Ethics and the Code of Professional Conduct</p>	<p>Chapter 12 “Principles of professional practice.”</p> <p>NAD-RID Code of Professional Conduct, (2005) (<b>down load the full version</b>).</p> <p>Go to: <a href="http://www.rid.org/content/index.cfm/AID/66">http://www.rid.org/content/index.cfm/AID/66</a> or use the RID website search field.</p>
<p>April 25th,  Thursday</p>	<p>24: Business Practices</p>	<p>Chapter 14 “Basic business practices.”</p> <p>RID Standard Practice Papers: “Business Practices, Billing Considerations.”</p> <p>Go to <a href="http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm">http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm</a>) or use the RID website search field.</p>
<p>April 30th,  Tuesday</p>	<p>25: Certification Standards and Expectations</p>	<p>NAD-RID National Interpreter Certification (NIC) Knowledge Test Candidate Bulletin. 6 pages total</p> <p>Go to: <a href="http://www.rid.org/UserFiles/File/pdfs/Certification_Documents/NIC_Knowledge_Candidate_Bulletin.pdf">http://www.rid.org/UserFiles/File/pdfs/Certification_Documents/NIC_Knowledge_Candidate_Bulletin.pdf</a> or use the RID website search field.</p>

		<p>NAD-RID National Interpreter Certification (NIC): NIC Test Outline. 8 pages total.</p> <p>Go to: <a href="http://www.rid.org/UserFiles/File/pdfs/nicoutline.pdf">http://www.rid.org/UserFiles/File/pdfs/nicoutline.pdf</a></p>
May2nd, Thursday	26: The Next Step: Working Toward Certification	<p><b><u>Observation Reflection Paper Due</u></b></p>