

Add Course Request

Submitted on: 2013-12-03 08:18:46

1. COURSE SUBJECT	ASLN
2. COURSE NUMBER (OR PROPOSED NUMBER)	2500
3. COURSE TITLE	Introduction to Interpreting...
4. INITIATING DEPARTMENT or UNIT	LCL
5. NAME OF SUBMITTER	Jon Gajewski
6. PHONE of SUBMITTER	Phone: +1 860 486 1584
7. EMAIL of SUBMITTER	Email: jon.gajewski@uconn.edu
8. CONTACT PERSON	Jon Gajewski
9. UNIT NUMBER of CONTACT PERSON (U-BOX)	1145
10. PHONE of contact person	Phone: 6-1584
11. EMAIL of of contact person	Email: jon.gajewski@uconn.edu
12. Departmental Approval Date	09/17/2013
13. School/College Approval Date	10/30/2013
14. Names and Dates of additional Department and School/College approvals	
15. Proposed Implementation Date	Term: Fall, Year: 2014
16. Offered before next printed catalog is distributed?	No
17. General Education Content Area	
18. General Education Skill Code (W/Q). Any non-W section?	None
19. Terms Offered	Semester: Spring Year: Every_Year
20. Sections	Sections Taught: 1
21. Student Number	Students/Sections: 20
22. Clarification:	
23. Number of Credits	3 if VAR Min: Max: credits each term
24. INSTRUCTIONAL PATTERN 2 1.5 hour class periods	
25. Will this course be taught in a language other than	No

English?	If yes, then name the language:
26. Please list any prerequisites, recommended preparation or suggested preparation: None.	
27. Is Instructor, Dept. Head or Unit Consent Required?	No
28. Permissions and Exclusions:	
29. Is this course repeatable for credit?	No If yes, total credits allowed: Allow multiple enrollments in same term?
30. Grading Basis	Graded
31. If satisfactory/unsatisfactory grading is proposed, please provide rationale :	
32. Will the course or any sections of the course be taught as Honors?	
33. Additional Details:	
34. Special Attributes:	
35. REGIONAL CAMPUS AVAILABILITY: None.	
36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY: ASLN 2500. Introduction to Interpreting: American Sign Language and English Three credits. Basic theories, principles, and practices of professional interpreting.	
37. RATIONALE FOR ACTION REQUESTED The need for this course is due in part to the growing interest among students who wish to consider sign language interpreting as a profession. This course will provide introductory information about theories, principles and practices of interpreting. UConn serves as the only institution in the state to offer this course at the Baccalaureate level. This is especially relevant given that, as of June 2012, a Baccalaureate degree is required prior to obtaining national certification for Interpreters. This course cannot be accommodated in an existing course due to the specific content related to American Sign Language and American Deaf culture. The course is appropriate for the 2000-level because its likely to attract sophomores who have been exposed to ASL and deaf culture through introductory language and culture courses.	
38. SYLLABUS: Online URL: (https://web2.uconn.edu/senateform/request/course_uploads/jog05007-1382620496-139-ASLN-2500-Syllabus.pdf)	
39. Course Information: ALL General Education courses, including W and Q courses, MUST answer this question I. Goals and Learning Objectives 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.

II. Exams

A written midterm and final exam.

III. Assignments

1. 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.

2. 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 2nd, 2013. Submit your reflection paper at the same time.

3. 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 21st, 2013. Submit your reflection paper at the same time.

40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question

41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.: Specific Criteria

a. Arts and Humanities:

- b. **Social Sciences:**
- c. **Science and Technology:**
 - i. **Laboratory:**
- d. **Diversity and Multiculturalism:**
 - 43. **International:**
- e. **Q course:**
- f. **W course:**

42. RESOURCES:

Does the department/school/program currently have resources to offer the course as proposed
YES

If NO, please explain why and what resources are required to offer the course.

43. SUPPLEMENTARY INFORMATION:

ADMIN COMMENT:

Senate approved new course 2.3.14 // New 2000-level_12/4/13kcp.

ASLN 3298: Introduction to Interpreting:

American Sign Language and English

University of Connecticut

Spring 2012

Tuesdays and Thursdays 9:30-10:45

Instructor: Linda Pelletier, Ph.D., CI/CT, NAD5

Email: Linda.pelletier@uconn.edu

Office hours: Tuesday an 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.

Unit Topic Readings and Assignments

(Subject to change)

January 22nd Tuesday

1: Welcome

January 24th Thursday

2. Sign Language Interpreting as a Profession Professional Sign Language Interpreting, RID Standard Practice Papers

Go to (<http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm>) 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 5th Tuesday

Chapter 5: Culture and

Language Chapter 5 “Cultural frames: Schemas, beneficence and audism.”

Chapter 6 “Oppression, power and interpreters.”

February 7th Thursday

6: ASL and English

Interpreting Challenges

Chapter 9 “The challenge of mediating ASL and English.”

February 12th Tuesday

7: Roles, Types, Responsibilities of Interpreters

Chapters 7 “The work of interpreters.”

RID Standard Practice Papers: “Use of Certified Deaf Interpreter” “Team Interpreting” “Oral Transliteration” “Multiple Roles”

Go to (<http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm>) or use the RID website search field.

Certified Deaf Interpreters Presentation: _____

February 14th Thursday

8: Functions of an Interpreter

Chapter 8 “How we approach our work.”

Prepare interview questions and submit to instructor.

February

19th

Tuesday

9: Expert Interviews

Guest speaker(s) will be invited to speak with the class.

February,

21st

Thursday

10: Work

Environments

Chapter 13 "Where interpreters work."

Group Interview Reflection Paper Due

February, 26th Tuesday

Midterm Exam

February, 28th Thursday

11: Educational Interpreting

Interpreting in Educational Settings (K-12), Standard Practice Paper, RID

Go to (<http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm>) or use the RID website search field.

Educational Interpreting Presentation: _____

March 5th, Tuesday

11: Educational Interpreting

Stewart, D.A., Schein, J.D., & Cartwright, B.E. (2004)

Chapter 10: "Educational Interpreting." Sign Language

Interpreting: Exploring its Art and Science. Pages 165-187.

March 7th, Thursday

12: Legal Interpreting

Legal Settings, Standard Practice Papers: RID

Go to (<http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm>) or use the RID website search field.

Legal Interpreting Presentation _____

March 12th, Tuesday

13: Deaf-Blind Interpreting

RID Standard Practice Papers: "Interpreting for Individuals who are Deaf-Blind"

Go to (<http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm>) or use the RID website search field.

Deaf-Blind Presentation _____

March 14th, Thursday

14: Medical Interpreting

Medical Settings Standard, Practice Papers: RID

Go to:(<http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm>) or use the RID website search field.

Medical Interpreting Presentation _____

March 26th, Tuesday

15: Video Remote Interpreting

Video Remote Interpreting, Standard Practice Papers: RID

Go to (<http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm>) or use the RID website search field.

VRI Presentation: _____

March 28th, Thursday

16: Video Relay Services

Video Relay Service Interpreting, Standard Practice Papers: RID

Go to (<http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm>) or use the RID website search field.

VRS Presentation: _____

April 2nd, Tuesday

17: Performing Arts Interpreting

Performing Arts Interpreting Presentation: _____

April 4th, Thursday

18: Mental Health Interpreting

Mental Health Settings, Standard Practice Papers: RID

Go to: (<http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm>) or use the RID website search field.

Mental Health Presentation: _____

April 9th, Tuesday

19: Religious Interpreting

Religious settings, Standard Practice Papers: RID

Go to: (<http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm>) or use the RID website search field.

Religious Interpreting Presentation: _____

April 11th, Thursday

20: History

Chapter 11 "The history and professionalization of interpreting."

History of Interpreting Presentation: _____

April 16th, Tuesday

21: Professional Organizations

Professional Organizations Presentation: _____

April 18th, Thursday

22: Models and the Process of Interpreting

Chapter 10 "The process of interpreting." Stewart, D.A., Schein, J.D., & Cartwright, B.E. (2004)

Chapter 3: "Models of Interpreting," Sign Language

Interpreting: Exploring its Art and Science. Pages 165-187.

April 23rd, Tuesday

23: Ethics and the Code of Professional Conduct

Chapter 12 "Principles of professional practice."

NAD-RID Code of Professional Conduct, (2005) (down load the full version).

Go to: <http://www.rid.org/content/index.cfm/AID/66> or use the RID website search field.

April 25th, Thursday

24: Business Practices

Chapter 14 "Basic business practices."

RID Standard Practice Papers: "Business Practices, Billing Considerations."

Go to (<http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm>) or use the RID website search field.

April 30th, Tuesday

25: Certification Standards and Expectations

NAD-RID National Interpreter Certification (NIC) Knowledge

Test Candidate Bulletin. 6 pages total

Go to:

http://www.rid.org/UserFiles/File/pdfs/Certification_Documents/NIC_Knowledge_Candidate_Bulletin.pdf or use the RID website search field.

NAD-RID National Interpreter Certification (NIC): NIC Test

Outline. 8 pages total.

Go to: <http://www.rid.org/UserFiles/File/pdfs/nicoutline.pdf>

May 2nd, Thursday

26: The Next Step: Working Toward

Certification Observation Reflection Paper Due