ASL and English Interpreting, LIN 331 Syllabus

Course Meetings: Thursday 7:00 to 9:30 PM
Course Mode: Face to Face  (P-On site classroom)
Course Location: USM Portland Campus SCI Bldg 157

Materials & Books
Required
- Access to internet via personal computer, lab, or library.
- Selected articles distributed in class or via link.

Technology Requirements
- See the “Technology” section for help getting to Blackboard.

Course Description
This course is intended for students either on the path to becoming interpreters of American Sign Language and English or those with an interest in the profession. The class will be a mix of lecture, individual and group work, looking at the critical elements of this career path. We will have guest speakers and at least one community observation of interpreters at work.

Learning Outcomes
1. Through class discussion, readings, and the participation of guest speakers, understand pathways to becoming an ASL/English interpreter with a focus on: competencies, testing, licensing and certification, business practices, specialty settings.

2. Assess and identify ethical considerations using a framework of personal and/or professional ethical conduct and codes.

3. Practice textual analysis using pedagogical models of interpreting to demonstrate basic understanding of the principles of interpreting.

4. Develop awareness of and identify critical aspects of working in a linguistic and cultural minority community through in class work, readings, and the participation of guest speakers representing the Deaf community. Calculate the standard deviation of various data-sets with and without the aid of statistical analysis software.

5. Create a portfolio and road map for ongoing studies at USM and after graduation.

**Structure & Format**

This class will be taught on site at the USM Portland campus and will not be available for remote access. Attendance is critical to full benefit of the class and passing grades.

**Assessment**

Students will have weekly reading assignments and journal entries. There will be one major paper due midway through the semester. In addition, one project will be conducted by pairs and presented in class. There will be a midterm covering readings, lectures, and some of our in class work. There will be other assignments, outlined in the syllabus below, that will be based on readings and in class lectures. All assignments and assessments are intended to ensure that students are keeping up with the course content and progressing toward the learning outcomes described above. The more substantial assignments will be graded in accordance with a detailed rubric. Rubrics will be distributed well in advance of assignment due dates.

**Grading Criteria**

We will be using a 1000 point system for grading. See below.

<table>
<thead>
<tr>
<th>Assignment / Assessment</th>
<th>Value</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>100</td>
</tr>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td>Weekly Textbook Readings/Responses</td>
<td>100</td>
</tr>
<tr>
<td>Application of the 10-Step Discourse Analysis on Assigned Texts (details of texts provided in class)</td>
<td>50</td>
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<tr>
<td>Ethics Paper</td>
<td>150</td>
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<tr>
<td>Acronym Research activity</td>
<td>150</td>
</tr>
<tr>
<td>Assignment</td>
<td>Weight</td>
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<td>----------------------------------</td>
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</tr>
<tr>
<td>Mid-Term</td>
<td>100</td>
</tr>
<tr>
<td>Community observation and report</td>
<td>100</td>
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<tr>
<td>Portfolio</td>
<td>100</td>
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<tr>
<td>Road Map</td>
<td>100</td>
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</table>
Course Evaluations
At the end of each semester, every student has the opportunity to provide constructive feedback on their courses. It is important to me that you take the time to let me know your thoughts about the course. I use your feedback to make improvements to the course materials, assignments, and outcomes.

Course Policies

Grading Scale
All work is factored for final computation of an earned grade. 1000 points possible. Letter grade awarded based on points earned.

- 940-1000 = A
- 920-939 = A-
- 900-919 = B+
- 860-899 = B
- 840-859 = B-
- 820-839 = C+
- 780-819 = C
- 760-779 = C-
- 740-759 = D+
- 700-739 = D
- 699-0 = F

Attendance and Late Work
You may turn in assignments early. However, work submitted after an assignment due date, unless otherwise cleared by the instructor, will be penalized. Assignments submitted more than 5 days after their due date without prior contact with the instructor will not be accepted. Some assignments may be eligible to be resubmitted with corrections and edits in order to work for a higher grade. Prior permission from instructor necessary.

Withdrawal from the Course
Last day to drop course with full refund is February 4th, 2019
Last day to withdraw from course with a “W” on transcript is March 28th.

For more information, review USM's Add/Drop and Withdrawal Policies.
Incomplete Grades

A grade of “I” (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the semester or session. The work must be completed and submitted to the instructor by the date agreed upon with the instructor but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted.

Class Cancellation

If I need to cancel class I will notify everyone via email. Please be sure to check your email on Thursdays before class.

Inclement Weather

From time to time, USM will determine to close the university due to inclement weather. When the cancellation is for an entire day, the class content will be made up at another time or through additional, outside-of-class assignments.

When the university opens late or closes early and the time selected is during the middle of class, we will still hold the class unless you are otherwise notified by me. Two examples:

- If class starts at 1pm but the University is closing at 1:30pm, we will still have class unless you hear from me.
- If class starts at 1pm but the University is opening at 1:30pm, we will still have class unless you hear from me.

Academic Integrity / Plagiarism

Everyone associated with the University of Southern Maine is expected to adhere to the principles of academic integrity central to the academic function of the university. Any breach of academic integrity represents a serious offense. Each student has a responsibility to know the standards of conduct and expectations of academic integrity that apply to academic tasks. Violations of student academic integrity include any actions that attempt to promote or enhance the academic standing of any student by dishonest means. Cheating on an examination, stealing the words or ideas of another (i.e., plagiarism), making statements known to be false or misleading, falsifying the results of one’s research, improperly using library materials or computer files, or altering or forging academic records are examples of violations of this policy which are contrary to the academic purposes for which the University exists. Acts that violate academic integrity disrupt the educational process and are not acceptable.

Evidence of a violation of the academic integrity policy will normally result in disciplinary action. A copy of the complete policy may be obtained from the Dean of Students Office website at usm.maine.edu/deanofstudents or by calling and requesting a copy at (207) 780-5242.
Final Examinations / Final Project

We will not be having a final exam for this class. However, your portfolios and road map assignments will be due by finals week.

It is a USM academic policy that no tests or exams may be scheduled during the last week of classes.

Course Schedule

Readings / Assignment Schedule **(subject to alteration with notice)**

Rubrics for assignments will be sent as attachments or posted on Blackboard.

Weeks are Monday – Sunday to allow you flexibility in completing your reading, engaging in discussion, and submitting assignments.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics and Activities</th>
<th>Relevant Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/21</td>
<td>Introductions, review of syllabus, first steps to making portfolio and road maps, introduce Integrative Model of Interpreting (IMI).</td>
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<tr>
<td>1/28</td>
<td>Read: chapter 1 (Introduction) and chapter 2 in textbook; Read Understanding the Meaning of Texts and Reinforcing Foundation Skills Through Discourse Analysis by Anna Witter-Merithew; Submit one page reaction paper on textbook reading. In class discussion on: history of profession, 10 Step Discourse Analysis, IMI. Review of what’s needed in portfolios and road map.</td>
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<tr>
<td>2/4</td>
<td>Read: Overview: The Ethics of Right Versus Right, chapter 1 of How Good People Make Tough Choices by Rushworth M. Kidder; Read Fundamentals of the Interpretive Theory of Translation: Keynote Speech by Danica Seleskovich 1991 RID Convention; Read Chapter 9 in textbook; Submit one page reaction paper on any of the above readings. In class discussion: Kidder article, CPC, explanation of ethics/acronym assignments.</td>
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<tr>
<td>2/11</td>
<td>Read: Exploring Ethics: A Case for Revising the Code of Ethics, Dennis Cokely; Read chapter 3 and 4 of textbook; Submit one page reaction paper on either of the reading assignments. In class discussion: Models of interpreting and how they’ve evolved, practice of 10 Steps, review of upcoming assignments including 10 Step Discourse Analysis and English to English task.</td>
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<td>2/18</td>
<td>Read: Chapter 5 and 6 in textbook. Submit one page reaction paper on textbook reading. Submit English to English 10 Step Assignment. In class discussion on homework, research in pairs and presentation on licensure and certification.</td>
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<td>2/25</td>
<td>Read: Chapter 7 in textbook. Submit one page reaction paper on reading. In class discussion: Interpreting settings and specialities, Maine’s Deaf community and the broader Deaf community. Review of CPC research paper progress, in class assistance. Work on portfolios and Road Map. Review assignment for observation.</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
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<tr>
<td>3/4</td>
<td>Read chapter 10 of textbook. Submit reaction paper and observation paper. In class discussion: Interpreting settings continued, practice of IMI, work on portfolios and Road Map; register and affect.</td>
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<tr>
<td>3/11</td>
<td>CPC research paper due. In class work on acronym assignments, portfolios, text analysis using IMI. Mid-Term (In class on laptops or tablets and emailed to me at end of class).</td>
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<tr>
<td>3/18</td>
<td>Spring Break</td>
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<tr>
<td>3/25</td>
<td>Acronym assignments due and presentations by each group. Read chapter 8 and 11 in textbook. Submit one page reaction paper on textbook readings. In class discussion: If time after group presentations we will cover working in other states/locations. Review 10 Step Discourse Analysis and IMI assignment.</td>
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<tr>
<td>4/1</td>
<td>10 Step and IMI assignment due. In class discussion: Working in teams, working in diverse cultural communities, working with CDIs, working with advocates.</td>
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<td>4/8</td>
<td>Review of progress on portfolios and Road Maps. In class discussion: Practice with a variety of texts ASL and English; developing specialties, effective preparation for interpreting assignments.</td>
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<tr>
<td>4/15</td>
<td>In class work on portfolios and road maps. In class discussion: Viewing of pertinent VLOGS, online discussions of profession and community involvement. Reserve time for discussion of of the questions and topics raised during the semester and yet to be covered.</td>
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<tr>
<td>4/22</td>
<td>Resources for professional development in Maine and other locations; interim steps as and opportunities for building skills and developing competency. IMI practice and viewing of Street Leverage.</td>
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<tr>
<td>4/29</td>
<td>Due: Portfolio and Road Map. Final review of portfolios. Wrapping up of loose ends. Reserve time for discussion of questions and topics raised during the semester and yet to be covered.</td>
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<tr>
<td>5/6</td>
<td>Finals Week. We do not have a final exam but will use this class as needed as a make up class. TBD</td>
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Note: We will be scheduling guest speakers and possibly one field trip for the semester. Therefore, the above schedule will be subject to change.

Note on Attendance: If you have more than two unexcused absences without a note from a doctor or discussing with instructor you are at risk of failing the class. Please communicate with instructor regarding absences. However, please DO NOT come to class if your are sick. I would prefer to work with you on making up the material than have you come to class and run the risk of making others ill. We can always attempt to
set up Zoom so that you join remotely.
Technology Support Center (Help Desk)

If you need technical support at any time during the course (especially concerning Blackboard), please contact the Technology Support Center:

**Phone:** 207-780-4029
or 1-800-696-4357

**Email:** usm-helpdesk@maine.edu

- You need a maine.edu account to access most of our online resources. If you can’t remember your account information, visit accounts.maine.edu or contact IT at 1-800-696-4357 and ask them to help you access your maine.edu account.
- The USM Portal (my.usm.maine.edu) can be used to reach your student email, Blackboard, MaineStreet and most other university online tools through a single website.
- If this is the first time you’ve used Blackboard, visit bb.usm.maine.edu for instructions and help resources.

Computer Access

Participants will need a reliable PC or a Mac with the latest version of a web browser. In addition, you will need broadband Internet connection (DSL or faster). Below is a suggested list of recommended software you may need to access electronic resources for this course.

### Latest Versions of Web Browsers

- Mozilla Firefox (Windows / MacOS) - Recommend
- Google Chrome (Windows/MacOS) - Recommended
- Safari (MacOS)

Note that Blackboard and many other web-based applications used in USM courses do not work well in Microsoft’s browsers, Edge and Internet Explorer.

Netiquette

Our text-based communication is vital in this course since it is the primary - and possibly only - way we will connect with each other. Please be careful and considerate in all your communications with each other and your instructor.

The online medium is poor at conveying tone. Consider what you are saying and remember that your intent might not be inferred by your readers (fellow students and instructors). Take a moment to re-read everything you write: assume that it will be taken in the worst possible light. And extend courtesy to others: assume the most charitable light possible. Both of these steps will make communication easier and far more civil.
Student Data Retention

Your maine.edu account is issued to you for as long as you are a student of this or any other university of Maine System campus. There are various limits on how long IT can retain data you have stored through this account depending on which services you have used. Below are the major points, but we encourage you to visit visit accounts.maine.edu for full details on maine.edu account policies.

Assignments and other work stored in Blackboard
Do NOT leave important academic work in old Blackboard courses. Each semester, all courses receive a fresh Blackboard page commonly referred to as a “shell.” Course shells older than two years are automatically purged from the system, but sometimes instructors remove old course shells manually on their own. It is strongly recommended that you make backups of any work you have submitted to Blackboard before or shortly after your course ends. Especially if your program requires you to maintain a portfolio of work you have done.

Google Products
Your maine.edu account is also a fully functional Google Account with access to Gmail, Google Drive, and most of Google’s other products. After leaving the university, either through graduation or simply not registering for courses, credit-earning students have 5 years before their maine.edu account is removed. The limit is 2 years for non-credit students. This includes files and email stored in Google’s products using your maine.edu account. If this data is important to you, or if you need to retain it for a portfolio or future certification, you must make and maintain your own personal backups of these files. Consider using Google Takeout (takeout.google.com) to backup this data prior to separating from the University.

Box
If you are using Box through your maine.edu account, please be aware that your storage can only be maintained for one year after you have graduated, or otherwise separated from the university.
University Policies & Support Resources

ADA & Electronic Accessibility Notification & Accommodations
The university is committed to providing students with documented disabilities equal access to all university programs and services. If you think you have a disability and would like to request accommodations, you must register with the Disability Services Center. Timely notification is essential. The Disability Services Center can be reached by calling 207-780-4706 or by email at dsc-usm@maine.edu. If you have already received a faculty accommodation letter from the Disability Services Center, please provide me with that information as soon as possible. Please make a private appointment so that we can review your accommodations.

The following is a list of accessibility resources for the software we use in this course:

- [Blackboard Accessibility information](#)
- [Google Apps/G Suite Accessibility information](#)

Learning Commons
You are encouraged to consult with technology and writing tutors in the Learning Commons in USM’s libraries on the Portland and Gorham campuses or the Writing Center at Lewiston-Auburn College.

- **Technology tutors** are USM students who have been selected and trained by the Learning Commons to support USM students with a set of learning technologies that are used in USM courses.

- **Writing tutors** are USM students who have been trained to assist you with creating an outline, reviewing the structure and content of paper drafts, and identifying issues with grammar and sentence structure. They can also provide feedback on the final draft of your work.

To schedule an appointment with a tutor at Portland, Gorham, or Lewiston-Auburn, please visit the [Learning Commons website](#) or call (207) 780-4228.

Counseling
Counseling is available for USM students. The best way to schedule an appointment is to email usm.health@maine.edu. More information is available on the [University Health and Counseling Services website](#).
Non-Discrimination Policy

The University of Maine System does not discriminate on the grounds of race, color, religion, sex, sexual orientation, including transgender status and gender expression, national origin, citizenship status, age, disability, genetic information or veteran’s status in employment, education, and all other programs and activities.

Please contact Lynda Dec, CHRO & Affirmative Action, Equal Opportunity, and Title IX support for USM 45 Exeter Street, Portland, ME, 207.262.7911, Email: lynda.dec@maine.edu with questions or concerns.

Statement of Religious Observance for Students

Absence for Religious Holy Days: The University of Southern Maine respects the religious beliefs of all members of the community, affirms their rights to observe significant religious holy days, and will make reasonable accommodations, upon request, for such observances. If a student’s religious observance is in conflict with the academic experience, they should inform their instructor(s) of the class or other school functions that will be affected. It is the student’s responsibility to make the necessary arrangements mutually agreed upon with the instructor(s).

Confidentiality Statement

All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). Visit the Office of Registration & Scheduling Services website for more information on the University of Southern Maine FERPA Policy.

Title IX Statement

The University of Southern Maine is committed to making our campuses safer places for students. Because of this commitment, and our federal obligations, faculty and other employees are considered mandated reporters when it comes to experiences of interpersonal violence (sexual assault, sexual harassment, dating or domestic violence, and stalking). Disclosures of interpersonal violence must be passed along to the University's Deputy Title IX Coordinator who can help provide support and academic remedies for students who have been impacted. More information can be found online at the Campus Safety Project website or by contacting Sarah E. Holmes at sarah.e.holmes1@maine.edu or 207-780-5767.