**Course Number: SLNG 2311**

**Course Name: Specialized Settings**

**Office:**

**Email:**

**COURSE DESCRIPTION:**

This course is an overview of interpreting/transliterating with special populations (e.g., deaf/blind, high visual, oral) and/or special settings (e.g., religious, artistic, medical, legal, mental health). Reinforce interpreting theories and techniques in relation to special population(s) and/or setting(s).

|  |
| --- |
|  |

This is a hybrid class. 51% of the time will be spent in class and 49% will be spent online in Blackboard.

Skills: E Prerequisites: SLNG 2401 or instructor approval. Course Type: W

**REQUIRED MATERIALS:**

1. Three ring binder with dividers (for Resource Binder)
2. Ear plugs (for hearing students only)
3. 8x11 folder with clasp closing (for submitting of materials)
4. Card stock paper for printing flash cards
5. USB Drives with a minimum 2GB of memory
6. 1) 978-1489502193, The Demand Control Schema: Interpreting as a Practice Profession (Dean & Pollard)
7. 2) 978-1581210613, Interpreting in Legal Settings
8. 3) 978-1426931222, Healthcare interpreting in Small Bites
9. 4) 978-1446663035, Introduction To Mental Health For Community Interpreters

**Course Objectives**

1. A broad understanding of a range of settings and the decisions interpreters make including ethical, professional and linguistic.
2. Understanding of the range of decisions at a variety of junctions within each setting
3. Understanding parameters of context of a range of settings and ability to analyze each setting for preparation, productions, and post-event assessment.

**Learning Outcomes:**

During the course of the semester, students will accomplish the following:

1. Develop a range of settings possible within an 11-category framework of specific genres (medical, mental health, legal, etc.)
2. Understand the 4 junctures at which interpreters make decisions.
3. Understand 11 parameters of context and be able to analyze possible decisions at each juncture for each parameter.
4. Identify potential demands both inherent and imposed by the interpreter at each juncture for each parameter.
5. Identify potential controls both those the interpreter currently has and those the interpreter may have to cultivate for each demand at each juncture for each parameter.
6. Identify potential consequences both negative and positive for each control implemented for each demand at each juncture for each parameter.

**Office Hours**

I am available by e-mail or in case of emergency by telephone on the following days for students:

**M & W (online) 2:00-2:30**

**T/Th 2:00-2:30**

**Th 4:30-6:00**

Only under extenuating circumstances will other days/times be arranged. Please make every effort to plan all meetings during these times. Please do not send texts to my cell phone, instant messages or emails to my Facebook account!

Post questions in the Q&A section in the Discussion forum in Blackboard. I check this forum daily, but for more immediate and personal assistance, contact me via e-mail. I respond to student e-mail messages within 24 to 48 hours on weekdays and within 72 hours on weekends.

**Student Responsibilities**

As students preparing to become interpreters, responsibilities are aligned with those that would be expected by team interpreters, agencies, employers, interpreter coordinators, etc. and as such, future interpreters agree to:

* Attend class regularly & be one time. As a future interpreter, you’ll be expected to be present and as a member of the educational community, your participation is crucial to your fellow learners. When you are not there or are late, it affects the entire learning environment.
* **Put away all technology including cell phones, laptops, etc.** Interpreters are expected to be present to support the team and ensure that the message is conveyed effectively.Non-educationally related cell phone and laptop usage are disruptive to the learning environment. If you are not interested in getting the most out of the class and prefer to check email, social media, or do anything other than course-related work, please leave class so as not to disrupt those who are there to learn & participate.
* Participate fully in class activities. Just as interpreters have to be completely present during activities, this requires that you prepare for classes to ensure that the class meeting will be maximized.
* Just as you would complete invoicing promptly, neatly, and correctly, you will be expected to complete all class assignments on or before the due date, thoroughly, and neatly in the manner requested.
* Interpreters depend upon their team. Similarly, you’ll depend upon your classmates and use them as your resource, support them as needed, discuss any concerns with your classmates directly, and cultivate a network of future colleagues.
* Interpreter coordinators expect you to communicate effectively, efficiently, and quickly. Check into Bb and your email to read and respond as needed at least once daily.

**COURSE GRADING SYSTEM:**

|  |  |  |
| --- | --- | --- |
|  | **Activity** | % of Final Grade |
| 1 | Participation (*Includes required discussions in class & on Bb evidencing reading – participation is affected adversely for non-attendance since participation cannot happen if not present)* | 20 |
| 2 | 11 Categories Settings Googledoc (11Ps @ 4Js DCC) | 20 |
| 3 | Fieldwork Hours + Summaries (11 relevant, applicable & unduplicated) | 20 |
| 4 | Final Project – full 11Ps @ 4 Js DCC analysis of one setting | 20 |
| 5 | Final Exam – full 11 Ps @ 4 Js DCC analysis of one setting provided | 20 |
|  | **Total** | **100** |
| 6 | Optional Extra Credit | 10 |

**1. Participation & Attendance**

Regular, punctual class and laboratory attendance is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the professor may withdraw students from the class (see class-specific policy below).

Your participation grade will consist of daily attendance in on-campus class, frequent participation in Blackboard (Bb course room), full participation in class activities, quizzes or tests, group work, presentations, work done in the classroom and vocabulary development in accordance to the activity directions and learning objectives. When you are not here or present online, you will not earn full credit for this grade. Participation is graded based on:

* Quantity
* Quality
* Citation

**Quantity:**

***Attending college classes is a privilege, not a right! Take advantage of the opportunity not afforded to everyone!***

You may not miss more than 10% of total class work of any kind (in class, online, activities, outings, events, etc.) 10% includes any combination of the criteria below:

* You are required to show up to every class meeting.
* You need to post at least **twice per week** on 2 different days and at least on or before Wednesdays every week

Any absences exceeding 10% will result in your being administratively dropped.

**Unprepared, Disruptions to the learning environment, Late Arrivals / Early Departures (before, during, and end of class)**

*Being unprepared to participate in the class activities, late arrivals and early departures, texting, web surfing, etc. are a disruption to the learning environment. Every effort should be made to arrive on time, in your seat, all materials and documents printed or ready to work by the start time of class! It is expected that students be in class to learn how to become competent and professional interpreters.*

*Every instance of tardiness (as class starts or back from break), leaving early, or being unprepared to participate fully will result in a 5-point deduction from the final grade.*

A general guidelines for the amount of time spent on classes is:

* 1. 16-week courses – reading posts and responding approximately 3 hours per week. This does NOT include homework, fieldwork, and activities; this is solely online posting and participation.
  2. 6-week summer courses – reading posts and responding approximately 6 hours per week.

**Quality:**

Students are expected to participate in class and online adhering to a quality component of discussions. There is a student lounge established for all non-academic posting. The professor does not monitor this and learners are free to write without regard to academic English.

1. Using higher-order thinking skills (Refer to Bloom’s Taxonomy)
2. Citing and using research, readings, articles, and previous work
3. Using academic and professional language in all communications (in class, online, and in all communications between classmates, professors, guests, and academic faculty and staff) including correct ASL and English:
   1. grammar and syntax
   2. vocabulary
   3. spelling
   4. punctuation
   5. volume (participating sufficiently to make a valuable point but not participating just to participate)
   6. professional protocol
4. With respect toward all communication interactions
5. Using all available resources to look for answers before asking
6. Participating adding value to help classmates grow toward goals of being a professional interpreter (feedback should be valuable, constructive, and not made simply to complete a task or to help someone feel good – all participation and feedback should be with the goal of helping each other identify and address effective and challenging patterns.

All students will be encouraged to participate in (online and in class) discussions and activities on a regular basis. “Participation” does not mean simple, one-word responses, agreeing with classmates, giving “right” answers or being reactive (responding to every single post without thought or a clear rationale for posting). It means thinking about the material, sharing thoughts proactively and economically, participating fully in class work and activities, paying attention, giving a “best” effort, and providing thoughtful questions and answers for the entire class to benefit.

**Citations:**

During all discussions online and in-class, students are required to infused aspects of the readings and previous course work into the discussions. Citing work is critical to show application of the theory and knowledge-based information acquired across the academic program.

**Cell phones, pagers, laptops, and other internet-capable devices:**

Cell phones, pagers, and laptops (other than when we are working on an professor-guided and approved activity) are distracting to students and to me and **will not be tolerated.** If you own a pager, or cell phone, turn them OFF during class and put away. If there is an emergency requiring use of a personal phone, please inform the professor **before class begins.** Pagers, cell phones, etc. used during class for non-emergency needs (having not informed he professor first), will result in the student being required to leave the room for violation of this classroom policy which will result in a class tardy or a class absence (refer to tardy and absence policy above). The same policy relates to use of laptops and other devices Internet-capable.

For a first infraction, students will be asked to leave the class if on a cell phone, text, or laptop on work other than class-related activities and the applicable absence will be applied. A subsequent 2nd infraction will result in a meeting with the Department chair and professor. A 3rd infraction will result in the professor withdrawal of the student from class.

Students not interested in attending to the class or creating a disruption to the learning environment for any of the stated reasons above or other reasons will be required to leave class for the day for the first violation and will be marked as tardy or absent and applicable points deducted from the final grade. For a second violation, meeting with the professor and Department Chair will be required. A third violation will result in administrative withdrawal from and failing of the class.

Participation grades are worth 20% of the total grade. This includes the discussion, contributions, etc. of the student **while in class and online**. Deductions for absences and late arrivals or departures are not factored into this Participation grade. Deduction for absences and late arrivals/departures, where applicable, are from the final calculated grade.

A requirement about bringing all class work to class weekly and posting to Blackboard (Bb) on time:

All class activities (on-going and weekly) must be brought to class weekly and uploaded to Bb at the time they are due. Work is subject to spot check at any time. Any class period that the student does not have all class work will result in a 0 for activities due up to the date of the spot check. This includes all class activities below 2-5, 8, and 9. Work toward on-going projects is expected to start early in the semester and completed on an on-going basis (not waiting until Week 14 to begin). By one-quarter term, the student should have evidence of having completed ¼ of the work and by mid-term, the student will show evidence of having completed at least ½ of the requirement. Failure to do so will result in an impact to the final grade for that gradable item. This includes, but is not limited to, at least 7.5 lab hours and journaling, 5 Healthy Balance logs, 5 thorough and completed Interpreted Events analyzes and work toward the final project and/or presentation should be completed by mid-term.

**You are responsible for ensuring that your work is neat, organized, academically submitted as per requirement, and timely. Late work or work that can’t be clearly and easily identified will be accepted.**

Late work will **not** be accepted. Quizzes/Tests cannot be made up.

**2. 11 Categories Googledoc participation and input**

Students are required to participate in [11 Settings Googledoc Analysis](https://docs.google.com/spreadsheets/d/1jQq8dILHMtKCzizmrbJ2kT_D95_TB4AsqzgBj08fR8g/edit?usp=sharing) throughout the course:

**11 Events:** Medical (MED), Legal (LGL), Mental Health (MH), Social Services (SS), Community (COM), Vocational (VOC), Arts (ART), Recreation (REC), Finance (FIN), Education (EDU), Religious (REL)

at least 5 unique and unduplicated terms or short phrases

* Resources
* Characteristics of Events
  + Channel
  + Size
  + Duration
    - One-time
    - Ongoing
      * Frequent
        + Daily
        + Weekly
        + Monthly
      * Infrequent
    - Short
      * <1 hour
      * <2 hours
    - Medium
      * 2-4 hours
    - Long
      * All day
  + Socio-economic & political factors
    - Age
    - Race
    - Gender
    - Ethnicity
    - Ability
    - Education
  + Language Modality
    - ASL
    - MCE
    - PSE
    - SEE
  + Distribution Methods
    - Simultaneous
    - Consecutive
    - 1st Person
    - Description
    - 2D vs 3D
    - Mirror
    - Sight Translation
    - Tactile
    - Close Vision
    - Platform
  + Team Considerations
    - No team
    - 2 HI
    - 1 HI/1 DI
    - 2 HI/2 DI
  + Procedural
    - Policies
    - Laws
    - Guidelines
  + Professional / Business
    - Invoicing
    - Independent Contract vs. Agency vs. Staff Interpreter
    - Rates
    - Conditions
  + Ethical Considerations
  + Role Space
    - Presentation of Self
    - Participant Alignment
    - Interaction Management
* 4 Junctures
  + Pre-Acceptance
  + Pre-Interpreting
  + During Interpreting
  + Post-Interpreting
* Demands
  + Inherent
  + Imposed
* Controls
  + Currently have
  + Cultivated
* Consequences
  + Positive
  + Negative

**3. Fieldwork Hours + Summaries**

Students must complete 11 hours of fieldwork. For this class, each student will complete 11 hours of field observations which will include observations of one setting in every category.

A short summary of all activities done in the field is required.

Here are a few helpful hints and reminders:

* Keep a separate log for each observation!
* Make sure the work is relevant to the course. Work on ASL is not relevant to interpreting classes unless your skill development activity is to develop a specific aspect of ASL.
* If you work on more than one classes work at any one time, log out for each class and log back in.

**4. Final Project**

A semester-long project will be conducted to analyze and apply the 11 Ps 4 Js DCC to one setting (which will incorporate the fieldwork observation conducted.)

**5. Final Exam**

A final examination will be conducted to assess the students’ progression and acquisition of educational objectives for the class. Grades will be based upon the thoroughness of an analysis of one setting using the 11 Ps 4 Js DCC.

**6. Bonus**

Students may earn up to 10 bonus points throughout the course. Bonus points can be from one or a combination of the following:

|  |  |  |  |
| --- | --- | --- | --- |
| Activity | Time | Points | Notes |
| Additional work in lab with tutors (ASL or English lab) | 5 hours | 2 | All of these activities must be relevant to the course work, be unduplicated, not be used as credit toward another course, be done within the time frame of the course (e.g., not prior to the course beginning), and accompanied with relevant documentation (applicable lab log, summaries, signatures, certificates of completion, etc.) Events must be attended with a focus on acquiring vocabulary. Notes must be taken to evidence vocabulary learned! Nothing for which you are already paid or just happen to show up (after the fact) may be used. Any events attended must be pre-approved. |
| Attendance at event | 2 hours | 1 |
| Create your own |  | 5 | 5 points for creative and unique proposal (if teamed, must be substantial & evidence full participation for each person to earn 5 points). |

**VIDEO RECORDINGS**

Review every video recording you produce before submitting. It is the student’s responsibility to ensure that recordings are viewable and audible at the time due. Failure to do so will result in a failing grade for that particular assignment. **sM & tM must be included in all video recordings for submissions.**

No surreptitious filming – all video recordings must have the express permission of anyone captured. It is advised that you set up the camera and leave as observing a communication hinders the authenticity of the data gathered.

**DRESS CODE**

Business casual is the dress code required for class. However, for guest speakers, attending events, and any time there is interaction with potential or current consumers, agencies, team interpreters, mentors, and the general public, students are expected to dress as if were working in that setting. A good “rule of thumb” is to dress on level higher (or more professional) than the professionals in that setting: dress to impress your future employers, consumers, and colleagues!

**Blackboard (Bb)**

Blackboard will be used for some portion of this course to include but not limited to:

* ●  Distribution of handouts and readings
* ●  Submissions of assignments and activities
* ●  Grading
* ●  Discussions
* ●  Journaling
* ●  Vlogs/Blogs

As with class attendance, you are expected to attend (checking in) and maintain a presence in the Bb forum according to the participation and attendance policy above.

**COMPUTER or TECHNOLOGY PROBLEMS**

Computer or technology problems are not valid excuses for late work. I strongly suggest that you not wait until the last minute to send your papers. If something goes wrong with your computer, this is your responsibility. Internet access is also not a valid excuse. Waiting until the last minute where all resources are unavailable or inaccessible is your responsibility. Please plan ahead and get your work in before the due date.

A computer mishap will not excuse a late paper or submission. You should make frequent and multiple back- ups of your work (e.g., dropbox.com or other removable media), so that you never lose more than one hour’s worth of work.

**Pointers for Class**

Please find a buddy in class! If you are unable to attend class ask your buddy what we covered and arrange for your buddy to get handouts for you.

If you have a question about something please do not ask me until you have **completely** read the syllabus, asked a classmate for their understanding, posted to Bb, or otherwise used your resources. Failure to do so may result in your being asked to find or cultivate resources for this information. This will be a learning experience for all of us! Doing this will enable us to maximize class time for skill development work and use Bb for discussions and clarifications.

**COURSE POLICIES:**

You are responsible for knowing the policies and procedures below. You can pick up a copy of the Student Handbook at a Student Support Services or counseling office at any campus or access it online from our web page http:// [www.austincc.edu/handbook/](http://www.austincc.edu/handbook/)

**Withdrawal Policy**

It is the responsibility of each student to ensure that his or her name is removed from the roll should he or she decides to withdraw from the class. The professor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is submitted before the Final Withdrawal Date. The student is also strongly encouraged to retain their copy of the withdrawal form for their records. Students who enroll for the third or subsequent time in a course taken since Fall, 2002, may be charged a higher tuition rate, for that course.

State law permits students to withdraw from no more than six courses during their entire undergraduate career at Texas public colleges or universities. With certain exceptions, all course withdrawals automatically count towards this limit. Details regarding this policy can be found in the ACC college catalog.

**Incomplete**A professor **may** award a grade of “I” (Incomplete) if a student was unable to complete all of the objectives for the passing grade in a course. Incompletes are given for extenuating circumstances and usually not simply because the student is unable to complete the work. In order to be considered for an incomplete, students must have shown exemplary work up to the point of the extenuating circumstance emergence. An incomplete grade cannot be carried beyond the established date in the following semester. The completion date and work required is determined by the professor but may not be later than the final deadline for withdrawal in the subsequent semester.

**Statement on Scholastic Dishonesty**

A student attending ACC assumes responsibility for conduct compatible with the mission of the college as an educational institution. Students have the responsibility to submit coursework that is the result of their own thought, research, or self-expression. Students must follow all instructions given by faculty or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. Actions constituting scholastic dishonesty include, but are not limited to, plagiarism, cheating, fabrication, collusion, and falsifying documents.

Penalties for scholastic dishonesty will depend upon the nature of the violation and may range from lowering a grade on one assignment to an “F” in the course and/or expulsion from the college. See the Student Standards of Conduct and Disciplinary Process and other policies at http:// [www.austincc.edu/current/needtoknow](http://www.austincc.edu/current/needtoknow)

**Student Rights and Responsibilities**

Students at the college have the rights accorded by the U.S. Constitution to freedom of speech, peaceful assembly, petition, and association. These rights carry with them the responsibility to accord the same rights to others in the college community and not to interfere with or disrupt the educational process. Opportunity for students to examine and question pertinent data and assumptions of a given discipline, guided by the evidence of scholarly research, is appropriate in a learning environment. This concept is accompanied by an equally demanding concept of responsibility on the part of the student. As willing partners in learning, students must comply with college rules and procedures.

**Statement on Students with Disabilities**

Each ACC campus offers support services for students with documented disabilities. Students with disabilities who need classroom, academic or other accommodations must request them through the Office for Students with Disabilities (OSD). Students are encouraged to request accommodations when they register for courses or at least three weeks before the start of the semester, otherwise the provision of accommodations may be delayed.

Students who have received approval for accommodations from OSD for this course must provide the professor with the ‘Notice of Approved Accommodations’ from OSD before accommodations will be provided. Arrangements for academic accommodations can only be made after the professor receives the ‘Notice of Approved Accommodations’ from the student.

Students with approved accommodations are encouraged to submit the ‘Notice of Approved Accommodations’ to the professor at the beginning of the semester because a reasonable amount of time may be needed to prepare and arrange for the accommodations.

Additional information about the Office for Students with Disabilities is available at http:// [www.austincc.edu/support/osd/](http://www.austincc.edu/support/osd/)

**Safety Statement**

Austin Community College is committed to providing a safe and healthy learning environment for study and work. You are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Additional information on these can be found at http:// [www.austincc.edu/ehs](http://www.austincc.edu/ehs).

Because some health and safety circumstances are beyond our control, we ask that you become familiar with the Emergency Procedures poster and Campus Safety Plan map in each classroom. Additional information about emergency procedures and how to sign up for ACC Emergency Alerts to be notified in the event of a serious emergency can be found at http://www.austincc.edu/ emergency/.

Please note, students are expected to conduct themselves professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the education, health or safety of another individual will be dismissed from the day’s activity, may be withdrawn from the class, and/or barred from attending future activities.

**Use of ACC email**

All College e-mail communication to students will be sent solely to the student’s ACCmail account, with the expectation that such communications will be read in a timely fashion. **Students should check email & Bb announcements at least once daily as this is the primary communication tool for the course.** Please set up an email forward to your personal email so that you know when you have messages.

ACC will send important information and will notify you of any college related emergencies using this account. Students should only expect to receive email communication from their professor using this account. Likewise, students should use their ACCmail account when communicating with professors and staff. Instructions for activating an ACCmail account can be found at <http://www.austincc.edu/accmail/index.php>.

Please only communicate with the professor for all ACC related needs via email: [jwiesman@austincc.edu](mailto:jwiesman@austincc.edu) and do not send messages to:

* My personal email address
* Facebook
* Text
* Your personal email (always send from your ACC email account or from Blackboard)

I occasionally have to send a text or get in touch with you sending from my personal email account (when I am working from home). Please do not respond unless I request that you do so. Please make a habit of making all communication through Blackboard so there is a record of all communications.

**Testing Center Policy**

Under certain circumstances, a professor may have students take an examination in a testing center. Students using the Academic Testing Center must govern themselves according to the Student Guide for Use of ACC Testing Centers and should read the entire guide before going to take the exam. To request an exam, one must have:

* ●  **ACC Photo ID**
* ●  Course Abbreviation (e.g., ENGL)
* ●  Course Number (e.g.,1301)
* ●  Course Synonym (e.g., 10123)
* ●  Course Section (e.g., 005)
* ●  Professor's Name

Do NOT bring cell phones to the Testing Center. Having your cell phone in the testing room, **regardless of whether it is on or off,** will revoke your testing privileges for the remainder of the semester. ACC Testing Center policies can be found at http://www.austincc.edu/testctr/

**Student And Instructional Services**

ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these services and support systems is available at: http:// www.austincc.edu/s4/  
Links to many student services and other information can be found at: http://www.austincc.edu/current/

ACC Learning Labs provide free tutoring services to all ACC students currently enrolled in the course to be tutored. The tutor schedule for each Learning Lab may be found at: http://www.autincc.edu/ tutor/students/tutoring.php

For help setting up your ACCeID, ACC Gmail, or ACC Blackboard, see a Learning Lab Technician at any ACC Learning Lab.

**Complaint & Communication Processes**

Please review the Student Policies to ensure appropriate procedures are followed. The professor encourages open and direct dialogue regarding any concerns related to the course administration. Procedures and complaints must adhere to the processes outlined in the Student Policies. Professors & Students recognize that false accusations or harassment can have serious effects on innocent people and disrupt the educational environment. If an investigation finds that a false claim has been made, the accuser may be held responsible and disciplined according to the Disciplinary Actions outlined in the Student and Employee policies.

**Communication Protocol**

“Great minds discuss ideas; average minds discuss events; small minds discuss people.”

~Eleanor Roosevelt.

As interpreters and humans on this planet, we need to show respect for each other in thought, word, and deed. The professor operates personally and professionally by simply “If *I’m not willing to talk to a person, I will not talk about them!”* and expect the same from you. This is a critical policy in the interpreting profession for work with consumers, customers, and team interpreters. If a student has a concern or issue with the professor, another professor, or another student, please talk to that person first. Students can set up a time to meet with the professor to work through any concerns together. If the concerns are not resolved the next step in the process outlined in the Student Policies must be adhered.

Unless an issue is extremely personal, please refrain from emailing the professor and hold all questions for class time so that everyone can benefit from the question and the response. Students may be asked to seek out resources for questions you ask me as part of my role is to cultivate independent and resourceful learners and interpreters. You may also be asked to hold questions for the class if your questions are related to information that would be beneficial for the entire class.

**NAMING CONVENTION & SUBMITTING ASSIGNMENTS OR HOMEWORK**

Students submitting any document to the professor (either printed or on a USB) should adhere to the following guidelines.

**All submissions on a USB** should be placed in folders that make it easy to identify the activity with the student’s name placed on the outside of the USB and on all of the documents contained on the USB according to the convention above: LAST NAME FIRST NAME (if needed) NAME of ACTIVITY.doc (do not submit any documents other than Microsoft Word. This includes but is not limited to: pdf, wps, odt, rtf, etc.) There is an example of a previous student’s organization of files submitted to me on a USB at the end of this document.

Place old assignments in a folder aptly named: Previously submitted work or Old work.

Work for other classes on a USB should be in a folder clearly marked as such. If there is any confusion or inability to determine submissions, the assignment will not be graded and a 0 will be given.

**No papers or assignments will be accepted via email or late.** It is each student’s responsibility to know the deadlines and to adhere to submissions irrespective of reminders or attendance. Missing class on dates that assignments are due is not an acceptable reason – the submission is still expected on the date it is due in a format that is required. Whether or not the professor has reminded students to submit an assignment that is due, it is the student’s responsibility to ensure the professor receives the assignment on the date and time designated.

All submissions (other than videos) should be uploaded to Bb to the corresponding assignment link. Please make sure that the document uploaded correctly! The professor reserves the right to disallow a follow-up attempt. **Late papers are not accepted**. It is the student’s responsibility to ensure that all work is submitted in a timely manner. If you are not accustomed to attaching files, become accustomed to it. Failure to properly attach your paper to a Bb assignment is your responsibility. The professor will also not be responsible for responding to email requests validating whether a paper was correctly submitted. Claims of incompetency or lack of familiarity with computers is not a valid excuse. To make sure that you get it right, turn in your paper a few days early to give yourself room for a possible mistake. Further, send a copy of the email/paper (in the cc area) to yourself to ensure it was delivered properly.

All papers should have 1 inch margins top, bottom, left and right, Times New Roman Font, 12 point font size, double spaced, and must be written in active voice. (NO PASSIVE VOICE). Use a dictionary, thesaurus, spell and grammar checker; you should already be doing that if you are a college student.  
Not only are these tools required, they are online and FREE. There are many websites that can be used, here is an excellent link: http://m-w.com/

One of the signs of bad writing is poor word usage, generally caused by an impoverished vocabulary. Poor word usage often includes reliance on slang, interneteze, cliché, and idiom. It is acceptable to employ slang, cliché, and idiom in everyday conversation, but it is not acceptable in academic writing. You are responsible to ensure that your writing is academic and meets the rules for grammar, spelling, punctuation, capitalization, etc.

All assignments must be posted to the assignment area in the Bb classroom. Word documents and videotaped recordings must be named appropriately following this convention:

Last name First Name Class number Week # Assignment name

Example: for Special Topics on an assignment that I might submit in the first week, I will name the file:

Wiesman, Lynne 1391 Week 1 RP

All submitted papers should include this information at the beginning of the paper (either in a heading or on a cover sheet). Videotaped submissions should include a signed introduction including this information. If you are submitting a YouTube or other video submission, please use the same naming convention to name the videos, do NOT mark them private, and post all links to Bb. (Self-Analysis work for classes should be using ELAN software only, not posting to YouTube or Vimeo.) Under no circumstances are you to ever submit homework, videos, or any class-related items to via email. If it is late, it still must be submitted via the Bb class, not in email. I will not open anything sent to my email.

**Content:** Check to ensure for appropriate and correct spelling, grammar, correct English usage, punctuation, capitalization, as well as range of vocabulary, register, and succinctness/thoroughness. The goal is not to write more, but to write a sufficient amount to make the point and no more.

These are academic submissions. “Interneteze” in any forum or on submission is not acceptable.

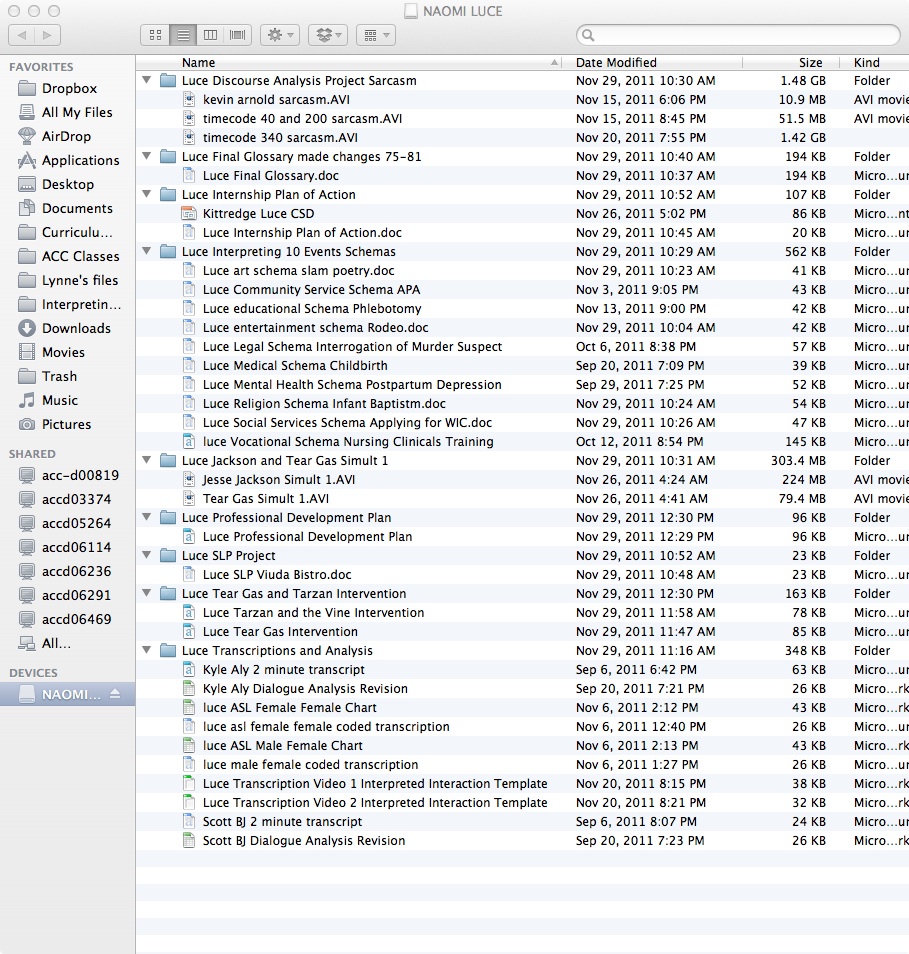
**Format:** A cover page including the students name, email address, the Week of the Assignment, the Title of the Assignment, and the date.

Word documents should be saved and submitted saved in Microsoft Word only. No wps, rtf, odt, pdf, etc.

Failure to name submissions correctly will result in a loss of 5% of the total grade on **EACH** submission for the first two weeks and non-acceptance of any submission starting in Week 3. This means a grade of 0 for every submission not adhering to the submission requirements.

**Organization of Folders, Files, and all academic submissions**

Please see below for an example of a USB folder and file organization that is expected for all work turned in on a USB. The USB is named with the student’s name. All folders contain the last name and identifying information about the assignments in that folder. All files in that folder contain assignment information in the file name. In addition, it is best to name each file with your last name (a few of the assignments below do not include the student’s last name in the name of the file).



|  |  |  |
| --- | --- | --- |
| **Weeks** | **Days** | **Objectives, Deliverables, and Reading Assignments** |
| 1 | Tuesday | Overview of Course: syllabus, requirements, etc. |
| Overview of 11 Contextual Parameters & 4 Junctures |
| Categories: Recreation & Arts |
| Select final project setting |
| Readings to be completed & discussed: DCS 1-47 |
| Thursday | Discussion of 11 Contextual Parameters & 4 Junctures |
| Readings to be completed & discussed: DCS 48-96 |
| 2 | Tuesday | Overview of Demands: Inherent & Imposed |
| Categories: Social Services & Community |
| Readings to be completed & discussed: DCS 97-108 |
| Thursday | Fieldwork Day (all students out in field observing for final project!) |
| Readings to be completed & discussed: Patrie Medical entire book |
| 3 | Tuesday | Overview of Controls: Currently have & Cultivated |
| Categories: Medical & Mental Health |
| Readings to be completed & discussed: Shah/Zaman MH entire book |
| Thursday | Discussion of Controls: Currently have & Cultivated |
| Readings to be completed & discussed: Roat MH Section 2 p. 69-120 |
| 4 | Tuesday | Overview of Consequences: Positive & Negative |
| Categories: Finance & Vocational |
| Readings to be completed & discussed: DCS 109-120 |
| Thursday | Discussion of Consequences: Positive & Negative |
| Readings to be completed & discussed: DCS 121-137 |
| 5 | Tuesday | Review of 11 Ps @ 4 Js DCC |
| Categories: Education & Religion/Spiritual |
| Readings to be completed & discussed: DCS 138-154 |
| Thursday | Preparation for final |
| Readings to be completed & discussed: Patrie Legal entire book |
| 6 | Tuesday | Category: Legal (Tuesday only) |
| Final Project due |
| Final Exam |