**Course Number: SLNG 2431**  
**Course Name: Interpreting III**

**Professor:**

**Office Hours:**

**Office:**

**Email:**

*For course syllabi posted prior to the beginning of the semester, the professor reserves the right to make minor changes prior to or during the term. The instructor will notify students, via e-mail or Blackboard announcement, when changes are made in the requirements and/or grading of the course.*

**COURSE DESCRIPTION:**

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

A practice-oriented course to strengthen skills in the integration and application of processing more complex selections. Continued exposure to simulated interpreting experience through the use of multimedia material. Prerequisite: SLNG 2402.

**REQUIRED MATERIALS:**

1. Three ring binder with dividers
2. USB Drives with a minimum 8GB of memory
3. 978-1579221195, Learning Through Serving
4. 978-1881133230, Dimensions of Ethical Decision-Making
5. 978-0969779247, Interpretation Skills: ASL to English
6. 978-0969779209, Interpretation Skills: English to ASL
7. 978-0916883522, Team Interpreting as Collaboration and Interdependence (Hoza)

**COURSE OBJECTIVES:**

A)  Demonstrate effective preparation, team work, and cultural sensitivity through volunteer interpreting.

B)  Demonstrate the ability to make ethically appropriate decisions while volunteer interpreting.

C)  Accurately maintain speaker/signer goals, register, linguistic and cultural differences through practicing assigned videotapes.

D)  Reflection, evaluation, and integration of self critique as shown by a written reflections. Students will improve the ability to evaluate themselves regarding professional development skills, interpersonal expertise, attitude and other observable behaviors.

E) Develop simultaneous interpreting skills and demonstrate the ability to interpret from ASL to spoken English and from spoken English to ASL.

**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.
* Check all announcements, emails, and communications and respond within 48 hours as requested.
* 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 | Interpreting Performances (Medial, & Terminal) Goal 18 points | 20 |
| 3 | Self- & Peer-Analysis Work *(*Discourse Mapping*, 3+3 Pattern ID, Root Cause Analyzes, Intervention Development & Work, PDP, etc.)* | 15 |
| 4 | Deliverables, Assignments, Homework & Activities (*Includes Reviews, IRRs, Cumulative Paper, Teaming, Resource Binder, Healthy Balance, Professional Portfolio etc.)* | 20 |
| 5 | Professional Development Plan, Internship Plan of Action & Service Learning Plan & Presentations to Class | 10 |
| 6 | Fieldwork Hours *(45 hours includes STI, Volunteer, Buddy, Deaf, & Interpreter events + summaries)* | 15 |
|  | **Total** | **100** |

**Explanation of Course Grades:**

# Grade Conversion Table:

# 100 – 90 percent = Final grade “A”

89 – 80 percent = Final grade “B”

79 – 70 percent = Final grade “C”

69 – 60 percent = Final grade “D”

59 – 0 percent= Final grade “F”

* Students who complete the requirements of the course as described and expected receive a C. C represents average student work.
* Students who complete the requirements in above-average fashion will receive a B which represents above average work.
* Students who do exemplary work going above and well beyond what is expected and outlined in the syllabus and course requirements will receive an A.
* Students doing below average work may receive a D or an F depending upon the severity.

**Please note:** C is the AVERAGE grade reflecting completion of the requirements of the course. In order to receive a B or A, students must go above and beyond the stated requirements. Also, a B or better is required in many classes to advance to the next class.

**COURSE GRADING SYSTEM:**

**1. Participation & Attendance**

Regular and 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. 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 3 substantial discussion posts **twice per week** on 2 different days and at least on or before Wednesdays every week (4 times per week on 4 different days and at least once on or before Wednesdays for 5.5 week semesters)

**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.

Any absences (including a combination of absences from face-to-face and online discussions as well as absences from class, and being Unprepared exceeding 10% will result in your being administratively dropped.

**Quality:**

Students are expected to participate in class and online adhering to a quality component of discussions.

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 (no interneteze or emoticons)
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 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. It means thinking about the material, sharing thoughts proactively, participating fully in class work and activities, paying attention, giving a “best” effort, 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 10% 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 be started 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.

Failure to have completed items due in any one week on Bb or in F2F meetings, will result in a U (unprepared) notation. 2 Us will automatically lower your end-of-course grade by one full letter grade.

**2. Interpreted Performances (Unrehearsed Initial, Medial, and Terminal)**

**ASL to English, English to ASL, Teamed & Interactive Interpretations**

Each student will be required to develop text analyzes, produce, and self-analyze all of the work produced.

The product will include consecutive and simultaneous work into English, into ASL, team and interactive interpreting between at least two consumers (one deaf and one hearing). Previous semester’s video work may be used for self- analysis comparison but the work for grades generated in each semester should be on new stimuli and unrehearsed. All work should contain self-analysis demonstrating use of tools and processes as well as evidencing the application and understanding of Discourse Mapping and Discourse Analysis concepts.

Students will be required to submit unrehearsed samples at the beginning of the semester, mid-term, and in Week 15. These interpreted samples must be unrehearsed and include a thorough self-analysis on the work including indicating the specific growth the student plans to make, has made, the effectiveness of the skill development work over the course of the semester, and the plan for continuing the skill development work in the next semester. Self-analysis work should also include transcriptions upon which utterance-by-utterance analysis is required followed by a 3+3 pattern analysis, root cause analysis of the one challenge, and intervention work. For the 2nd and 3rd performances (as well as any performances assigned at other times), peer mentoring and analysis will occur. The peer analysis will consist of an ACC Evaluation (prior to looking at the analysis conducted by the student) followed by a further analysis of the transcribed self-analysis. The peer analysis should also include discussions with the students demonstrating Mentoring LAW and effective feedback procedures (listening, making observations, noting patterns, not how to fix them, use of specific examples and avoiding judgmental terms such as “good” or “wrong”, and use of 3rd person language, not 1st person.)

Students must score an average rating of 18 or above on the ACC Evaluation Tool averaged on all three performances including the final unrehearsed assessment in order to be considered for Interpreting III.

The 3rd Unrehearsed and Interpreting III work will be evaluated by a panel of 3 ACC Faculty members to determine Internship Readiness.

**3. Self- & Peer-Analysis Work**

Students are required to apply Self Analysis tools and processes to their work to identify gaps, determine the root causes, develop and implement interventions (skill activities) to close performance gaps. Students will also be participating in peer analysis and mentoring to develop effective feedback and peer mentoring skills.

**4. Deliverables, Assignments, Homework & Activities**

Students will complete all weekly activities assigned by the professor including on-going, independent semester activities listed below (You will not be reminded and are required to submit these at the completion of the semester. If you have questions, please bring those to class. You are required to bring this work to class with you for each class meeting. I reserve the right to check on the progress of these without notice. If you do not have evidence of these to provide when asked, you will receive an X for the day - 2 days of not having these to provide resulting in 2 Xs will result in a 0 for your final assignment grade. Keep these with you, keep working on them weekly, and bring to class every class meeting):

**4a. Interpreting Resource Binder & Journal**

The portfolio / interpreting resource binder’s purpose is to serve as a resource for your academic work, internship and interpreting career. Below are items required for grading purposes; however you are welcomed to add any other information that you feel would benefit you during your interpreting career. You are welcome to share articles, vocabulary, or any other document with the class. Portfolios / Binders should be neat, organized, and contain a Table of Contents for the Binder and for any USB or media included.

Resource binders will consist of current and past:

1. **Concepts & Vocabulary**
   1. **ASL**

Within this section you will collect all ASL concepts learned during this and previous semestesr predominately consisting of concepts acquired during observations and work with Lab Tutors. Feel free to add ASL vocabulary sheets you have obtained from other ASL or interpreting classes.

* 1. **English**

Within this section you will collect all English vocabulary reviewed independently during the semester including vocabulary from professor and student interactions, and interpreted observations.

1. **Performances & Analyses**

All performances & self/peer analyses work (including teamed work from previous classes).

1. **Resource Handouts**

Throughout the semester, any handouts, articles, forms, etc. you find or are provided will serve as resources for you as an interpreter. These handouts will go in this section of your binder.

1. **Interventions**

This section should include interventions completed during the class and those to be worked on during the next class as well as summaries of the intervention work done and the effectiveness.

1. **Professional Development Plan (PDP)**

This section should include your specific plan for working on KSAs (Knowledge, Skills, & Abilities/Attitudes) and interventions and toward your goal of being certified, obtaining additional certifications, or increasing the current level of certification.

1. **Research Project**

Work done toward research projects for this and other classes.

Interpreting I – Interview of one certified interpreter

Interpreting II – 360**°** Consumer Interviews & Project Presentation

Interpreting III – Internship Plan of Action

1. **Professional Portfolio**

Within this section you will include your organized Professional Portfolio to include items such as work samples, resume, certificates, business cards, references, CPC, SPPs, invoices, rates, conditions, & policies for your work as an interpreter. You should also start developing an online portfolio (to be completed by the end of Internship). Some of the sites that you may use are [www.livebinder.com](http://www.livebinder.com), [www.wix.com](http://www.wix.com), [www.jobrary.com](http://www.jobrary.com), or develop your own website.

1. **Healthy Balance Logs**

This section is for maintaining your on-going, weekly Healthy Balance logging plus summaries.

1. **Summaries of Events attended**

All events, in order to receive credit, must be accompanied by all applicable and available certificates of completion, pictures of the event with the presenter, program book, summary paragraph of the event and the learning, etc. Credit will not be given for events without this accompanying information. 2 required events (instructor approved). A 3rd event (instructor approved and over 4 hours in length) may be attended for a bonus of 5 points to the final grade).

1. **Bb Discussion Analysis**

Self-analysis of the quality, quantity, and timing of discussions on Bb and in-class participation.

1. **Fieldwork Journals**

This section is for the summary analysis required of lab hours. Credit for lab hours will not be given without this accompanying journal.

1. **Interpreting Readiness Rubric**

Pre- and post- semester IRRs plus IRRs from previous semesters.

1. **Cumulative Paper**

A **critical reflection** of the growth and development made, lessons learned, things to focus on for the future. These papers are not a regurgitation of everything experienced but a holistic view of the semester experiences.

1. **Service Learning Project Plan**

The ideas for a project (completed in Interpreting II), the plan to implement in Internship (completed by Interpreting III, and the final project including promotional materials, finished project, etc. (completed by the end of Internship).

This section should contain your completed Academic Service Learning Project Plan. This plan should specify:

1. Abstract – Overview of the Project
2. Needs Assessment
3. Stakeholder(s) & Partner(s)
4. Project Description
   1. Goals & Objectives
   2. Timelines & Dates
   3. Promotion
   4. Documentation (logging time, authorizations, etc.)
5. Demonstrating Knowledge/Skills acquired in Interpreter Training Program
6. Reflective Practices
7. 4 Ms:
   1. Manageable
   2. Meaningful
   3. Maintainable
   4. Measurable
8. Termination & Sustainability
   1. Termination & Exit of Student Plan
   2. Continuation by Partners
9. Communication Plan
   1. With Partner
   2. With Professors
   3. With all Stakeholders of the SLP
   4. Conflict resolution strategies
10. Contingency Plan – viable alternate plans including
    1. Place (includes setting, days, times, etc.)
    2. Participants
    3. Purpose
    4. Partners
    5. Reflective Practices

**4b. Discourse Mapping, Cognitive Processing, Process Timing, Professional Development Planning**Each student will participate in several processes to aid in enhancing knowledge and skills toward being a competent interpreter. All work should be completed in a timely fashion and memorialized in the Interpreter’s Resource Binder to be turned in weekly upon request and at the completion of the course.

**4c. Healthy Balance Weekly Log**

Each student will be required to maintain the Healthy Balance Weekly Log striving for points between 20-25 weekly. Logs should be brought to class weekly. A short summary should be included weekly regarding that week’s progress and next week’s goals.

**4d. Cumulative Reflection Paper**

Each student will be required to develop an end-of-course reflection paper summarizing the learning, growth, and progress made throughout the semester. This paper should include a reflection of where the student was at the beginning of the course compared to the end and plans for application of the material in the next course and into the student’s interpreting career. This paper is not a “logistics of the class” paper. Please refer to Bloom’s Taxonomy for directions on development. While this paper is due just prior to the final examination, it should be a culmination of all of the learning and growth during the entire semester. It should reflect upon the growth made through the experiences, discussions, activities, struggles, etc. It is not a paper to list and explain the topics discussed and the amount of interest.

**5. Fieldwork Hours**

Students must complete 45 hours of lab & fieldwork for each class in the ASLIT program. Each student will complete:

* 15 hours must consist of Support Team Internship (working with at least 3 different interpreters for 8 assignments supporting them as a team and feed (not interpreting.)
* 15 hours volunteering in the community and/or buddy bartering.
* 15 hours (not including travel) must include networking with interpreters, attending interpreting workshops, or Deaf Professional Mentor Program.

A short summary of all activities will be required.

Here are a few helpful hints and reminders:

* Keep a separate log for each class with the information above!
* Summarize every event: what did you learn? How did you grow? What were the benefits?
* Obtain signatures for every event (no signatures or summary, no credit).

**6. Internship Research Project, Plan, & Presentation**

You will be required to interview an agency, organization or school in which you are interested in completing your internship. You will present the information gathered from the interview to the class via a YouTube presentation. This should be the place where you plan to do at least some of your internship hours! In Bb, you will discuss the pertinent questions from your classmates. Your via YouTube must be in **academic ASL**. Presentations need to be formal presentations, creative, and accessible in public view (not marked private!)

Along with your presentation on YouTube in **academic ASL**, you will provide a typewritten copy of your research to the professor and students in class via Bb.

This assignment requires that you include specifics about your plan for internship to include but not limited to:

1. Agency or agencies and authorizations or acceptance (even if pending completion of Interpreting III) that you are accepted to work at this agency or organization as an intern
   1. Name and contact information of the person providing that approval
   2. Scope of work (time frame, logistics, etc.)
   3. Authorizations started and in place to permit your internship work by the first day of internship
   4. Paperwork started that is required of the internship site (to be completed by the first day of Internship)
2. Interpreting Mentor(s) along with their credentials (you should already have cultivated these and have at least an informal agreement from the mentors)
3. **Specific** plans for how you will complete the required hours.

**7. Portfolio**

Within this section you will create an Academic & Professional Portfolio.

Academic Portfolio

Should include artifacts related to your academic career including papers, projects, best work, etc.

Professional Portfolio

Should include artifacts to promote yourself as an interpreter to present to potential employers. Artifacts should be tailored to the type of work you would like to do as an interpreter including also employment opportunities, interview procedures and information that will aid in employment. You will work on these items independently throughout the semester and they are due at the end of the semester when turned in with your resource binder.

This section should start the development of artifacts and evidence that you will need to present at the end of Interpreting III for moving into Internship and as a Terminal Portfolio. You will use this as you make contacts for internship and employment. These should include but are not limited to:

1. Resume
2. Business Cards
3. Website
4. Certificates of Completion of Workshops
5. Certifications
6. Degrees
7. Work Samples
8. Recommendation Letters

**Bonus points opportunities**

Two opportunities for extra credit can be accessed during the semester. These extra credit opportunities must be completed and **successfully submitted not later than the end of Week 14.**

1. Attendance at an extra professor-approved interpreting event (the same guidelines apply in terms of relevance and documentation.)
2. Special project agreed upon between professor and student.

**Grading**

Grading rubrics for discussions, binders/portfolios, performances, and analyzes are attached at the end of this document.

**Volunteer Interpreting**

Under no circumstance are students to volunteer interpret without consent of the professor. There may be some situations that would be approved. Students who hold appropriate and applicable interpreting credentials are exempt from this. In most situations, a certified and qualified interpreter must be present. Incidents where a student has volunteer interpreted without proper credentials and without the consent of the professor will result in:

1. An investigation and required meeting with the professor for a first incident and a loss of 5 points to the final grade.
2. An investigation and required meeting with the professor and ASLIT Chair and automatic 25 point deduction from the final grade and potential administrative removal from the class for any subsequent incidents.

**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.**

**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 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
* ●  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 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 decide 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.

**Office Hours**

The Course Instructor is available by e-mail or in case of emergency by telephone on the following days for students at the hours listed above.

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!

Students are encouraged to post questions in the Q&A section in the Discussion forum in Blackboard. The Course Instructor checks this forum daily, but for more immediate and personal assistance, students should contact the Course Instructor via e-mail. The Course Instructor will respond to student e-mail messages within 24 to 48 hours on weekdays and within 72 hours on weekends.

**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.

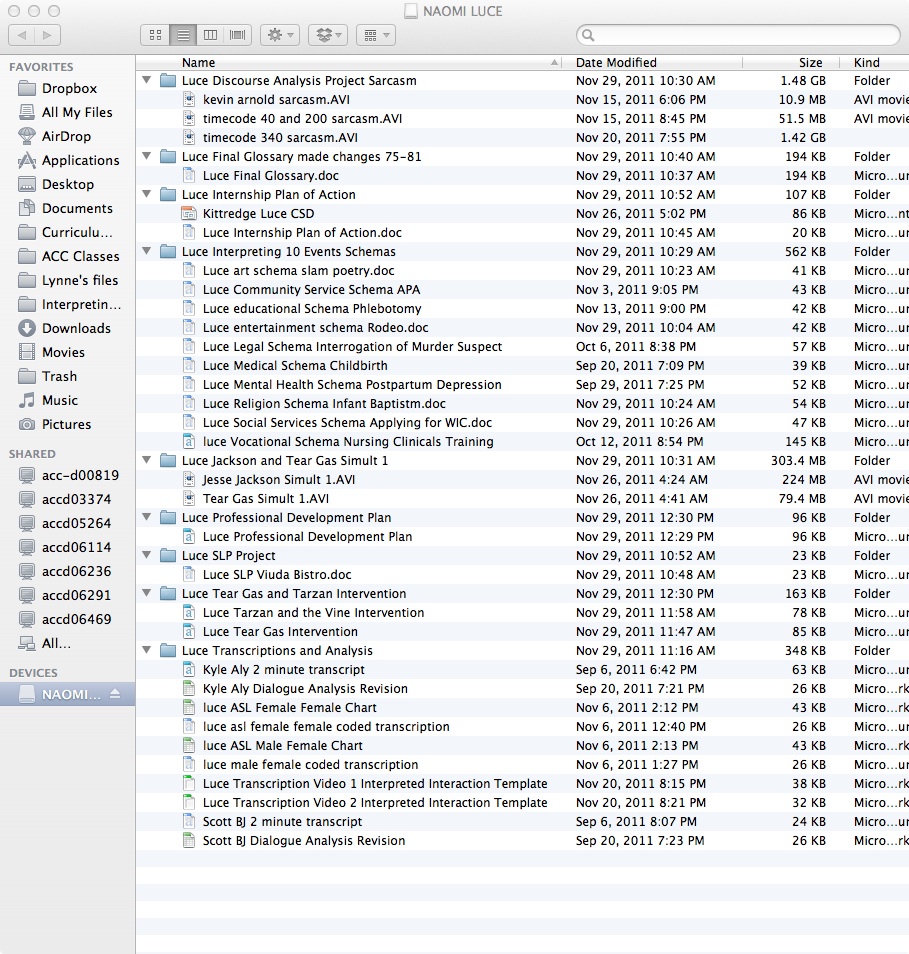
Failure to name submissions correctly will result in a loss of 5% of the total grade on **EACH** submission for the first two weeks and non-acceptance of any submission starting in Week 3. This means a grade of 0 for every submission not adhering to the submission requirements.

**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).

**Course Videotaping & Analyzes**

1. Week 3 class: 1st Videotaping Self- & Peer-Analysis due
2. Week 6 class: 2nd Videotaping Self- & Peer-Analysis due
3. Week 8 class: Mid-term Videotaping Self- & Peer-Analysis due
4. Week 10 class: Teaming Videotaping Self- & Peer-Analysis due
5. Week 12 class: 3rd Videotaping Self- & Peer-Analysis due
6. Week 14 class: Finals filming
7. Week 15 class: Finals Self-Analysis due
8. Week 16 class: Presentations and all Deliverables due (including binders, fieldwork hours, etc.)



**Performance Assessment & Self/Peer Analyses Grading Rubrics**

Explanation of grading system:

For Faculty evaluations – The total possible points on the ACC evaluation is 25. The benchmark goals are considered “100%”. The benchmarks change during the semester:

* Initial Evaluation – in the first two weeks of the semester
* Medial Evaluation – at mid-term
* Terminal Evaluation – toward the end of the semester
* Final Evaluation – the performance for the final exam

For example, the first Evaluation conducted in Interpreting I, the goal is 9 points. Anyone achieving 9 points receives 100% or 5.0. For every point under the goal, .50 is deducted off of the 5.0. Therefore, someone in Interpreting I achieving 8 points on the first evaluation would receive 4.5, which is 90, 7 points would be a 4 or an 80 and so on.

The analysis work is also worth 5 points and breaks down like this:

For the initial and final test performances:

* **1 point** for the distance between the self-evaluation and the faculty evaluation
* **1 point** for the depth and breadth of the Self-Analysis, which includes the pattern analysis (transcriptions and utterance-by-utterance detailed analysis)
* **1 point** for the root cause analysis
* **1 point** for the intervention work
* **1 point** for the reflective summary

For the medial and terminal performances where there is peer analysis work conducted:

* **1 point** for the distance between the self-evaluation and the faculty and/or peer evaluation
* **1 point** for the depth and breadth of the Self-Analysis which includes the pattern analysis (transcriptions and utterance-by-utterance detailed analysis) and
* **1 point** for root cause and intervention work (intervention work in the medial, terminal, and final performances may consist of analysis of the previously determined challenge on which the initial intervention was developed to determine whether that intervention is working to close the performance gap or not and whether to move on to a new intervention or continue with or revise the current intervention)
* **1 point** for the depth and breadth of the peer analysis conducted on someone else (including the work on the transcribed utterance-by-utterance self-analysis work, the ACC evaluation, and application of LAW (listen, ask, and wait principles) and feedback in language that is non-personal, product focused observation, and not focused on how to address the challenges.
* **1 point** for the reflective summary on the self- and peer-analysis process

Interpreting III Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Portfolio & Resource Binder | | 100  Possible Points | Comments | Self Analysis | Present in Binder |
| Professional & Academic Portfolio (Resource Binder) | Table of Contents | 20 Possible |  |  |  |
| Neat |  |  |  |
| Organized |  |  |  |
| Resume |  |  |  |
| Business Cards |  |  |  |
| Invoice |  |  |  |
| Rates, Policies & Conditions |  |  |  |
| CPC |  |  |  |
| References |  |  |  |
| Certificates |  |  |  |
| RID SPPs |  |  |  |
| Academic Deliverables | Cumulative Paper |  |  |  |
| Healthy Balance |  |  |  |
| Vocabulary Words |  |  |  |
| IRR | Pre & Post |  |  |
| Articles & Resources |  |  |  |
| Skill | 3 Performances | 20 points each | 1st Unrehearsed is the previous semester’s 3rd unrehearsed. Goal 21 points on ACC form |  |  |
| 3 Analyses | 15 points each | Full (1st Analysis is an analysis of the previous semester’s 3rd unrehearsed if applicable) + Interventions |  |  |
| Plans | SLP Plan | 10 Possible | Discussion, Plan & Presentation |  |  |
| PDP |  |  |
| Internship Plan |  |  |
| Fieldwork | Field Work + Summaries | 15 Possible | Verification of 15 hours of STI + summaries |  |  |
| Volunteer/Buddy Hours | Verification of 15 hours of volunteering or Buddy Bartering + summaries |  |  |
| Interpreting Events | Verification of 15 attendance + summaries |  |  |
| Bb | Bb & In-Class Participation | Quality (10):\_\_\_ | Average **substantial** @ week:\_\_\_\_\_\_\_ |  |  |
| Quantity & Timing (10):\_\_\_ | Average weekly:\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_ weeks < 2 posts  Weeks posted after Wednesday:\_\_\_\_\_\_\_ |  |  |
| Bonus | Extra Event | 5 Possible | Event beyond required 45 hours |  |  |
| Extra Project | 5 Possible |  |  |  |
| Total Portfolio/Binder Points | | | Total Artifacts in Portfolio Binder: |  |  |

The grade I believe I have earned for this course is: \_\_\_\_\_\_\_

Justification & Comments:

Interpreting III – Goal 18 on ACC Evaluation

3 Analyzes (Initial, Medial, & Terminal) Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Evals | Points Worth | Categories | Points | Explanation | Comments | Total |
| Initial | Fac’s | 5.0 | Points off of 18 on Fac’s eval | .50 | .50 off of 5.0 for every point less than 18 points |  |  |
| Self | 5 | Points off of Fac’s eval | 1 | .1 for every point up to 1 full point |  |  |
| Detail of Self Analysis (including 3+3) | 1 | Utterance-by-utterance analysis, transcriptions |  |  |
| Root Cause Analysis | 1 | ABC, 5 Whys, etc. |  |  |
| Intervention Analysis & Development | 1 | Development of new, reporting on existing intervention work, or creating new intervention |  |  |
| Reflection & Summary | 1 | Reflection on performance and self analysis process |  |  |
| Medial 1st Peer Analysis | FAC’s | 5.0 | Points off of 18 on FAC’s or peer’s eval | .50 | .50 off of 5.0 for every point less than 18 points |  |  |
| Peer’s |  |  |
| Self & Peer | 5 | Points off of FAC’s or peer’s eval | 1 | .1 for every point up to 1 full point |  |  |
| Points off of FAC’s or peer’s eval | 1 | .1 for every point up to 1 full point |  |  |
| Detail of Self Analysis | 1 | Transcribe Utterance-by-utterance analysis & 3+3 Analysis |  |  |
| Root cause & Intervention work | 1 | Determining root cause of one challenge & continued intervention work including development of new, reporting on existing intervention work, or creating new intervention |  |  |
| Peer Analysis & Mentoring | 1 | Peer review of detailed analysis & Application of Mentoring L.A.W. & 3rd person neutral feedback language |  |  |
| Terminal Teamed Work & Peer Analysis | FAC’s | 5.0 | Points off of 18 on FAC’s or peer’s eval  Reflection & Summary | .50  1 | .50 off of 5.0 for every point less than 18 points  Reflection on performance and self/peer analysis process |  |  |
| Peer’s |  |  |
| Self & Peer | 5 | Points off of FAC’s eval | 1 | .1 for every point up to 1 full point |  |  |
| Points off of FAC’s or peer’s eval | 1 | .1 for every point up to 1 full point |  |  |
| Detail of Self Analysis | 1 | Transcribe Utterance-by-utterance analysis & 3+3 Analysis |  |  |
| Root cause & Intervention work | 1 | Determining root cause of one challenge & continued intervention work including development of new, reporting on existing intervention work, or creating new intervention |  |  |
| Peer Analysis & Mentoring | 1 | Peer review of detailed analysis & Application of Mentoring L.A.W. & 3rd person neutral feedback language |  |  |
| Final | FAC’s | 5 | Points off of 18 on FAC’s eval | .50 | .50 off of 5 for every point less than 18 points |  |  |
| Self | 5 | Reflection & Summary | 1 | Reflection on performance and self/peer analysis process |  |  |
| Detail of Analysis | 1 | Utterance-by-utterance analysis, transcriptions |  |  |
| Pattern Identification | 1 | 3+3 |  |  |
| Root Cause Analysis | 1 | Analysis of one challenge for root cause |  |  |
| Intervention analysis & development | 1 | Evaluation of previous intervention effectiveness & development of new one going into next semester |  |  |

Comments:

Internship – Goal 21 on ACC Evaluation

3 Analyzes (Initial, Medial, & Terminal) + Final Test Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Evals | Points Worth | Categories | Points | Explanation | Comments | Total |
| Initial | FAC’s | 5.0 | Points off of 18 on FAC’s eval | .50 | .50 off of 5.0 for every point less than 18 points |  |  |
| Self | 5 | Points off of FAC’s eval | 1 | .1 for every point up to 1 full point |  |  |
| Detail of Self Analysis (including 3+3) | 1 | Utterance-by-utterance analysis, transcriptions |  |  |
| Root Cause Analysis | 1 | ABC, 5 Whys, etc. |  |  |
| Intervention Analysis & Development | 1 | Development of new, reporting on existing intervention work, or creating new intervention |  |  |
| Reflection & Summary | 1 | Reflection on performance and self analysis process |  |  |
| Medial 1st Peer Analysis | FAC’s | 5.0 | Points off of 19 on FAC’s or peer’s eval | .50 | .50 off of 5.0 for every point less than 19 points |  |  |
| Peer’s |  |  |
| Self | 5 | Points off of FAC’s or peer’s eval | 1 | .1 for every point up to 1 full point |  |  |
| Detail of Self Analysis (including 3+3 + root cause) | 1 | Utterance-by-utterance analysis, transcriptions & peer review of detailed analysis + application of Mentoring L.A.W. & 3rd person neutral feedback language |  |  |
| Detail of Peer Analysis | 1 |  |  |
| Intervention Analysis and/or Development | 1 | Development of new, reporting on existing intervention work, or creating new intervention |  |  |
| Reflection & Summary | 1 | Reflection on performance and self/peer analysis process |  |  |
| Terminal Teamed Work & Peer Analysis | FAC’s | 5.0 | Points off of 20 on FAC’s or peer’s eval | .50 | .50 off of 5.0 for every point less than 20 points |  |  |
| Peer’s |  |  |
| Self | 5 | Points off of FAC’s eval | 1 | .1 for every point up to 1 full point |  |  |
| Detail of Analysis (including 3+3 & root cause) | 1 | Utterance-by-utterance analysis, transcriptions + application of Mentoring L.A.W. & 3rd person neutral feedback language |  |  |
| Detail of Peer/Team Analysis | 1 |  |  |
| Intervention Analysis and/or Development | 1 | Development of new, reporting on existing intervention work, or creating new intervention |  |  |
| Reflection & Summary | 1 | Reflection on team performance and self/peer analysis process |  |  |
| Final | FAC’s | 5 | Points off of 21 on FAC’s eval | .50 | .50 off of 5 for every point less than 15 points |  |  |
| Self | 5 | Points of FAC’s eval | 1 | .1 for every point up to 1 full point |  |  |
| Detail of Analysis | 1 | Utterance-by-utterance analysis, transcriptions |  |  |
| Pattern Identification | 1 | 3+3 |  |  |
| Root Cause Analysis | 1 | Analysis of one challenge for root cause |  |  |
| Intervention analysis & development | 1 | Evaluation of previous intervention effectiveness & development of new one going into next semester |  |  |

Interpreting III Weekly Calendar

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Readings | Performances & Analyses | Course Questions | Ongoing Weekly |
| 1 | **DEDM**: Read, discuss, post activities for the Introduction & Chapter 1: Defining Your Starting Place: Core Values  **LTS**: Begin reading & discussing Chapter 1: What Service Learning Is & Isn’t  Find one good article on Service Learning, post it and summarize why you believe that article was worthy of sharing.  **TI:CI:**  Post SLP ideas from last semester | Complete UBU & Full Self Analysis on Interpreting II 3rd Unrehearsed performance including draft of Intervention (submit at end of Week 1)  Begin Peer Review on classmate’s 3rd unrehearsed: ACC Assessment & Mentoring for development of Intervention | Respond to the course question about Professional Interpreters without having done any reading or discussion on the topics. | Healthy Balance  Preparation for Internship   * Plan of Action * Interview one agency * Identify 3 mentors   Resource Binders  Preparing for Terminal Portfolio (Academic & Professional)   * 15 hours STI * 15 hours Volunteer Interpreting (in teams only) or Buddy Bartering * 15 hours Interpreting Events |
| 2 | **DEDM**:  **LTS**: Read & discuss Chapter 2: Building & Maintaining Community Partnerships & Chapter 3 Building the Community  Identify ONE Community Partner for your proposed SLP  Describe & demonstrate how your SLP will benefit the community, will be owned by that community, & will continue in the community  **TI:CI:** READ | End of Week 2 Submit Peer Review on classmate’s 3rd unrehearsed: ACC Assessment & Mentoring for development of Intervention | Respond to at least one other classmate’s posts. |  |
| 3 | **DEDM**: Read, discuss, post activities for Chapter 2: Exploring Your Identity  **LTS**:  **TI:CI:** READ | Begin working interventions weekly:  Two videos per week:  Into English  Into ASL  OR  Interactive | Respond to at least one other (different than the 1st response) classmate’s posts. |  |
| 4 | **DEDM**:  **LTS**: Read & discuss Chapter 4: Groups & Chapter 5: Creating Cultural Connections  You will surely encounter conflict, disappointment, etc. as you rely on groups to implement your SLP – what demands do you envision and what controls do you have or can you cultivate to work through this conflict?  **TI:CI:** READ | Work on interventions.  Two videos per week:  Into English & Into ASL  OR  Interactive | Respond to at least one more (different than the 1st & 2nd responses) classmates’ posts. |  |
| 5 | **DEDM**: Read, discuss, post activities for Chapter 3 Constructing a Framework for Intellectual & Ethical Maturity  **LTS**:  **TI:CI:** READ | Work on interventions.  Two videos per week:  Into English & Into ASL  OR  Interactive | Continue discussing 1st Course question and respond to follow up course question: Impression Management. |  |
| 6 | **DEDM**:  **LTS**: Read & discuss Chapter 6: Reflection  How will you design a way for you to reflect upon the process DURING the process? The project is for you to learn through serving and reflecting on the process is the way you enrich and evidence that learning.  **TI:CI:** READ | Work on interventions.  Two videos per week:  Into English & Into ASL  OR  Interactive | Respond to at least one other classmate’s posts. | Completion of at least:   * 5 hours STI * 5 hours Volunteer Interpreting (in teams only) or Buddy Bartering * 5 hours Interpreting Events |
| 7 | **DEDM**: Read, discuss, post activities for Chapter 4 When Values Collide: Conflict Resolution as a Part of Ethical Fitness  **LTS**:  **TI:CI:** READ | 2nd Unrehearsed Filming & begin Analysis (Interactive) ACC Self Assessment due in class in Week 10 & due to your team by end of Week 8 | Respond to at least one other (different than the 1st response) classmate’s posts. |  |
| 8 | **DEDM**:  **LTS**: Read & discuss Chapter 7: Failure with the Best Intentions.  How will you prepare for and avoid set-backs, etc. What is your contingency plan?  **TI:CI: READ:** Read | 2nd Unrehearsed Peer Analysis due in class in Week 9 & due to your Peer by end of Week 8. |  |  |
| 9 | **DEDM**: Read, discuss, post activities for Chapter 5: Codes of Conduct/Ethics: Core Values in Print  **LTS**:  **TI:CI:** READ | Work on interventions.  Two videos per week:  Into English & Into ASL  OR  Interactive | Respond to at least one more (different than the 1st & 2nd responses) classmates’ posts. |  |
| 10 | **DEDM**:  **LTS**: Read & discuss Chapter 8: Expanding Horizons  Post your initial SLP plan in the discussion board factoring in all that you’ve read and discussed.  **TI:CI:** READ | Work on interventions.  Two videos per week:  Into English & Into ASL  OR  Interactive | Continue discussing 2nd Course question. |  |
| 11 | **DEDM**: Read, discuss, post activities for Chapter 6: Application of Ethical Decision-Making: Case Study Analysis  DECIDE Framework  **LTS**:  **TI:CI:** READ | Work on interventions.  Two videos per week:  Into English & Into ASL  OR  Interactive | Respond to final course question. | Completion of at least:   * 10 hours STI * 10 hours Volunteer Interpreting (in teams only) or Buddy Bartering * 10 hours Interpreting Events |
| 12 | **DEDM**:  **LTS**: Read & discuss Chapter 9: Grading  How should your SLP be graded? How can a grade be affixed to learning?  Provide substantial feedback to another classmate on his/her SLP plan.  **TI:CI:** READ | Work on interventions.  Two videos per week:  Into English & Into ASL  OR  Interactive | Respond to at least one other classmate’s posts. |  |
| 13 | **DEDM**: Read, discuss, post activities for Chapter 7: Business Practices: Integrity in Action  **LTS**: Provide substantial feedback to one other classmate on his/her SLP plan.  **TI:CI:** READ | Work on interventions.  Two videos per week:  Into English & Into ASL  OR  Interactive | Respond to at least one other (different than the 1st response) classmate’s posts. |  |
| 14 | **DEDM**:  **LTS**: Read & discuss Chapter 10: Looking Forward  What’s next? What will you do with this learning & experience?  Revise your SLP Plan in preparation for posting a final SLP Plan in Week 15  **TI:CI:** READ | 3rd Unrehearsed (Interactive) – ACC Self Analysis ONLY due by end of Week 14 (Panel will review work to date & 3rd Unrehearsed to determine Internship Readiness)  Develop a Professional Development Plan that will carry you into Internship. Due by the end of the week. | Respond to at least one more (different than the 1st & 2nd responses) classmates’ posts. |  |
| 15 | **DEDM**: Read, discuss, post activities for Chapter 8 Ethical Fitness Requires Lifelong Learning: Continuing to Sharpen the Saw & Recommended Resources for Continued Professional Development  **LTS**: Based on the feedback you have received, post your revised SLP plan to the discussion board.  **TI:CI:** READ | Final Text Analysis Project work due in Week 16 | Continue discussing 3rd Course question. | Completion of at least:   * 15 hours STI * 15 hours Volunteer Interpreting (in teams only) or Buddy Bartering * 15 hours Interpreting Events |
| 16 | Resource Binders & SLP Plans Completed & ready for implementation due | Text Analysis Project due | Post Cumulative Reflection Paper | |

Key:

DEDM = Dimensions of Ethical Decision-Making

LTS = Learning Through Serving

TI:CI = Team Interpreting: Collaboration & Interdependence

Research Project & Presentation Assessment Rubric

Presenter Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewer Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Category | Defining Standard | 5 | 4 | 3 | 2 | 1 | 0 |
| **Analysis** | A thoughtful, well-documented and articulated analysis reflects attention to data collection to support research goals. |  |  |  |  |  |  |
| **Learning**  **Outcomes** | Student learning outcomes are clearly articulated and linked to specific course and learning objectives. |  |  |  |  |  |  |
| **Presentation of**  **Research Project (RP) Impact** | RP presentation wholly captures the scope of the RP process. Data analysis is included and speaks to the RP hypothesis and outcomes. Presentation demonstrates significant creativity in design and implementation. Student uses multimedia resources to engage the audience. All student-generated content, whether written, signed or spoken, is grammatically correct, of academic-level quality, and presented in formal register. |  |  |  |  |  |  |
| **Evaluation/**  **Reflection** | Reflections demonstrate that student thoughtfully considered all course readings & discussions related to the RP, and are able to synthesize the analysis experience with his/her professional development. |  |  |  |  |  |  |
| **Form** | All RP requirements and documentation are complete and submitted on time. All RP elements met in terms of presentation & submission form including academic quality, use of academic language, accessibility, citations, etc. Presentation is submitted on time and is easily accessed by students through Blackboard. Research protocols established and followed. |  |  |  |  |  |  |
| **Total Points** | |  | Add 5 points for successfully posting on YouTube on time and accessible. | | | | |

5 = Exemplary 4 = Above average 3 = Average 2 = Below Average 1 = Sub-standard 0 = No evidence

**Provide Comments to Justify Rating** *(continue on back)***:**