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SPARTANBURG
COMMUNITY
COLLEGE

INTRODUCTION TO INTERPRETING

3-0-3

Date: 1/2/2012

COURSE NUMBER: ITP 101

PREREQUISITE(S):   ENG 100

CO-REQUISITE(S):   N/A

COURSE DESCRIPTIONS

This course introduces the profession of interpreting, the role and function of an interpreter, the National Registry of Interpreters for the Deaf code of ethics and professionalism. The course also introduces the basic theories, principles and practices of interpreting, physical factors, techniques, compensation, and certification process.

TEXTBOOK(S):

Humphrey, Janice & Alcorn, Bob. So You Want to be an Interpreter, Fourth Edition, and companion CD study guide. Amarillo: H & H Publishers, 2007. ISBN#0-767132-6-8

REFERENCE(S):

Supplemental text for book reports: (Not required for purchase but must have access to the material. Students may borrow material from the library, no matter where they live.)

Gannon, Jack: The Week the World Heard Gallaudet. Gallaudet University Press, 1989. ISBN# 0-930323-54-8
              OR
Ramos, Angel M. Triumph of the Sprit: The DPN Chronicle. R & R Publishers, 2003. ISBN# 0-9741439-1-4

OTHER REQUIRED MATERIALS, TOOLS, AND EQUIPMENT:

Computer with Internet access, Internet Explorer 5.0 or higher or other current browser, Java, word processing software (must be able to save Word format), and anti-virus software.

- CD Drive
- Adobe Acrobat Readers and Quick Time Player (free downloads). These site requirements can be downloaded from the online course START HERE page.

METHOD OF INSTRUCTION:

This course will use online lecture notes, assigned readings and online quizzes, class discussion and media. Student participation will be required.

GRADING SYSTEM:

93	-	100	=	A
85	-	92	=	B
77	-	84	=	C
70	-	76	=	D
Below	-	69	=	F

GRADE CALCULATION METHOD:

Participation	=	20%
Class projects and assignments	=	40%
Weekly Quizzes	=	20%
Midterm and Final Exams	=	20%
	=	100%

CONFIDENTIALITY: All students' e-mail addresses may be available to other students in the class. Although some assignments in an online course may encourage or require peer communication, the instructor will make every effort to protect the confidentiality of any personal communication (for example, grades). However, you should recognize that e-mail and other electronic media are not secure; there is no guarantee of the privacy of your e-mail or other personal information.

APPROPRIATE ONLINE BEHAVIOR: The use of Spartanburg Community College's website, e-mail service or course management software for creation and/or distribution of material not pertaining to course participation is prohibited and is grounds for dismissal according to College policy under "disruptive behavior." Such actions, include, but are not limited to:

- Inappropriate use of email and discussion boards for:
  - ✓ Harassment
  - ✓ Unlawful solicitation
  - ✓ "Spamming"
  - ✓ "Flaming"
- Use of online editing tools within the course management software to:
  - ✓ Create offensive material
  - ✓ Link to inappropriate materials

ATTENDANCE POLICY: An electronic e-mail is required from each student to the instructor by the end of the drop/add period. At this time the Instructor will drop the student from the course if it is not received.

Attendance in an online course is defined by correspondence/interaction as required by the instructor. Students are responsible for accessing the web class weekly to

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meet the course requirements *[three contacts per week is the minimum requirement]* of exams, discussion board and paper submissions.

Instructors maintain attendance records. However, it is the student's responsibility to withdraw from a course. A student who stops attending the online class and fails to initiate a withdrawal will remain on the class roster. *With this in mind, for every assignment, test or exam not completed while still enrolled in the course the student will receive a grade of zero and the final course grade will be calculated accordingly.*

Withdrawal Policy: During the first 75% of the course, a student may initiate withdrawal and receive a grade of W. A student cannot initiate a withdrawal during the last 25% of the course. Extenuating circumstances require documentation and approval by the appropriate department head and academic dean.

ACADEMIC CONDUCT:

ACADEMIC DISHONESTY: Students are expected to uphold the integrity of the College's standard of conduct, specifically in regards to academic honesty. All forms of academic dishonesty including, but not limited to, cheating on assignments/tests, plagiarism, collusion, and falsification of information will call for disciplinary action. Disciplinary action imposed may include one or more of the following: written reprimand, loss of credit for assignment/test, termination from course, and probation, suspension, or expulsion from the College. For further explanation of this and other conduct codes, please refer to the Student Handbook.

CLASS/LAB PROCEDURES:

Each module will have lecture notes. Students will be expected to take a reading quiz and provide 3 discussion postings for each chapter, and several modules will have an additional project associated with it.

ACCOMMODATIONS:

Students who need special accommodations in this class because of a documented disability should notify Student Disability Services by calling (864) 592-4818, toll-free 1-800-922-3679; via email through the SCC web site at www.sccsc.edu/resources/disabilities; or by visiting the office located in the East Building Room 30-B on the SCC Central campus. Contacting Student Disability Services early in the semester gives the College an opportunity to provide necessary support services and appropriate accommodations.

COURSE OUTCOMES & OBJECTIVES:

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

I. Distinguish the difference between personal and professional implications for interpreters regarding multi-cultural exchanges
   1. Identify the differences between collectivism and individualism
   2. Identify major group norms among cultural communities
   3. Analyze potential conflicts between your culture and that of others
   4. Discuss how culture affects personal interactions
   5. Compare other cultures with Deaf culture.
   6. Explain the theory behind an interpreter separating oneself from personal bias in an interpreting assignment

II. Classify the 5 linguistic registers used in communication and the settings in which they are used
   1. List and define the 5 linguistic registers
   2. Explain the type of settings and the people involved with each register
   3. Record how those settings are used and change even in exchanges with the same people
   4. Employ word choices for topics in each register

III. Assess the variety of signing systems used in the United States
   1. Differentiate between ASL and English based signing systems
   2. Define "contact varieties" as it applies to the signing continuum
   3. Recognize characteristics of the various English based systems
   4. Associate a person's language preference with one's choice of cultural affiliation
   5. Explain the conceptual inaccuracies of most English based systems

IV. Discuss the terminology used in the field of interpreting
   1. Distinguish between interpreting, transliterating and oral transliterating.
   2. Compare simultaneous and consecutive methods of interpreting and the settings where they are used
   3. Explain the differences among A, B and C languages and which would be appropriate for an interpreter to work
   4. State the importance of processing time for an interpreter

V. Describe the history of the interpreting field and the job of the Registry of Interpreters for the Deaf at the local, state, and national level
   1. Compare the 4 philosophies of interpreting with characteristics of each
   2. Describe how the history of interpreting has influenced the philosophical frames
   3. Choose the philosophical frame that best maintains dynamic

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      equivalence
4. Discuss the benefits of RID membership and certification
5. Explain the importance of certification for an interpreter

VI. Compare the differences between ASL and English sentence structure and rules of interchange
   1. State differences in ASL and English verbs, adjectives and conditionals
   2. Define "classifiers"
   3. Compare the modalities of the languages
   4. Recognize expansion and reduction techniques that an interpreter must employ
   5. Compare affect markers in ASL and English
   6. List the five steps of the interpreting process and their implications for interpreting

VII. Explain what is necessary for an interpreter to prepare for an assignment
   1. Explain what an interpreter must do to prepare linguistically
   2. List the physical requirements necessary for an interpreter
   3. Describe activities an interpreter can do to remain emotionally healthy
   4. Discuss mental processes required for interpreting
   5. Outline the areas of "homework" an interpreter must do before the assignment
   6. Recognize the opportunities available and the corresponding wages

VIII. Identify the laws that are relevant in the interpreting at the local, state, and national level.

   1. Explain why certification is important to both the profession and the clients
   2. Recognize who polices the interpreter
   3. Identify the federal laws that have changed the role of the interpreter

IX. Demonstrate professionalism by following the registry of interpreters for the deaf code of ethics

   1. Apply the code of ethics to everyday situations
   2. Explain or present a situation where you demonstrate critical thinking skills
   3. Compare the RID code of ethics to other fields
   4. Apply decision making skills

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