INTERPRETING I

2-3-3

Date: 1/5/2012

COURSE NUMBER: ITP 204

PREREQUISITE(S):   ITP 110 or approval of the Interpreter Training Program director

CO-REQUISITE(S):   N/A

COURSE DESCRIPTIONS   This course introduces the concept of interpreting. It establishes principles of transferring information from one language to another. Students will begin to apply these principles by interpreting in consecutive mode.

TEXTBOOK(S):   Patrie, C. (2001). *Translating from English.* ISBN 1-5812-1100-7

Patrie, C. (2004). *Consecutive Interpreting from English.*   ISBN 1-5812-1103-1

Taylor, M. (1993). *Interpretation Skills: English to American Sign Language.* ISBN 0-9697-7920-8

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.

Web Camera (Logitech QuickCam Pro is supported by SCC Online technicians).

METHOD OF INSTRUCTION: This course will use discussion, application techniques and class participation. Students are taught to self evaluate and participate in their own development.

GRADING SYSTEM:

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

GRADE CALCULATION METHOD:	Portfolio	=	10%
	Participation & Discussions		30%
	Weekly Assignments (Quizzes, Tests, Misc.)	=	30%
	Video Segments – Translations & Interpretations	=	30%
		=	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 meet the course requirements *[three contacts per*

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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:

Students will read assigned texts, participate in discussions on the text, and complete related assignments. Each student is required to maintain a minimum of 3 significant discussion postings per topic.

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.

SPARTANBURG COMMUNITY COLLEGE, SPARTANBURG, SOUTH CAROLINA

COURSE OUTCOMES & OBJECTIVES:

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

I. Identify various aspects of interpreting.
1. Classify homonyms and words with multiple meanings according to their conceptual use in English for the accurate transfer to another language.
2. Associate the correct register to be used with different audiences and situations as defined by the purpose of the message.
3. Explain the difference between consecutive and simultaneous interpreting.
4. Give reasons why an interpreter should use adequate processing time.

II. Distinguish the difference between interpreting and transliterating.
1. Define interpreting between English and American Sign Language.
2. List the steps involved in the interpreting process.
3. Compare interpreting to transliterating.

III. Analyze the process of discourse mapping.
1. Outline major points of the source message.
2. Identify purpose of the message.
3. Paraphrase the meaning of the major points.
4. Identify components of message transfer including register and linguistic structure.
5. Analyze target message for accuracy.

IV. Interpret spoken English into American Sign Language using consecutive form.
1. Demonstrate proper eye contact with the audience.
2. Practice proper grammatical eye gaze.
3. Develop the use of conceptually accurate signs.
4. Demonstrate the use of appropriate register.
5. Practice the use of appropriate signing space.
6. Develop the use of appropriate grammatical markings.
7. Incorporate appropriate body movements to enhance visual perception of the message.
8. Practice adequate processing time.

V. Practice strategies for improving interpreting skills.
1. Practice requesting and accepting appropriate feedback while interpreting.
2. Develop self-analysis and peer analysis of recorded segments.
3. Incorporate feedback into new recordings of segments.