

# **Department of Interpretation - BAI COURSES**

**Effective Fall 2014**

## **BA in Interpretation Student Learning Outcomes (SLOs)**

1. Graduates of the Interpretation Program apply academic, professional, real world and current events knowledge to the choices and decisions they make while interpreting.
2. Graduates of the Interpretation Program demonstrate an understanding of multi-cultural approaches to the work of interpretation and are able to demonstrate effective bi-lingual and bi-cultural practice within their work and with diverse populations.
3. Graduates of the Interpreting Program assess and analyze their own competencies for interpreting in relation to a variety of interpreting settings and in relation to a variety of participants in interpreted interactions.
4. Graduates of the interpreting program effectively interpret face-to-face encounters in dialogic/one-on-one, small group and low-risk monologic settings with a variety of participants.
5. Graduates of the interpreting program apply professional standards, practices, and ethics, not limited to the tenets of the Code of Professional Conduct, to their work.
6. Graduates of the interpreting program effectively conduct a small research project on topics related to interpretation.
7. Graduates of the interpreting program demonstrate professional boundaries with consumers, with respect and tact.

**Review Committee: Dr. Keith Cagle, Dr. Val Dively and Paul Harrelson with input from Dr. Melanie Metzger and Dr. Cynthia Roy (March 2014) and BAI Faculty (April 2014).**

## **INT 101: Introduction to Interpretation (3 credit hours)**

Fall, Spring and Summer Semesters

Face-to-face and online courses

### **Course Description**

This course focuses on the historical progression of the emerging professional and academic field of interpreting. Beginning with early perceptions of interpreters in both signed and spoken languages, the course includes topics such as the impact of translation research and practice on interpretation, issues of equivalency and accuracy, definitions, approaches to research, professional organizations, working conditions, international perspectives, and working with oppressed groups of people.

### **Course SLOs**

1. Demonstrate an understanding of the field of interpretation.
2. Demonstrate an understanding of interpretation modes, including translation, sight translation, consecutive interpretation, and simultaneous interpretation.
3. Explain an understanding of a variety of types of interpretation, including Deaf-Blind interpreting, Relay interpreting, and Shadowing (Copy-Sign).
4. Demonstrate an understanding of the roles of interpreters.
5. Demonstrate an understanding of interpreting practice in relation to issues of equivalency and accuracy, working conditions, and professional organizations.
6. Explain approaches to research in the field.
7. Demonstrate appropriate academic ASL and English skills.
8. Demonstrate professional and ethical behaviors in alignment with the DOI Student Code of Professional Conduct.

### **Required textbook:**

Napier, Jemina, McKee, Rachel and Goswell, Della. 2010. *Sign Language Interpreting: Theory and Practice in Australia and New Zealand*. Annandale, NSW: The Federation Press. ISBN: 9781862877801

### **Recommendation:**

Frishberg, Nancy. 1990. *Interpreting: an Introduction*. Alexandria, VA: RID Press. ISBN: 9780976713265

## **INT 223: Interactive Discourse Analysis (3 credit hours)**

Fall, Spring and Summer semesters

Face-to-face and online classes

### **Course Description**

This course focuses on the analysis of discourse in dialogic genres of English and American Sign Language (ASL) so that interpreting students become explicitly aware of the features of language use in everyday life. Students transcribe and analyze interaction discourse features of conversations, explanations, interviews, discussions, and other types of dialogue genres while reading and discussing theoretical notions underlying language use.

*Prerequisites:* GSR 102 or the equivalent and GSR 103, INT 101; an ASLPI score of 2+ or higher or permission of the instructor.

**Course SLOs** (use BAI Program Outcomes #1 & 4 for all 5 SLOs)

1. Develop an understanding of and an ability to apply principles of discourse analysis as a research method.
2. Develop an awareness of context and situation and their impact on discourse.
3. Identify and analyze a variety of discourse features and conversational strategies in ASL and English discourses.
4. Demonstrate the ability to undergo basic research, including review of literature, collecting data, data transcription, analysis, and reporting.
5. Demonstrate professional and ethical behaviors in alignment with the DOI Student Code of Professional Conduct.

### **Required textbook**

Valli, C., Lucas, C., Mulrooney, K., & Villanueva, M. (2011). *Linguistics of American Sign Language: An Introduction* (5<sup>th</sup> ed.). Washington, DC: Gallaudet University Press. ISBN-13:978-1-56368-507-1 (hard cover book)

<http://gupress.gallaudet.edu/bookpage/LASL5bookpage.html>

### **Required DVD**

Cassell, J. (Lecturer) (1992, 1998, 2004, 2006). *Living Fully: With Interpreting Models [DVD, Spoken English lecture with 3 English to ASL Interpretation Models]*. Prairie, MN: Sign Enhancers, a division of ASL Productions, Inc.

*This DVD (code: INT-LF) can be ordered in two ways:*

**Online:** [www.signenhancers.com](http://www.signenhancers.com)

**Phone:** Voice/TDD: (800) 767-4461 Monday-Friday 8:00 AM-5:00 PM Central Time (CT), and Saturdays from 9:00 AM-12:00 PM.

Tannen, Deborah. (1986). *That's Not What I Meant! How Conversational Style Makes or Breaks Relationships*. New York: Ballantine Books.

[Required Readings](#) (Posted in the course's Blackboard)

## **INT 325: Fundamentals of Interpretation (3 credit hours)**

Fall semester

### **Course Description**

This course focuses on the foundation skills required for effective translation and interpretation. The course includes critical analysis and application 1) for systematically analyzing interactions and texts in order to ascertain where meaning lies, and 2) of understanding and developing the cognitive skills for translating and interpreting. Students will be introduced to and practice intralingual translation and interpretation text analysis techniques through main point abstraction, summarization, paraphrasing, and restructuring a message while retaining its meaning. Discussions will address theoretical aspects of translating and interpreting techniques as well as specific issues related to interpreting skills. This class focuses specifically on analysis and restructuring in interactive settings e.g., ASL-spoken English interaction, ASL-TASL interaction, intermediary interpreting teams. This course will help students increase their range of proficiency, comprehension, and production of ASL and English.

### **Course SLOs**

1. Analyze texts from a wholistic view, creating interactions and contexts, including form and meaning, topic, situation, participants, and participants' relationships to one another.
2. Analyze and identify interactions and texts for their component parts: goals/functions, themes, main points, subordinate point, and linguistic aspects.
3. Demonstrate effective discourse mapping and visualization strategies.
4. Demonstrate development of cognitive processing skill and strategies, including concentration and comprehension, short term memory, prediction and closure, abstraction, paraphrasing, summarization, and restructuring.
5. Demonstrate self-analysis including linguistic analysis of discourse features, and compiled in a research reporting format.
6. Demonstrate appropriate academic ASL and academic English writing skills.
7. Demonstrate professional and ethical behaviors in alignment with the DOI Student Code of Professional Conduct.

### **Required books**

Cartwright, B. & Bahleda, S. (2012). *Multiple Meanings in ASL*. Alexandria, VA: RID Press.

### **Assigned articles (Posted in the course's Blackboard)**

Bahan, Benjamin (2005). Memoir upon the formation of a visual variety of the human race. In Eldredge, B., D. Stringham, and M.M. Wilding-Diaz (eds.), *Deaf studies today: A kaleidoscope of knowledge, learning and understanding*, 2004 conference proceedings. Utah: Deaf Studies Today.

Hawkins, Barbara (1991). Teaching children to read in a second language. In Marianne Celce-Murcia (ed.) *Teaching English as a Second or Foreign Language*. Boston MA: Heinle and Heinle Publishers, pp. 169-184. Focus only on pages 176-178 Reading and Schema/Script Building.

Ingram, Robert (2000). Why discourse matters. In Cynthia Roy (ed.) *Innovative Practices for Teaching Sign Language Interpreters*. Gallaudet University Press: Washington D.C., pp. x-xv.

Smith, Frank (1985). *Reading Without Nonsense*, Chapter 3 "Problems and Possibilities of Memory". NY: Teacher's College Press, p. 36-47.

Smith, Theresa (1998). An anthropologist looks at register: Beyond using big words. In

Joseph A. Alvarez (ed.) *The Keys to Highly Effective Interpreter Training*, Conference of Interpreter Trainers 14<sup>th</sup> National Conference Proceedings, p. 299-309.

## **INT 340: Interpreting Interaction: Translation and Consecutive Interpretation (3 credit hours)**

Spring semester

### **Course Description**

This course focuses on translating and interpreting skills in one-on-one and small groups interactions with a focus on source materials with legal implications in education, medical, business and government settings. Students will analyze co-constructed meaning in light of interactive discourse strategies that participants employ. Also, students will practice translation and consecutive interpreting skills as viable modes of interpretation, as precursors to simultaneous interpretation and as a blending of consecutive and simultaneous interpretation. Students will incorporate the activities of planning and preparation for interpreting assignments and incorporate ethical practices in their work.

*Prerequisites:* INT325.

### **Course SLOs**

1. Identify and analyze discourse and interactive strategies and goals used in medical, education, business, and government settings with legal documents.
2. Apply research from the fields of discourse analysis, translation and interpretation studies to students' work.
3. Demonstrate appropriate planning & preparation techniques and strategies required for various discourse and interactions.
4. Demonstrate effective translation & consecutive interpretation skills and strategies required for various discourse and interactions
5. Analyze the effect of the interpreter, and the interpreter roles, ethics, and practices. This includes demonstrating an understanding to issues of confidentiality, assessment of ones' skills, and working in teams (Deaf/hearing; Deaf/Deaf; hearing/hearing) & demonstrating ethical behavior.
6. Analyze one's own work, skills, and effectiveness – including interpersonal skills and strategies, preparation, effectiveness of work, and analysis of discourse features in source and target texts, etc.
7. Demonstrate understanding of relevant phases of the research process.
8. Demonstrate appropriate use and understanding of academic ASL and academic written English
9. Demonstrate professional and ethical behaviors in alignment with the DOI Student Code of Professional Conduct.

### **Required Text:**

Larson, Mildred (1998). Meaning-based translation: A guide to cross language equivalence. 2<sup>nd</sup> Edition. University Press of America.

### Required Readings (Posted in the course's Blackboard)

Bell, Roger, T. (1991). Translation and translating: theory and practice. New York: Longman, p.4-43

Boudreault, Patrick (2005). Deaf interpreters. In Terry Janzen (ed.) Topics in Signed Language Interpreting: Theory and Practice. Amsterdam; Philadelphia: John Benjamins Publishing Company, pp. 323 – 355.

Cokely, Dennis (2001). Interpreting Culturally Rich Realities: Research Implications for Successful Interpretations, RID Journal of Interpretation. Alexandria, VA: RID, p. 1-45.

Gish, Sandra (1987). 'I understood all the words, but I missed the point:' A Goal-to-Detail/Detail-to-Goal Strategy for Text Analysis. In Marina McIntire (ed.) New Dimensions in Interpreter Education: Curriculum and Instruction. Conference of Interpreter Trainers. Silver Spring: RID publications, p. 125-137.

Isham, William, P. (1985). The role of message analysis in interpretation. In Marina McIntire (ed.) Interpreting: the art of cross cultural mediation. Silver Spring, MD: RID Publications, p. 111-122.

Isham, William, P. (1998). Interpreting property concepts. In Joseph A. Alvarez (ed.) The Keys to Highly Effective Interpreter Training, Conference of Interpreter Trainers 14<sup>th</sup> National Conference Proceedings, p. 80-108.

Lawrence, Shelley (1995). Interpreter discourse: English to ASL expansion. In Elizabeth A. Winston (ed.) Mapping our course: a collaborative venture. Conference of Interpreter Trainers, p. 205-214.

Lawrence Shelley (1998). The effect of sign language interpreters on audience perception of Deaf speakers credibility. In Joseph A. Alvarez (ed.) The Keys to Highly Effective Interpreter Training, Conference of Interpreter Trainers 14<sup>th</sup> National Conference Proceedings, p. 143-163.

Skinner, William (1993). Introduction to translation: The students' view. In The Jerome Quarterly, 9(1), Nov-Dec., pp 3-6.

Roy, Cynthia, B. (1987). Evaluating performance: an interpreted lecture. In Joseph McIntire (ed.) New Dimensions in Interpreter Education: Curriculum and Instruction. Conference of Interpreter Trainers. Silver Spring: RID publications, p. 139-147.



Viaggio, Sergei (1991). Teaching Beginners to Shut up and Listen. A Conference Interpreter Espouses Silence. Paper presented at the Annual Meeting of the First Language International Conference, Denmark.

Gish, Sandra. (1996). Clarification and correction techniques. In Boinis, Gajewski, Mickelson, Gordon, Krouse & Swabey (Eds.), MRID self-paced modules for educational interpreter skill development (pp. 78-89). Minnesota Educational Services.

Mikkelson, Holly. 1985. Consecutive interpretation. *The Reflector*, 6(Spring), 5-7.

Napier, Jemina. (2003). A sociolinguistic analysis of the occurrence and types of missions produced by Australian sign language-English interpreters. In Melanie Metzger, Steve Collins, D. Valerie Dively, & Risa Shaw (Eds.), *From topic boundaries to omission: New research on interpretation* (pp. 99-153). Washington, DC: Gallaudet University Press.

Russell, D. (2003). A comparison of simultaneous and consecutive interpretation in the courtroom. *International Journal of Disability, Community, and Rehabilitation*, 2(1), Retrieved from [http://www.ijdc.ca/VOL02\\_01\\_CAN/articles/russell.shtml](http://www.ijdc.ca/VOL02_01_CAN/articles/russell.shtml)

Russell, Debra. (2005). Consecutive and simultaneous Interpreting. In Terry Janzen (Ed.). *Toics in signed language Interpreting* (135-164). Amsterdam; Philadelphia: John Benjamins.

Eadie, S (2000, July) Top 10 guidelines miranda warning, *RID Views*, 17(7), 17.pdf

## **INT 344: Interpreting Interaction: Medical (3 credit hours)**

Spring semester

### **Course Description**

This course focuses on interpreting in one-on-one and small group interaction in medical settings. Students will explore the U.S. healthcare system and its participants, characteristics of the healthcare setting, and biomedical culture. The course includes a critical analysis of medical discourse, such as doctor-patient communication and medical terminology with an emphasis on common medical conditions, treatments, and procedures. Students will apply text analysis skills to translation, consecutive interpretation and simultaneous interpretation of texts geared to medical encounters.

*Prerequisites:* INT325.

### **Course SLOs:**

1. Demonstrate a basic understanding of characteristics of the U.S. healthcare system and its diverse, multicultural participants.
2. Demonstrate a basic understanding of selected medical conditions, treatments, procedures, and populations.
3. Demonstrate and discuss roles and responsibilities of a professional interpreter in medical settings, including legal statutes such as HIPAA and other state and federal legislation.
4. Learn and apply a variety of preparation techniques for interpreting in a medical setting.
5. Discuss, analyze and apply medical discourse (service providers, patients, families) features and norms to interpreting and translation work.
6. Demonstrate translation and interpretation competences, skills, and process management in one-on-one and small group interactions.
7. Employ self- and peer assessment techniques to translation, consecutive interpretation, and simultaneous interpretation in medical settings.
8. Demonstrate basic research skills in self assessment reports.
9. Demonstrate use of academic ASL and academic written English.
10. Demonstrate professional and ethical behaviors in alignment with the DOI Student Code of Professional Conduct.

### **Required Readings (Posted in the course's Blackboard)**

Adams, M. K. (2008, July). VRI in medical settings. *RID Views*, 25(7), 26-28.

Agan, T. (2004, Jan). HIPAA and the medical interpreter, *RID Views*, 21(1), 1, 14.

Agan, T. (2009). Protecting ourselves, protecting our consumers. *RID Views*, 26(4), 31-32.

Barnard, D. (2005, Jan). The challenge of medical interpreting, *RID Views*, 22(1), 1, 15, 18.

- Carter, R. W. (2001, Jan). Medical emergency response system: The Connecticut victory. *RID Views*, 18(1), 1, 6.
- Cartwright, B. (2004, March). Best practices, *RID Views*, 21(3), 18.
- Dean, R. K., Davis, J., Dotal-Barnett, H., Graham, L. E., Hammond, L., & Hinchey, K. (2003, Jan). Training medically qualified interpreters: New approaches, new applications, promising results. *RID Views*, 20(1), 1, 10-12.
- de Vlaming, R. (1999, March). The medical interpreter: An integral part of the health care team. *IEWS*, 14-15.
- Garrett, J. (2012). VRI interpreting services cannot produce the same “quality” of interpretation in the hospital setting. *RID Views*.
- Goldberg, R. (2003, Jan). Building your medical vocabulary: Some practical suggestions that don’t involve going to medical school (sort of). *RID Views*, 20(1), 6-7.
- Greene, D. (2011). Just what they said: interpreting intentionally vague language. *RID Views*, 28(2), 38-39.
- Hiraga, M., & Langholtz, D. (1996, April). The challenges of interpreting in HIV settings. *IEWS*, 31-32.
- Hsieh, E. (2006). Conflicts in how interpreters manage their roles in provider–patient interactions. *Social Science & Medicine*, 62(3), 721-730.
- Kashar, A. (2009). Doctor, can we please communicate? *RID Views*, 26(4), 12-13.
- Lucas, J. (2001, April). When is mental health just mental health? *RID Views* 18(4), 10 11.
- Miller, K. R. (2001, April). Addressing illegality and the confidentiality ethic in the treatment setting. *RID Views*, 18(4), 1, 6.
- Martinez, M. (1999, March). Interpreting the birth experience. *IEWS*, 16, 10-11.
- Palmer, T. H. (2001, April). An interpreter’s retrospective view. *RID Views*, 18(4), 8-9.
- Pfingst, B. (2001, Jan). Medical interpreting in the psychiatric setting. *RID Views*, 18(1), 10-11.
- Schinske, D. (2008, May 9). National coalitions aims at certification for health care interpreters. *RID Views*, 25(5), 33.
- Schwenke, T. & Pope, R. (2011). Interpreting in emergency situations: this is not business as usual. *RID Views*, 28(3), 25-26.

- Swabey, L. (2009). Partnership for the future of healthcare interpreting certification. *RID Views*, 26(2), 53-56.
- Swabey, L. & Laurion, R. (2010). Healthcare interpreting certification: report on input from participants at the RID national conference. *RID Views*, 27(1), 26-29.
- Thress, R. (2005, April). HIPAA and the new rules: Have you signed YOUR contract?, *RID Views*, 22(4), 17-18.
- Tucker, B. (1994, June). Healthcare providers, deaf patients: When are interpreters required? *VIEWES*, 7-16.
- Woodard, M. (2007, Feb). Oral interpreting in the medical setting. *RID Views*, 24(2), 8.
- Yaffe, H. (1999, March). The specialty of medical interpreting. *VIEWES*, 16, 3, 1-12.

## **INT 346: Discourse & Field Application (3 credit hours)**

Spring semester

### **Course description:**

INT 346 Discourse and Field Applications I (3) This course provides a focused analysis of the ethics and role of the interpreter in various settings, along with opportunities for directed observation of various encounters. Observations will be accompanied by in-class discussions and analysis including logistical and environmental factors as well as discourse-based and ethically constrained decision-making issues common to these types of encounters. Students will be exposed to an analytical framework for planning for and observing what happens in these types of interactions.

*Prerequisite:* INT 325.

### **Course SLOs:**

1. Discuss and apply professional and ethical considerations, and principled reasoning in a variety of situations.
2. Discuss the purpose and apply the protocol for professional observations.
3. Compare and contrast English-only, ASL-only, and interpreted interactions.
4. Demonstrate an understanding of interpreter roles in interpreted settings
5. Demonstrate appropriate academic English and ASL composition skills.
6. Demonstrate appropriate research skills.
7. Demonstrate professional and ethical behaviors in alignment with the DOI Student Code of Professional Conduct.

### **Required Texts**

Cartwright, B. (2001). *Encounters with Reality*. Alexandria, VA: RID Press.

Hoza, J. (2003). *The Interpreter's Guide to Life: 365 Tips for Interpreters*.  
Burtonsville, MD: Sign Media.

Hoza, J. (2010). *Team interpreting as collaboration and interdependence*.  
Alexandria, VA: RID Press.

Mills Stewart, K. & Witter-Merithew, A. (2006). *Ethical decision-making: A guided exploration for interpreters*. Burtonsville, MD: Sign Media, Inc.

Readings: (there are likely hundreds of readings in RID views – you can get student assistants to gather up those that talk about observing interpreters, working as a team belongs here, team interpreting, working with Deaf interpreters, and so on)

Burnley, J. (2007). Certification alone does not a legal interpreter make. RID VIEWS November, 2007, 12-13.

## **INT 443: Interpreting Interaction: Education (3 credit hours)**

Fall semester

### **Course Description**

The course focuses on interpreting one-on-one and small group interaction in educational settings. Students will explore the perspectives, goals, history, political, and social influences that contribute to educational culture. The course includes a critical analysis of the structure and content of educational discourse, the ways in which language attitudes and language policy affect participants in the educational setting, and issues of appropriate ethical behavior. Students will apply text analysis skills to the translation, consecutive interpretation and simultaneous interpretation of texts geared to educational interaction.

*Prerequisites:* INT346.

### **Course SLOs:**

1. Identify discourse strategies used within educational settings.
2. Demonstrate an understanding of the K-12 and collegiate educational environment.
3. Demonstrate how effective decision-making can promote educational accessibility for Deaf students in educational settings.
4. Demonstrate effective translation & interpretation of educational discourse, with appropriate analysis of relevant discourse features.
5. Utilize self-assessment and peer assessment techniques, both diagnostic and reflective.
6. Demonstrate an understanding of the concepts of transliteration and interpretation, and their implications in educational settings.
7. Demonstrate an ability to produce distinct target texts, identifiable as transliterations vs interpretations.
8. Demonstrate basic research skills in self-assessment reports.
9. Demonstrate appropriate academic ASL and English writing skills.
10. Demonstrate professional and ethical behaviors in alignment with the DOI Student Code of Professional Conduct.

### **Required Texts:**

*Educational interpreting: A collection of articles from VIEWS.* (2000). Alexandria, VA: Registry of Interpreters for the Deaf.

Seal, B. C. (2004). *Best practices in educational interpreting* (2nd ed.). Boston, MA: Allyn & Bacon.

Winston, E.A. (2004). *Educational Interpreting: How it Can Succeed.* Washington, DC:

Gallaudet University Press.

[Recommended Text:](#)

Caccamise, F., & Lang, H. (2000). *Signs for science and mathematics: A resource book for teachers and students*. Rochester, NY: National Technical Institute for the Deaf.

Other readings as assigned.

Frasu, A. (2007). Use of space during an English-to-ASL interpretation when a visual aid is present. In M. Metzger & E. Fleetwood (Eds.), *Translation, Sociolinguistic, and Consumer Issues in Interpreting*. Washington DC: Gallaudet University Press. p. 204-220.

Santiago, R. & Barrick, L. (2007). Handling and incorporation of idioms in interpretation. In M. Metzger & E. Fleetwood (Eds.), *Translation, Sociolinguistic, and Consumer Issues in Interpreting*. Washington DC: Gallaudet University Press. p. 204-220.

## **INT 453: Interpreting Interaction: Business and Government (3 credit hours)**

Fall semester

### **Course Description**

The course focuses on interpreting one-on-one and small group interaction in business and government settings. Students will explore the perspective, goals, and social dynamics that contribute to business and government organizational culture. The course includes a critical analysis of the structure and content of business and government discourse, the ways in which power asymmetries, gender, and other social factors affect participants in business and government settings, and issues common to these settings such as the use of acronyms, telephone extension sequencing, and other-related socio-political and technical considerations. Students will apply text analysis skills to the translation, consecutive interpretation and simultaneous interpretation of texts geared to business and government encounters.

*Prerequisite:* INT 346.

### **Course SLOs**

1. Identify and analyze discourse and interactive strategies and goals used in business and government settings.
2. Identify various business and government settings, models, contexts, and cultures.
3. Demonstrate appropriate preparation and interpreting techniques and strategies required for various relevant settings including transliteration, high level of translation, consecutive interpreting, and simultaneous interpreting.
4. Analyze the effect of the interpreter including interpreter roles, ethics, and practices. This includes demonstrating an understanding to issues of confidentiality and interpersonal skills and strategies.
5. Analyze one's own work including preparation, effectiveness, and working in teams.
6. Demonstrate basic research skills in self assessment reports.
7. Demonstrate an understanding of the Americans with Disabilities Act and The Rehabilitation Act.
8. Demonstrate appropriate academic English and ASL composition skills.
9. Demonstrate professional and ethical behaviors in alignment with the DOI Student Code of Professional Conduct.

### **Required Texts (E-Books are fine, Editions aren't important)**

Hauser, P., Finch, K., & Hauser, A. (Eds.) (2008). *Deaf Professionals and Designated Interpreters: A New Paradigm*. Washington DC: Gallaudet University Press.

Tannen, D. (1994) *Talking from 9 to 5: Women and Men at Work*. New York: Harper.

Kelly, J. (2001). *Transliterating: Show me the English*. Alexandria, VA: RID Press.



### [Recommended Texts](#)

Berstein, G. (2001). *Bummy's Basic Parliamentary Guide: Successful Meeting Procedures*. San Diego, Dawn Sign Press.

(You are welcome to buy this one but probably do not need to. You can find it in the library or through another source.)

Lewis, M. (2010). *The Big Short: Inside the Doomsday Machine*. W.W. Norton and Company (You are welcome to buy this one but the relevant chapters will be made available via PDF.)

Morgensen, G. (2009) *The Capitalist's Bible: The Essential Guide to Free Markets and Why They Matter to You*. New York: Harper Paperbacks.

### [Articles \(Posted in the course's Blackboard\)](#)

Frasu, A. (2007). Use of space during an English-to-ASL interpretation when a visual aid is present. In M. Metzger & E. Fleetwood (Eds.), *Translation, Sociolinguistic, and Consumer Issues in Interpreting*. Washington DC: Gallaudet University Press. p. 204-220.

Malcolm, K. (2005). Contact sign, transliteration and interpretation in Canada. In Janzen, T. (Ed.) *Topics in Signed Language Interpreting Theory and Practice*. Philadelphia: John Benjamins Publishing Company. p. 107-133.

Santiago, R. & Barrick, L. (2007). Handling and incorporation of idioms in interpretation. In M. Metzger & E. Fleetwood (Eds.), *Translation, Sociolinguistic, and Consumer Issues in Interpreting*. Washington DC: Gallaudet University Press. p. 204-220.

## **INT 455: Discourse and Field Observations II (3 credit hours)**

Fall semester

### **Course Description**

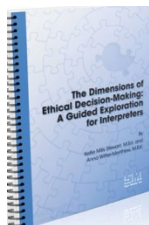
This course is a sequel to INT 346, Discourse and Field Applications I, and emphasizes the continued development of ethical behavior and the ability to analyze situations in accordance with principled reasoning. These observations will be supplemented by in-class discussions related to logistical and environmental factors as well as discourse-based and ethically constrained decision-making issues common to these types of encounters. Students will learn to follow a framework for predicting what happens in these interactions, observing what happens, and then reading current literature about what they observe followed by discussion, analysis and application of what happens in these types of encounters.

*Prerequisites:* INT 346 or permission of Department Chair, Program Coordinator, and course instructor.

### **Course SLOs**

1. Demonstrate principled reasoning and ethical behavior.
2. Discuss and demonstrate professional behavior including a critical understanding of the RID Code of Professional Conduct.
3. Observe and analyze American Sign Language and English language use in interpreted interactions in different discourse settings.
4. Demonstrate an understanding of interpreter roles in interpreted settings.
5. Demonstrate appropriate academic English and American Sign Language composition skills.
6. Demonstrate appropriate research skills.
7. Students will apply for internship opportunities.
8. Demonstrate professional and ethical behaviors in alignment with the DOI Student Code of Professional Conduct

### **[Our primary text \(s\)](#)**



Mills Stewart, K. & Witter-Merithew, A. (2006). *The Dimensions of Ethical Decision-Making: A Guided Exploration for interpreters*. Burtonsville, MD: Sign Media, Inc.



Janzen, T. (Ed.). (2005). *Topics in Sign Language Interpreting*. Amsterdam; Philadelphia: John Benjamin's Publishing Company.  
(Available at [www.amazon.com](http://www.amazon.com) for \$54 as of January, 2012.)

## **INT 492: Senior Seminar Project & Portfolio (3 credit hours)**

Spring semester

### **Course Description**

In this course, students will integrate interpretation theory with practice. Students will complete a substantial Senior Seminar Project in which they will investigate an interpretation topic of their choosing and will present their findings in an ASL presentation and written paper. They will also create their professional interpreter portfolios.

*Prerequisites:* INT 443, 453, 455.

### **Course SLOs**

1. Demonstrate understanding of topics relevant to the work of a professional interpreter.
2. Create a professional interpreter portfolio.
3. Create a folder with records and documents needed for employment.
4. Conduct a research project on an interpretation topic, issue or problem and describe findings in a written English paper, a signed ASL presentation and a poster session presentation.
5. Demonstrate professional and ethical behaviors in alignment with the DOI Student Code of Professional Conduct.

### **Required Texts and Materials:**

Humphreys, Linda. (2007-3<sup>rd</sup> edition). *The Professional Sign Language Interpreter's Handbook*. Van Nuys CA: Sign Language Interpreting Media.  
ISBN: 9780972416122

Hoza, Jack. (2003). *The Interpreter's Guide to Life: 365 TIPS for interpreters*.  
Sign Media, Inc. ISBN: 9781881133193

Other readings as assigned.

## **INT 494: Senior Internship (9 credit hours)**

Spring semester

### **Course Description**

This course provides students with a supervised internship and weekly class seminars. The internship gives students an opportunity to work alongside professionals in the field and to provide professional interpreting services. This experience will allow students to hone their professional skills, gain additional information and experience about the practices of the profession, consider and move toward their future professional goals, and practice the skills and knowledge learned during their earlier coursework. In weekly class seminars, students will have the opportunity to address theoretical and practical aspects of interpretation as they pertain to class reading assignments and interpreting internship experiences.

*Prerequisites:* INT443, INT453, and INT455.

**Course SLOs** - All BAI SLOs 1, 2, 3, 4 & 5 are used

1. Discuss and apply professional standards, ethical considerations, and principled reasoning, including the RID Code of Professional Conduct, to the work being done at \ the internship placement.
2. Demonstrate an understanding of interpreter roles at the internship placement.
3. Apply the skills and knowledge learned during earlier program coursework.
4. Discuss the practical aspects of interpretation, translation and transliteration.
5. Demonstrate appropriate interpreting behavior and skills depending on the setting and participants.
6. Demonstrate appropriate academic English and American Sign Language composition skills.
7. Demonstrate professional and ethical behaviors in alignment with the DOI Student Code of Professional Conduct.

### **Required Texts**

Covey, S. R. (2003). *The 7 habits of highly effective people personal workbook*. New York: Fireside. (Available at [www.amazon.com](http://www.amazon.com) for \$9.65 as of January, 2013. This is also available as a Kindle edition but I strongly recommend that you buy the print edition instead. There are reports that the Kindle version is difficult to use because of formatting issues.)

Covey, S. R. (2004). *The 7 habits of highly effective people: Powerful lessons in personal change*. New York: Free Press. (Available at [www.amazon.com](http://www.amazon.com) for \$8.56 as of January, 2013.)

Fadiman, A. (1997). *The spirit catches you and you fall down*. New York: Farrar, Straus, and Giroux. (There are more current editions available. Any edition is fine. Available at

www.amazon.com for \$8.68 as of January, 2013.)

Other reading as assigned.