# Add Course Request

Submitted on: 2013-12-03 08:18:46

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<table>
<thead>
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<tbody>
<tr>
<td><strong>1. COURSE SUBJECT</strong></td>
<td>ASLN</td>
</tr>
<tr>
<td><strong>2. COURSE NUMBER</strong> (OR PROPOSED NUMBER)</td>
<td>2500</td>
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<tr>
<td><strong>3. COURSE TITLE</strong></td>
<td>Introduction to Interpreting...</td>
</tr>
<tr>
<td><strong>4. INITIATING DEPARTMENT or UNIT</strong></td>
<td>LCL</td>
</tr>
<tr>
<td><strong>5. NAME OF SUBMITTER</strong></td>
<td>Jon Gajewski</td>
</tr>
<tr>
<td><strong>6. PHONE of SUBMITTER</strong></td>
<td>Phone: +1 860 486 1584</td>
</tr>
<tr>
<td><strong>7. EMAIL of SUBMITTER</strong></td>
<td>Email: <a href="mailto:jon.gajewski@uconn.edu">jon.gajewski@uconn.edu</a></td>
</tr>
<tr>
<td><strong>8. CONTACT PERSON</strong></td>
<td>Jon Gajewski</td>
</tr>
<tr>
<td><strong>9. UNIT NUMBER of CONTACT PERSON (U-BOX)</strong></td>
<td>1145</td>
</tr>
<tr>
<td><strong>10. PHONE of contact person</strong></td>
<td>Phone: 6-1584</td>
</tr>
<tr>
<td><strong>11. EMAIL of of contact person</strong></td>
<td>Email: <a href="mailto:jon.gajewski@uconn.edu">jon.gajewski@uconn.edu</a></td>
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<tr>
<td><strong>12. Departmental Approval Date</strong></td>
<td>09/17/2013</td>
</tr>
<tr>
<td><strong>13. School/College Approval Date</strong></td>
<td>10/30/2013</td>
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<tr>
<td><strong>14. Names and Dates of additional Department and School/College approvals</strong></td>
<td></td>
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<tr>
<td><strong>15. Proposed Implementation Date</strong></td>
<td>Term: Fall, Year: 2014</td>
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<tr>
<td><strong>16. Offered before next printed catalog is distributed?</strong></td>
<td>No</td>
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<tr>
<td><strong>17. General Education Content Area</strong></td>
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<tr>
<td><strong>18. General Education Skill Code (W/Q). Any non-W section?</strong></td>
<td>None</td>
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<td><strong>19. Terms Offered</strong></td>
<td>Semester: Spring Year: Every_Year</td>
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<tr>
<td><strong>20. Sections</strong></td>
<td>Sections Taught: 1</td>
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<tr>
<td><strong>21. Student Number</strong></td>
<td>Students/Sections: 20</td>
</tr>
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<td><strong>22. Clarification:</strong></td>
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<tr>
<td><strong>23. Number of Credits</strong></td>
<td>3</td>
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<tr>
<td></td>
<td>if VAR Min: Max: credits each term</td>
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<td><strong>24. INSTRUCTIONAL PATTERN</strong></td>
<td>2 1.5 hour class periods</td>
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<td><strong>25. Will this course be taught in a language other than</strong></td>
<td>No</td>
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English? If yes, then name the language:

26. Please list any prerequisites, recommended preparation or suggested preparation: None.

27. Is Instructor, Dept. Head or Unit Consent Required? No

28. Permissions and Exclusions:

29. Is this course repeatable for credit? No
   If yes, total credits allowed:
   Allow multiple enrollments in same term?

30. Grading Basis Graded

31. If satisfactory/unsatisfactory grading is proposed, please provide rationale:

32. Will the course or any sections of the course be taught as Honors?

33. Additional Details:

34. Special Attributes:

35. REGIONAL CAMPUS AVAILABILITY: None.

36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY:

   ASLN 2500. Introduction to Interpreting: American Sign Language and English
   Three credits.
   Basic theories, principles, and practices of professional interpreting.

37. RATIONALE FOR ACTION REQUESTED

   The need for this course is due in part to the growing interest among students who wish to consider sign language interpreting as a profession. This course will provide introductory information about theories, principles and practices of interpreting. UConn serves as the only institution in the state to offer this course at the Baccalaureate level. This is especially relevant given that, as of June 2012, a Baccalaureate degree is required prior to obtaining national certification for Interpreters. This course cannot be accommodated in an existing course due to the specific content related to American Sign Language and American Deaf culture. The course is appropriate for the 2000-level because its likely to attract sophomores who have been exposed to ASL and deaf culture through introductory language and culture courses.

38. SYLLABUS:

   Online URL: (https://web2.uconn.edu/senateform/request/course_uploads/jog05007-1382620496-139-ASLN-2500-Syllabus.pdf)

39. Course Information: ALL General Education courses, including W and Q courses, MUST answer this question

   I. Goals and Learning Objectives

   This course has been designed to give students a broad look at the field of sign language
interpreting including a historical analysis of the profession as an emerging area of academic research and inquiry. Professional organizations, settings, roles and functions of an interpreter, ethical considerations, current trends and business practices, the impact of research, and working with oppressed groups of people will be discussed. Models of interpreting, current theories and research on discourse and text analysis will also be discussed as they relate to message equivalency between source and target languages including the impact of intercultural and interlingual issues.

II. Exams

A written midterm and final exam.

III. Assignments

1. Class Presentation
Students will select an interpreting setting/technique/topic from the list below and make a 10-20 minute electronic presentation in class. Discuss and describe the topic’s setting, function, use, purpose, challenges, etc. Use at least 4 sources and electronically submit a copy including a bibliography to the instructor on the day of the presentation. Presentations will be electronically shared with the class. The date for each presentation will coincide with related classroom topics as listed in this syllabus.

Interpreting Topics: Educational, Medical, Mental Health, Legal, Performing Arts, Religious, Certified Deaf Interpreters, Video Remote Interpreting (VRI), Video Relay Services (VRS), Deaf-blind.

2. Observation and Reflection Paper
Students are required to observe a “live” working interpreter (no taped or electronic resources) for a minimum of 20 minutes and submit a one page reflection paper describing the event including your thoughts and any questions you may have. Each student will have an opportunity to share and discuss each observation in class. Discussion will be held in class on May 2nd, 2013. Submit your reflection paper at the same time.

3. Group Interview and Reflection Paper
A working and/or student interpreter will be interviewed in class regarding his or her personal experience as an interpreter. Interviews will be conducted as a whole class project with either the interpreter in person, teleconferencing or videoconferencing. Students will prepare a list of questions prior to the interview and submit a one page reflection paper. Class discussion regarding the interview will be held the following class on February 21st, 2013. Submit your reflection paper at the same time.

4. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question

41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.: Specific Criteria

a. Arts and Humanities:
<table>
<thead>
<tr>
<th>Social Sciences:</th>
<th>Science and Technology:</th>
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<tr>
<td>c. Science and Technology:</td>
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<td>i. Laboratory:</td>
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<td>d. Diversity and Multiculturalism:</td>
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<td>43. International:</td>
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<td>e. Q course:</td>
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<td>f. W course:</td>
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<th>42. RESOURCES:</th>
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<td>Does the department/school/program currently have resources to offer the course as proposed</td>
<td>YES</td>
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<td>If NO, please explain why and what resources are required to offer the course.</td>
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<th>43. SUPPLEMENTARY INFORMATION:</th>
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<td>ADMIN COMMENT:</td>
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Senate approved new course 2.3.14 // New 2000-level_12/4/13kcp.

ASLN 3298: Introduction to Interpreting:

American Sign Language and English

University of Connecticut

Spring 2012

Tuesdays and Thursdays 9:30-10:45

Instructor: Linda Pelletier, Ph.D., CI/CT, NAD5

Email: Linda.pelletier@uconn.edu

Office hours: Tuesday and Thursday, 8:30-9:00

Course Description:

This course has been designed to give students a broad look at the field of sign language interpreting including a historical analysis of the profession as an emerging area of academic research and inquiry. Professional organizations, settings, roles and functions of an interpreter, ethical considerations, current trends and business practices, the impact of research, and working with oppressed groups of people will be discussed. Models of interpreting, current theories and research on discourse and text analysis will also be discussed as they relate to message equivalency between source and target languages including the impact of intercultural and interlingual issues.
Course Objectives:

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

1. Discuss communicative and cultural perspectives and the impact on the process of interpreting.
2. Describe past and contemporary models and theories of interpreting.
3. Examine intercultural and interlingual issues and barriers to the interpreting process.
4. Describe the historical background related to the field of interpreting including its development as a field of academic research and profession.
5. Describe the characteristics, roles and responsibilities of the professional interpreter.
6. Explain the tenants of the Code of Professional Conduct as described by the Registry of Interpreters for the Deaf.
7. Discuss current trends, employment conditions and protocols, as well as, assessment, evaluation and certification requirements.

Unit Topic Readings and Assignments

(Subject to change)

January 22nd Tuesday

1: Welcome

January 24th Thursday

2. Sign Language Interpreting as a Profession Professional Sign Language Interpreting, RID Standard Practice Papers

Go to (http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm) or use the RID website search field.

January 29th Tuesday

3: Communication

Chapter 1 “The importance of communication.”

Chapter 2 “The influence of culture on communication.”

January 31st Thursday

4: Multiculturalism
Chapter 3 “Working in multicultural communities.”

Chapter 4 “Identity and communication.”

February 5th Tuesday

Chapter 5: Culture and Language

Chapter 5 “Cultural frames: Schemas, beneficence and audism.”

Chapter 6 “Oppression, power and interpreters.”

February 7th Thursday

6: ASL and English Interpreting Challenges

Chapter 9 “The challenge of mediating ASL and English.”

February 12th Tuesday

7: Roles, Types, Responsibilities of Interpreters

Chapters 7 “The work of interpreters.”

RID Standard Practice Papers: “Use of Certified Deaf Interpreter” “Team Interpreting” “Oral Transliteration” “Multiple Roles”

Go to (http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm) or use the RID website search field.

Certified Deaf Interpreters Presentation:__________________

February 14th Thursday

8: Functions of an Interpreter

Chapter 8 “How we approach our work.”

Prepare interview questions and submit to instructor.

February

19th

Tuesday

9: Expert Interviews
Guest speaker(s) will be invited to speak with the class.

February, 21st Thursday
10: Work Environments

Chapter 13 “Where interpreters work.”

Group Interview Reflection Paper Due

February, 26th Tuesday
Midterm Exam

February, 28th Thursday
11: Educational Interpreting

Interpreting in Educational Settings (K-12), Standard Practice Paper, RID

Go to (http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm) or use the RID website search field.

Educational Interpreting Presentation: ____________________

March 5th, Tuesday

11: Educational Interpreting


March 7th, Thursday

12: Legal Interpreting

Legal Settings, Standard Practice Papers: RID

Go to (http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm) or use the RID website search field.
Legal Interpreting Presentation__________________________

March 12th, Tuesday

13: Deaf-Blind Interpreting

RID Standard Practice Papers: “Interpreting for Individuals who are Deaf-Blind”

Go to (http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm) or use the RID website search field.

Deaf-Blind Presentation__________________________

March 14th, Thursday

14: Medical Interpreting

Medical Settings Standard, Practice Papers: RID

Go to: (http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm) or use the RID website search field.

Medical Interpreting Presentation__________________________

March 26th, Tuesday

15: Video Remote Interpreting

Video Remote Interpreting, Standard Practice Papers: RID

Go to (http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm) or use the RID website search field.

VRI Presentation:_____________________________

March 28th, Thursday

16: Video Relay Services

Video Relay Service Interpreting, Standard Practice Papers: RID

Go to (http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm) or use the RID website search field.

VRS Presentation:_____________________________

April 2nd, Tuesday

17: Performing Arts Interpreting
Performing Arts Interpreting Presentation:____________________

April 4th, Thursday

18: Mental Health Interpreting

Mental Health Settings, Standard Practice Papers: RID

Go to: (http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm) or use the RID website search field.

Mental Health Presentation:_______________________________

April 9th, Tuesday

19: Religious Interpreting

Religious settings, Standard Practice Papers: RID

Go to:(http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm) or use the RID website search field.

Religious Interpreting Presentation:______________________

April 11th, Thursday

20: History

Chapter 11 “The history and professionalization of interpreting.”

History of Interpreting Presentation:______________________

April 16th, Tuesday

21: Professional Organizations

Professional Organizations Presentation:____________________

April 18th, Thursday

22: Models and the Process of Interpreting


Chapter 3: “Models of Interpreting,” Sign Language


April 23rd, Tuesday
23: Ethics and the Code of Professional Conduct

Chapter 12 “Principles of professional practice.”


Go to: http://www.rid.org/content/index.cfm/AID/66 or use the RID website search field.

April 25th, Thursday

24: Business Practices

Chapter 14 “Basic business practices.”


Go to (http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm) or use the RID website search field.

April 30th, Tuesday

25: Certification Standards and Expectations

NAD-RID National Interpreter Certification (NIC) Knowledge

Test Candidate Bulletin. 6 pages total

Go to: http://www.rid.org/UserFiles/File/pdfs/Certification_Documents/NIC_Knowledge_Candidate_Bulletin.pdf or use the RID website search field.

NAD-RID National Interpreter Certification (NIC): NIC Test

Outline. 8 pages total.

Go to: http://www.rid.org/UserFiles/File/pdfs/nicoutline.pdf

May 2nd, Thursday

26: The Next Step: Working Toward

Certification Observation Reflection Paper Due