

LS 315
Interpretation III
4 Credits

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LS 315 Version: 8



Interpretation III

Calendar Description

This course provides students with opportunities to continue developing their interpretation skills with a variety of discourse genres and frames. Topics include working with the dynamics of small group meetings, interpreting for non-standard ASL, and working with Deaf interpreters.

Rationale

This is a required course for the Sign Language Interpretation Diploma program. This skills-based experiential course provides an opportunity to acquire additional tools, strategies, and techniques to support students during their practicum. Continued development of interpreting skills, with an emphasis on message accuracy and equivalency, is the primary focus of this course.

Prerequisites

LS 210 and LS 310

Co-Requisites

LS 319 and LS 350

Course Learning Outcomes

Upon successful completion of this course, students will be able to

1. create accurate and equivalent English-ASL, and ASL-English interpretations, individually and as a member of an interpreting team (including both hearing and Deaf interpreters), at entry-level competency.
2. produce interpretations across the language spectrum.
3. analyze interpreting work for message accuracy and equivalency.
4. manage the interpreting process in a variety of mock one-on-one, small group, large group and formal settings.
5. apply professional standards of conduct in all interpreting related activities.

Resource Materials

Patrie, C. J. (2005). *Simultaneous interpreting from English*. Dawn Sign Press.

ISBN: 1-58121-160-0.

Students are required to provide their own noise-cancelling headset.

Conduct of Course

This course is primarily practical and skills-based. In an attempt to emphasize and support the bilingual nature of interpreting work, instruction in this course is conducted in ASL and English. Students have the opportunity to further their skill development via independent and team interpreted activities and individual assessment. This course may occasionally be held off-site to provide students with experience in more real-life settings. This course also incorporates facilitated dialogue pertaining to message accuracy, equivalency, DC-S, and professional demeanour. It is expected that students use course time as an opportunity to further explore and exemplify the professional behaviour and attitudes they would like to cultivate once out in the field.

This is a 4-credit course which translates into a total of 60 hours - with a combined in-person and online format. Students are expected to be active, critical thinkers while engaged in their coursework and sample interpretations, and demonstrate the willingness to be honest yet compassionate in their individual self-assessments and classroom dialogue.

In preparation for working as a signed language interpreter, it is imperative that students demonstrate strong expressive and receptive skills in both ASL and English. Tutors are available at no charge to students with documented learning disabilities. **All** students who wish to improve their working command of English or course content may participate, at no charge, in peer-assisted study sessions - PASS. Other tutoring services, for example, ASL or interpreting, are available at the student's expense. Finally, there are a number of student success resources including one-on-one coaching and support available online at no charge. For more information on participating in the above-mentioned programs or resources, please contact Lakeland's Accessibility Advisor.

Links to any additional course readings and course-related correspondence are provided during class or via email. It is expected that students take notes during class and check their email regularly to stay abreast of changes and additions to course requirements and schedules.

Confidentiality & Professional Conduct

Professional identity is cultivated by adhering to the following tenets central to competent interpreting practice: respect, personal accountability, culturally-appropriate dialogue and behaviour, and maintaining and respecting confidentiality. The acquisition of these tenets is required in the program so that students become mindful of their behaviour and its impact on the environment and others. Practicing these professional qualities in all classroom

interactions contribute to a safe learning environment and facilitate transference of these behaviours into professional practice. All discussions (in and out of the classroom), and behaviour pertaining to any work done outside of the classroom should be guided by the CASLI Code of Ethics and Professional Guidelines found on the CASLI website www.casli.ca.

Evaluation Procedures

Student progress in this course are evaluated via one (1) self-analysis assignment and accompanying mandatory one-on-one meeting with a course instructor(s) as part of the self-analysis process, and final assessments evaluating live ASL to English and English to ASL interpretation skills. The course schedule, assignment related details, and grading rubrics are provided in a separate document.

In addition, students receive a mark for Professional Conduct & Respect of Confidentiality. This mark is based on adherence to the CASLI Code of Ethics and Professional Guidelines and respectful and professional demeanour in all class-related activities. In the event personal issues or conflicts arise, it is expected that each student take responsibility for seeking the support necessary to resolve them.

The weighting for each evaluation measure is listed in the table below. **No late assignments are accepted.**

Professional Conduct & Respect of Confidentiality	10%
Self Analysis and Meeting	40%
ASL to English Final Assessment	25%
English to ASL Final Assessment	25%

Grade Equivalents and Course Pass Requirements

A minimum grade of B (3.00) (75-79%) is required to pass this course. Any mark below 75% is recorded as F. A cumulative GPA of B (3.00) is required to qualify to graduate. Students are responsible for monitoring their academic progress and requesting assistance as necessary.

Letter	F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Percent Range	0-49	50-52	53-56	57-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.00	4.00

Attendance

Attendance is considered vital to the learning process and as significant to the students' evaluations as are examinations and assignments, therefore, absenteeism is recorded. Absence for any reason does not relieve a student of the responsibility of timely completion of

coursework and assignments. In the event of an absence, students are to inform the instructor(s) of the absence by email or phone before class starts, whenever possible. When absent, it is recommended that students follow up with a peer first, then consult the course instructor(s) for any additional clarification or questions regarding material covered. Professional practice requires that students arrive and be prepared for class at least 15 minutes prior to the scheduled start of class. Students arriving after class commences are considered absent. More than two (2) absences may result in probation. Further absences may result in suspension from the program.

Course Units/Topics

- Interpreting across the language continuum
- Interactive interpreting
- Team interpreting strategies and analysis
- Interpreting for children
- Working with non-standard ASL users
- Working with Deaf interpreters
- Interpreting for groups



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