Term Information

Effective Term   Spring 2020

General Information

Course Bulletin Listing/Subject Area	Center for Lang, Lit & Culture
Fiscal Unit/Academic Org	Foreign Language Center - D0543
College/Academic Group	Arts and Sciences
Level/Career	Graduate, Undergraduate
Course Number/Catalog	5100
Course Title	Introduction to Community Interpreting
Transcript Abbreviation	Intro Comm Interp
Course Description	CLLC 5100 is an advanced course designed to introduce students to the foundational aspects of community interpreting. Students will explore the profession of community interpreting with special emphasis on its core ethical principles, protocols and skills, strategies for strategic mediation within the interpreted encounter, the professional identity and role of the community interpreter.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	16.0103
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior, Masters, Doctoral, Professional

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes	• Students will discuss the profession of community interpreting and identify four driving forces that have shaped the field.
	• Students will analyze and compare interpreter credentials, including certificates and certification.
	• Students will demonstrate an understanding of the core ethical principles for community interpreters.
	• Students will apply ethical principles for community interpreters to common communication barriers
	• Students will examine two techniques for resolving ethical challenges in community interpreting.
	• Students will explore the concept, meaning and applications of reflective practice for community interpreters
	• Students will identify and describe three stages of a typical community interpreting assignment: pre-encounter, interpreted encounter and post-encounter.
	• Students will discuss and practice four protocols for community interpreting: positioning, professional introductions, direct speech, and turn-taking management.
	• Students will describe memory processes and practice cognitive strategies.
	• Students will practice cognitive strategies and explore interpreting skill-building strategies.
	• Students will engage in three modes of interpreting, understand the rationale, skills and requirements for summarization, and define, describe and practice mode-switching.
	• Students will understand the rationale, sills and requirements for consecutive note-taking and practice effective techniques.
	• Students will show awareness of bias while interpreting.
	• Students will apply four decision-making criteria to assess whether or not to mediate based on potential consequences for end users.
	• Students will develop basic scripts for performing mediation in common situations in community interpreting.
	• Students will practice five steps to perform strategic mediation.
	• Students will define cultural competence and demonstrate three strategies for performing strategic cultural mediation.
	• Students will develop techniques to perform effective, culturally responsive mediation.
	• Students will explore professional identity for interpreters as individuals and as representatives of the profession.
	• Students will understand the business practices and legal obligations of community interpreters.
	• Students will explore how community interpreters can perform effective legal interpreting in community settings.
	• Students will identify and explore common areas of specialization within community interpreting.
	• Students will develop strategies and techniques to acquire specialized subject matter knowledge and terminology in community interpreting.
	• Students will discuss the history and challenges of remote interpreting.
	• Students will discuss how the role of the community interpreter supports communicative autonomy.
	• Students will discuss the complex relationship between interpreting and mediation.
	• Students will define advocacy and use a decision-making protocol to determine whether and how to advocate as a community interpreter.
	• Students will identify best practices for interpreters that support ethical practice.
	• Students will identify work-related risks for community interpreters and develop a wellness and safety plan.
	• Students will create a professional development plan that supports high standards for community interpreting.

Content Topic List	• Course Introduction
	• The profession of community interpreting
	• Ethics and standards for community interpreters
	• Application of ethical principles
	• Reflective Practice in interpreting
	• Protocols in the interpreted encounter
	• Memory skills in community interpreting
	• Message transfer in community interpreting
	• Modes and mode-switching in community interpreting
	• Note-taking for consecutive interpreting
	• Strategic intervention in community interpreting
	• Strategic mediation model
	• Culture and mediation
	• Professional identity and practice in community interpreting
	• Legal interpreting
	• Emerging specializations in community interpreting
	• Terminology and vocabulary building in community interpreting
	• Remote interpreting
	• Communicative autonomy and the role of the community interpreter
	Professional development and
	• Interpreting and mediation
	• Advocacy in community interpreting
	• Standards of practice in community interpreting
	• Self-care in the interpreting profession
	• Professional development and continuing education for community interpreters
Sought Concurrence	No

Attachments

• CLLC 5100 Intro to Comm Interp Syllabus.pdf: Syllabus

(Syllabus. Owner: Jones,Tia M)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Jones,Tia M	02/27/2019 04:04 PM	Submitted for Approval
Approved	Jones,Tia M	02/28/2019 10:02 AM	Unit Approval
Approved	Heysel,Garett Robert	03/12/2019 10:21 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	03/12/2019 10:21 PM	ASCCAO Approval

CLLC 5100
Introduction to Community Interpreting

Instructor
Glenn Martínez, PhD MPH
Professor, Spanish & Portuguese
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(614) 688-2655
Office Hours: M/W 1:30 PM

COURSE MEETING DAYS/TIMES

Tuesdays/Thursdays, 3:55-5:15 PM

COURSE LOCATION

Journalism Building, Room 375

COURSE DESCRIPTION

The growth of immigrant and refugee populations in the US over the past several decades has presented unique challenges to social service organizations and public institutions. Community interpreting has become an essential part of the daily operation of numerous organizations and institutions around the country facilitating access to services for non-English speaking clients in the domains of health care, education, and public services.

CLLC 5100 is an advanced course designed to introduce students to the foundational aspects of community interpreting. Students will explore the profession of community interpreting with special emphasis on its core ethical principles, protocols and skills, strategies for strategic mediation within the interpreted encounter, the professional identity of the community interpreter, and the role of the community interpreter. CLLC 5100 is taught in a language neutral format; however, it is expected that all students will have a minimum proficiency level of intermediate high in a second language.

COURSE GOALS AND LEARNING OBJECTIVES

COURSE GOALS	LEARNING OBJECTIVES
A. Students will understand the profession of community interpreting	1. Students will discuss the profession of community interpreting and identify four driving forces that have shaped the field.
	2. Students will analyze and compare interpreter credentials, including certificates and certification.
	3. Students will demonstrate an understanding of the core ethical principles for community interpreters

	4. Students will apply ethical principles for community interpreters to common communication barriers
	5. Students will examine two techniques for resolving ethical challenges in community interpreting
	6. Students will explore the concept, meaning and applications of reflective practice for community interpreters
B. Students will understand and apply interpreting protocols and skills	1. Students will identify and describe three stages of a typical community interpreting assignment: pre-encounter, interpreted encounter and post-encounter
	2. Students will discuss and practice four protocols for community interpreting: positioning, professional introductions, direct speech, and turn-taking management.
	3. Students will describe memory processes and practice cognitive strategies
	4. Students will practice cognitive strategies and explore interpreting skill-building strategies
	5. Students will engage in three modes of interpreting, understand the rationale, skills and requirements for summarization, and define, describe and practice mode-switching.
	6. Students will understand the rationale, sills and requirements for consecutive note-taking and practice effective techniques
C. Students will demonstrate skills to conduct strategic mediation in interpreted encounters	1. Students will show awareness of bias while interpreting
	2. Students will apply four decision-making criteria to assess whether or not to mediate based on potential consequences for end users.
	3. Students will develop basic scripts for performing mediation in common situations in community interpreting

	4. Students will practice five steps to perform strategic mediation
	5. Students will define cultural competence and demonstrate three strategies for performing strategic cultural mediation
	6. Students will develop techniques to perform effective, culturally responsive mediation
D. Students will understand the professional identity of the community interpreter	1. Students will explore professional identity for interpreters as individuals and as representatives of the profession
	2. Students will understand the business practices and legal obligations of community interpreters
	3. Students will explore how community interpreters can perform effective legal interpreting in community settings
	4. Students will identify and explore common areas of specialization within community interpreting
	5. Students will develop strategies and techniques to acquire specialized subject matter knowledge and terminology in community interpreting
	6. Students will discuss the history and challenges of remote interpreting
E. Students will articulate and enact the appropriate roles of the community interpreter	1. Students will discuss how the role of the community interpreter supports communicative autonomy
	2. Students will discuss the complex relationship between interpreting and mediation
	3. Students will define advocacy and use a decision-making protocol to determine whether and how to advocate as a community interpreter
	4. Students will identify best practices for interpreters that support ethical practice

	5. Students will identify work-related risks for community interpreters and develop a wellness and safety plan
	6. Students will create a professional development plan that supports high standards for community interpreting

COURSE ASSIGNMENTS

Unit Quizzes (500 points)

Students will take five (5) quizzes over the course of the semester. The quizzes will occur at the conclusion of each unit and will assess mastery of all concepts included in the unit. Each quiz is worth 100 points of the total grade.

Baseline Community Interpreting Role Play (50 points)

Students will be required to complete a recorded community interpreting role play. Students who complete the baseline community interpreter role play on time will receive all 50 points. Students who do not complete the product on time will lose 10 points for each day the product is late.

Mid-Term Community Interpreting Role Play (100 points)

Students will complete a recorded community interpreting role play in groups of three. Students will be expected to follow established protocols for professional interpreting, appropriately intervene and follow ethical principles in the encounter.

Reflection on Interpreting Performance (50 points)

All students will be required to review their own baseline and mid-term community interpreting role play. Students will examine their own performance comparing and contrasting their use and implementation of appropriate protocols, skills and ethical principles.

Final Exam (100 points)
Each student will complete a final exam which will cover all of the course material.

GRADING SCALE AND INFORMATION

Final Grade	Percentage	Points
A	93-100%	744-800
A-	90-92%	720-743
B+	87-89%	696-719
B	83-86%	664-695
B-	80-82%	640-663

C+	77-79%	616-639
C	73-76%	584-615
C-	70-72%	560-583
D+	67-69%	536-559
D	60-66%	480-535
E	Less than 60%	479 or less

There are 800 total points for this course. The following is a list of assignments and the final grading criteria for this course. Please note that you may view your grade at any time on Carmen. At this time, grades are not curved. There also may be opportunities for extra credit.

Course Assignments	Points
Quiz 1	100
Quiz 2	100
Quiz 3	100
Quiz 4	100
Quiz 5	100
Baseline Community Interpreting Role Play	50
Mid-Term Community Interpreting Role Play	100
Reflection on Interpreting Performance	50
Final Exam	100
TOTAL POINTS FOR COURSE	800

REQUIRED TEXTS/READINGS

Textbooks

Bancroft M, García Bayaert S, Allen K, Carreiro-Contreras G and Socarrás-Estrada D. 2015. *The Community Interpreter An International Textbook. Medical, educational and social services interpreting.* Columbia MD: Culture and Language Press.

Bancroft M, García Bayaert S, Allen K, Carreiro-Contreras G and Socarrás-Estrada D. 2015. *The Community Interpreter: An International Workbook of Activities and Role Plays for medical, educational and social services interpreters.* Columbia MD: Culture and Language Press.

COURSE POLICIES

Attendance

Attendance and participation are mandatory. You must come to class **every week** and you must be ready to participate actively in class discussion as well as small group activities. Attendance factors into your participation grade and you must turn-in a service learning log at the end of the semester.

Technology Use

This is a discussion and practice based course. In general, the use of laptops, tablets and cell phones is not allowed. Exceptions will be made when discussing discussion posts in class or working in groups on the health communication intervention. Please turn off and put away these devices during class lectures, discussions and exams. These devices can be distracting to you and others in the class and can prevent you from focusing on course content and participating in class discussions. Technology use is also discouraged when volunteering and observing at the clinics or interacting with patients.

Assignment Due Dates

Due dates for this course are firm. Work is due at the *beginning* of each class period (unless specified otherwise) and late work will not be accepted. **If you do not turn an assignment in on time, you will receive zero points for the assignment.** I will make exceptions for university-excused absences and unavoidable circumstances (e.g., deaths, personal/family illness and emergencies) with written verification, but I ask that you inform me at least 24 hours in advance. *When you turn in assignments, please bring a hard copy of the assignment (stapled) to class and place a copy of the assignment in the drop box on Carmen.*

Make-up Quizzes

If you are not in class on the scheduled day to take a quiz. Make-up quizzes will be arranged for university-excused or unavoidable circumstances (e.g., deaths, personal/family illness and emergencies), but *only* with written verification. Proper documentation must be submitted within 72 hours of your absence. I also ask that you inform me of these types of situations at least 24 hours in advance.

Carmen/E-mail

There is a Carmen site for this course where readings will be posted, along with grades and other course information and assignments. It is your responsibility to check Carmen regularly for announcements and updates. You are also responsible for all information that is sent to your OSU email account regarding the course, and you should check this information regularly. E-mail is the easiest and quickest way to get in touch with your instructors, and we will do our best to respond to your emails within 24 hours.

Classroom Environment

We seek to create a classroom climate where students feel comfortable participating in class activities and discussions, and sharing their thoughts and opinions. To this end, we ask that you be be tolerant and respectful towards each other and others' point of view. This is a particularly important to remember when responding to student posts in the discussion board in Carmen.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not **Academic Misconduct:** All students are expected to do their own work, and any academic misconduct will be reported. According to the Ohio State Office of Academic Affairs, "Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand

the university's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute 'Academic Misconduct.'"

If you have any questions whether something will be considered misconduct, please just ask. It is always better to be more careful and diligent than to commit the misconduct.

Students with Disabilities: We strive to have an absolutely accessible classroom. If there is any reason that a student needs accommodation, please let us know as soon as possible to guarantee full accessibility.

According to the Ohio State Office of Student Life, "The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue."

CLASS SCHEDULE AND ASSIGNMENT DUE DATES

Week	Dates	Topic	Assignment	Activities
1		Course Introduction		
		The profession of community interpreting	**Reading:** TCI pp. 35-67	
2		Ethics and standards for community interpreters	**Reading:** TCI 68-79	
		Application of ethical principles	**Reading:** TCI pp. 89-104	**Baseline Community Interpreting Role Play**
3				**Quiz 1**

3		Reflective Practice in interpreting	**Reading:** TCI pp. 105-114	
4		Protocols in the interpreted encounter	**Reading:** TCI pp. 118-135	
4		Memory skills in community interpreting	**Reading:** TCI pp 136-141	
5		Message transfer in community interpreting	**Reading:** TCI 142-153	
5		Modes and mode-switching in community interpreting	**Reading:** TCI 154-173	
6				**Quiz 2**
6		Note-taking for consecutive interpreting	**Reading:** TCI 174-190	
7		Strategic intervention in community interpreting	**Reading:** TCI 193-236	
7		Strategic mediation model	**Reading:** TCI 237-257	
8		Culture and mediation	**Reading:** TCI 258-269	
8				**Quiz 3**
9		Professional identity and practice in community interpreting	**Reading:** TCI 273-303	
9		Legal interpreting	**Reading:** TCI 304-319	
10		Emerging specializations in community interpreting	**Reading:** TCI 320-338	
10		Terminology and vocabulary building in community interpreting	**Reading:** TCI 339-346	**Mid-Term Community Interpreting Role Play**
11		Remote interpreting	**Reading:** TCI 347-357	
		Spring Break		
		Spring Break		
11				**Quiz 4**
12		Communicative autonomy and the role of the community interpreter	**Reading:** TCI 360-370	**Reflection on Interpreting Performance**
12		Interpreting and mediation	**Reading:** TCI 371-379	
13		Advocacy in community interpreting	**Reading:** TCI 380-393	

13		Standards of practice in community interpreting	**Reading:** TCI 394-414	
14		Self-care in the interpreting profession	**Reading**: TCI 415-431	
14		Professional development and continuing education for community interpreters	**Reading:** TCI 432-442	
15				**Quiz 5**
15		Final Exam Review		
16				**Final Exam**