

Term Information

Effective Term Spring 2022

General Information

Course Bulletin Listing/Subject Area Japanese
Fiscal Unit/Academic Org East Asian Languages & Lit - D0527
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5105
Course Title Professional Japanese Interpretation
Transcript Abbreviation PRO INTPN
Course Description A course on professional Japanese interpretation. Students will learn how to interpret intelligibly on a given topic while developing fluency in business-level Japanese through hands-on training in consecutive and simultaneous interpretation, bidirectionally between Japanese and English.
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? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
Repeatable Yes
Allow Multiple Enrollments in Term Yes
Max Credit Hours/Units Allowed 6
Max Completions Allowed 2
Course Components Lecture, Recitation
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 Japanese 5102.01 or 5102.02 (Level 4-II) or instructor's permission
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	16.0302
Subsidy Level	Doctoral Course
Intended Rank	Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- By the end of this course, students will be able to:
 - Explain the core concepts and skills involved in interpreting
 - Explain and utilize basic interpreting techniques such as deverbalization, active listening, anticipation, and decalage
- Interpret non-technical and some technical subject matter consecutively
 - Interpret non-technical subject matter simultaneously
- Utilize business level Japanese terminology acquired through quick-response, shadowing and interpreting practice activities
 - Answer basic questions about the various codes of ethics for interpreters
- Prepare to interpret an unfamiliar topic

Content Topic List

- Content themes: Organization of a company; fundamentals of work; speaking and listening in a business setting; Ho.Ren.So (Japanese business problem solving system); various industries; reading company metrics; receiving phone calls; receiving guests.

Sought Concurrence

No

Attachments

- Japanese Interpretation Syllabus.docx: Syllabus
(Syllabus. Owner: Knicely, Yuching Hsu)
- asc_distance_approval_cover_sheet_Japanese Interpretation_Yuasa.pdf: ASC Distance cover sheet
(Other Supporting Documentation. Owner: Knicely, Yuching Hsu)
- Japanese major curricular map81921.xlsx: Japanese major map
(Other Supporting Documentation. Owner: Knicely, Yuching Hsu)

Comments

- If this course can be used as an elective in the Japanese major, please provide the updated curriculum map of your major with this course included. *(by Vankeerbergen, Bernadette Chantal on 08/17/2021 04:32 PM)*

COURSE REQUEST
5105 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/24/2021

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Knicely, Yuching Hsu	08/10/2021 09:54 AM	Submitted for Approval
Approved	Bender, Mark A	08/10/2021 10:19 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/17/2021 04:33 PM	College Approval
Submitted	Bender, Mark A	08/17/2021 05:00 PM	Submitted for Approval
Approved	Bender, Mark A	08/18/2021 12:19 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/19/2021 12:30 PM	College Approval
Submitted	Knicely, Yuching Hsu	08/19/2021 12:33 PM	Submitted for Approval
Approved	Bender, Mark A	08/19/2021 01:45 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/24/2021 01:03 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/24/2021 01:03 PM	ASCCAO Approval

**JAPANESE 5105:
INTRODUCTION TO PROFESSIONAL JAPANESE INTERPRETATION**

*"Words are nothing more than a container for ideas.
The interpreter must pour those ideas into a new container"*

Spring 2022 (full term)
3 credit hours
Online

COURSE OVERVIEW

Instructor

Instructor: Allyson Sigman
Email address: sigman.44@osu.edu
My preferred method of communication for questions is email.
Phone number: 614-558-2782
Office Hours: virtual, Tuesdays 7:00 – 8:00 pm

Prerequisites

Japanese 5102.01 or 5102.02 (Level 4-II) or instructor's permission

Course Description

Welcome to our first Japanese interpretation course at OSU. Japanese 5194 is a course on professional Japanese interpretation. Distinct from translation, which is written, interpretation focuses on speaking fluency. Students will learn how to prepare to speak intelligibly on a given topic while developing fluency in business-level Japanese. As the class is broken into thematic units, students will be responsible for reading on a given topic, preparing terminology lists, and getting ready to interpret that content into the opposite language. Those language skills will be applied through hands-on training in consecutive and simultaneous interpretation, bidirectionally between Japanese and English. Lecture material will include an overview of the field of interpretation, different modes of interpreting and the techniques involved in each, as well as active listening and public speaking skills. By the end of the semester, you will become familiar with basic theories and concepts of interpretation and acquire a fundamental interpreting skillset.

Course Objective and Anticipated Outcomes

By the end of this course, students will be able to:

- Explain the core concepts and skills involved in interpreting
- Explain and utilize basic interpreting techniques such as deverbilization, active listening, anticipation, and decalage
- Interpret non-technical and some technical subject matter consecutively
- Interpret non-technical subject matter simultaneously
- Utilize business level Japanese terminology acquired through quick-response, shadowing and interpreting practice activities
- Answer basic questions about the various codes of ethics for interpreters
- Prepare to interpret an unfamiliar topic

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. Synchronous online meetings in **Weeks 1, 4, 6, and 8** (see VIII Course Schedule below); all instruction occurs in Carmen in other weeks.

Pace of online activity: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Class activity: This class will involve a mix of self-led Japanese study, lectures on interpreting, and hands-on interpreting practice. Students will begin the unit by watching a lecture video through Carmen in which the instructor will present new concepts about interpretation. Then, they will read two assigned articles (shared on Slack), one in Japanese, the other in English. They will choose two more articles in the same topic and read those as well. From those articles, they will collect terminology and submit a terminology list (Carmen). Their retention of the terminology will be tested in a quiz (Carmen). Students will be asked to apply techniques introduced in lectures to their interpreting homework. Every interpreting assignment will be recorded and submitted online through the GoReact platform. There will be synchronous practice sessions (Weeks 1, 4, 6, and 8) through Zoom.

Credit hours and work expectations: This is a **3-credit hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Class attendance and participation policy: Because this is an online course, your attendance is based on your online activity and participation. Viewing lectures and actively participating in discussions online is extremely important to this course. While the course is laid out in an asynchronous format, it is important to keep up with the material. **Therefore, students must post all discussions, homework, and activities by midnight EST on the day they are due.** Each lecture will introduce critical interpretation techniques that build on each other. If you have to miss synchronous practice sessions, please contact the instructor. If students fail to post assignments without notifying the professor in advance, they will not get credit for the assignment

COURSE MATERIALS AND TECHNOLOGIES

Materials

- Lecture slides (Carmen)
- Assigned articles (Slack)

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** service@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.
- Slack: A social discussion platform that allows participants to share videos, files, and conversation (<https://slack.com/>). Slack is a platform used often in business for chat rooms (channels) organized by topic, private groups, and direct messaging. Go to <https://slack.com/accessibility-plan> for their Multi-year Accessibility Plan.
- GoReact: A video submission platform that allows the instructor to give time-coded feedback to a student's oral performance (<https://get.goreact.com/>). It will be used to evaluate your interpretation assignments. Go to <https://help.goreact.com/hc/en-us/articles/115000273226-Compliance-Privacy-Security-and-Accessibility> for their Privacy, Security, and Accessibility statements.
- Zoom: Please sign in at <https://osu.zoom.us/> with your Ohio State username and password.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

Reading/Terminology list creation	(20%)
Recorded assignments	(25%)
Online discussion/practice	(15%)
Quizzes	(15%)
Interpreting evaluations	(25%)

Grading Scale

93 - 100 (A), 90 - 92.9 (A-), 87 - 89.9 (B+), 83 - 86.9 (B), 80 - 82.9 (B-), 77 - 79.9 (C+), 73 - 76.9 (C), 70 - 72.9 (C-), 67 - 69.9 (D+), 60 - 66.9 (D), Below 60 (E).

Descriptions of major course assignments

1. Listen to recorded lectures: Listen to recorded lectures (Carmen) to prepare for interpretation assignments. Lectures will sometimes include practice activities (e.g., Week 1 Wednesday, see Section VIII. Schedule). A video of the student performing the practice activity must be submitted via Slack.
2. Reading Assignments: Students are expected to read a selection of articles based on the thematic unit. They will also be required to submit two articles related to the theme via Slack.
3. Glossary Creation: After each reading, students will be asked to submit a list of terminology they learned via Slack. These will be tested in an online quiz (Carmen).
4. Online Slack discussions: Students are expected to engage in online Slack discussions on the lectures and practice assignments.
5. Recorded Assignments: All interpretation will be done using a platform called GoReact. Students will view the video provided by the instructor and record their interpretation. Students may be asked to attach a photo of their notes from consecutive interpreting as well. Feedback will be provided through the GoReact platform.
6. Interpreting Evaluations: Students submit interpretation to GoReact and interpreting will be evaluated at certain intervals throughout the course: Consecutive interpreting in Week

8, simultaneous interpreting in Week 14, and a final evaluation in Weeks 15 and 16 (see also Section VIII. Schedule). All interpreting will be evaluated using the attached rubric at the end of the syllabus. Evaluations will be conducted on GoReact but will be limited to one submission only (rerecording not permitted).

Late assignments

Late submissions will not be accepted. Please refer to Section VIII for due dates.

Instructor feedback and response time

You can generally expect feedback on assignments within 7 days.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- Writing style: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation.
- Tone and civility: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- Citing your sources: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- Backing up your work: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

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 limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please

contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- *Ten Suggestions for Preserving Academic Integrity* (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available at <https://contactbuckeyelink.osu.edu/>. Advising resources for students are available at <http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:
<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

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; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Canvas accessibility \(go.osu.edu/canvas-accessibility\)](https://go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Units and themes

Unit	Theme	Interpreting Skills
U1	The Organization of a Company	Active Listening, Shadowing
U2	Fundamentals of Work	Modes of Interpreting and glossary building
U3	Speaking and Listening	Consecutive Interpreting
U4	<i>Ho.Ren.So</i> (Japanese business problem solving system)	Note taking
U5	Various Industries	↓
U6	Reading Company Metrics	Numbers
U7	Receiving Phone Calls	Simultaneous Interpreting
U8	Receiving Guests	↓
U9	Meeting Flow	Ethics and professional practice
U10	Compliance	↓

Course Schedule and Deadlines

Students must post all discussions, homework, and activities by midnight EST on the day they are due.

Week	Date	To Do	To Submit
1	1/10 (M) 520-615pm	Synchronous Introduction (Zoom)	
	1/12 (W)	<ul style="list-style-type: none"> Watch Unit 1 (U1) lecture “What is interpreting and what skills does it require?” (Carmen) 	<ul style="list-style-type: none"> Shadowing practice from lecture (Slack)
	1/14 (F)	<ul style="list-style-type: none"> Read U1 articles “The organization of a company” (Slack) Compile a glossary 	<ul style="list-style-type: none"> Submit your 2 articles (Carmen) Share your U1 glossary (Carmen)
2	1/17 (M)	No class	
	1/19 (W)	<ul style="list-style-type: none"> Take U1 terminology quiz (Carmen) 	<ul style="list-style-type: none"> Submit E Sight Translation (GoReact) Submit J Shadowing (GoReact)
	1/21 (F)	<ul style="list-style-type: none"> Watch U2 lecture “Modes of interpreting” (Carmen) Read U2 articles “Fundamentals of work” (Slack) 	<ul style="list-style-type: none"> Submit your 2 articles (Carmen)

3	1/24 (M)	<ul style="list-style-type: none"> • Compile a glossary 	<ul style="list-style-type: none"> • Share your U2 glossary (Carmen)
	1/26 (W)	<ul style="list-style-type: none"> • Take U2 terminology quiz (Carmen) 	<ul style="list-style-type: none"> • Submit J>E summarization (GoReact) • Submit E>J summarization (GoReact)
	1/28 (F)	<ul style="list-style-type: none"> • Watch U3 lecture “Short-form consecutive” (Carmen) 	<ul style="list-style-type: none"> • Post 3 practice activities from lecture (Slack)
4	1/31 (M) 520-615pm	<ul style="list-style-type: none"> • Synchronous practice session (Zoom) 	
	2/2 (W)	<ul style="list-style-type: none"> • Read U3 articles “Speaking and listening” (Slack) • Compile a glossary 	<ul style="list-style-type: none"> • Submit your 2 articles (Carmen) • Share your U3 glossary (Carmen)
	2/4 (F)	<ul style="list-style-type: none"> • Take U3 terminology quiz (Carmen) 	<ul style="list-style-type: none"> • Submit E>J interpretation (GoReact) • Submit J>E interpretation (GoReact)
5	2/7 (M)	<ul style="list-style-type: none"> • Watch U4 lecture “Long-form consecutive” (Carmen) 	<ul style="list-style-type: none"> • Post 2 practice activities, with pictures of notes (Slack)
	2/9 (W)	<ul style="list-style-type: none"> • Read U4 articles “Ho ren so” (Slack) • Compile a glossary 	<ul style="list-style-type: none"> • Submit your 2 articles (Carmen) • Share your U4 glossary (Carmen)
	2/11 (F)	<ul style="list-style-type: none"> • Take U4 terminology quiz (Carmen) 	<ul style="list-style-type: none"> • Submit E>J interpretation (GoReact) • Submit J>E interpretation (GoReact) <i>*Attach pictures of notes to your recording</i>
6	2/14 (M)	<ul style="list-style-type: none"> • Read U5 articles “Various industries” (Slack) • Compile a glossary 	<ul style="list-style-type: none"> • Submit your 2 articles (Carmen) • Share your U5 glossary (Carmen)
	2/16 (W) 520-615pm	<ul style="list-style-type: none"> • Synchronous practice session (Zoom) 	
	2/18 (F)	<ul style="list-style-type: none"> • Take U5 terminology quiz (Carmen) 	<ul style="list-style-type: none"> • Submit E>J interpretation (GoReact) • Submit J>E interpretation (GoReact)
7	2/21 (M)	<ul style="list-style-type: none"> • Watch U6 lecture “Long-form consecutive with numbers” (Carmen) 	<ul style="list-style-type: none"> • Post 4 practice activities (Slack)
	2/23 (W)	<ul style="list-style-type: none"> • Read U6 articles “Reading company metrics” (Slack) 	<ul style="list-style-type: none"> • Submit your 2 articles (Carmen)

		<ul style="list-style-type: none"> • Compile a glossary 	<ul style="list-style-type: none"> • Share your U6 glossary (Carmen)
	2/25 (F)	<ul style="list-style-type: none"> • Take U6 terminology quiz (Carmen) 	<ul style="list-style-type: none"> • Submit E>J interpretation (GoReact) • Submit J>E interpretation (GoReact) • <i>*Attach pictures of notes to your recording</i>
	2/28 (M)		<ul style="list-style-type: none"> • CI Evaluation (GoReact)
8	3/2 (W)	<ul style="list-style-type: none"> • Watch U7 lecture “Bridging consecutive to simultaneous” (Carmen) 	
	3/4 (F) 520-615pm	<ul style="list-style-type: none"> • Synchronous practice session (Zoom) 	
	3/7 (M)	<ul style="list-style-type: none"> • Read U7 articles “Receiving phone calls” (Slack) • Compile a glossary 	<ul style="list-style-type: none"> • Submit your 2 articles (Carmen) • Share your U7 glossary (Carmen)
9	3/9 (W)	<ul style="list-style-type: none"> • Take U7 terminology quiz (Carmen) 	<ul style="list-style-type: none"> • Post 2 practice activities (Slack)
	3/11 (F) 17:30-		<ul style="list-style-type: none"> • Submit E>J interpretation (GoReact) • Submit J>E interpretation (GoReact)
10	3/14-3/18	Spring Break	
	3/21 (M)	<ul style="list-style-type: none"> • Watch U8 lecture “English to Japanese simultaneous” (Carmen) 	<ul style="list-style-type: none"> • Post 2 practice activities (Slack)
11	3/23 (W)	<ul style="list-style-type: none"> • Read U8 articles “Receiving guests” (Slack) • Compile a glossary 	<ul style="list-style-type: none"> • Submit your 2 articles (Carmen) • Share your U8 glossary (Carmen)
	3/25 (F)	<ul style="list-style-type: none"> • Take U8 terminology quiz (Carmen) 	<ul style="list-style-type: none"> • Submit E>J interpretation (GoReact) • Submit J>E interpretation (GoReact)
	3/28 (M)	<ul style="list-style-type: none"> • Watch U9 lecture “Ethics” (Carmen) 	<ul style="list-style-type: none"> • Post 2 practice activities (Slack)
12	3/30 (W)	<ul style="list-style-type: none"> • Read U9 articles “Meeting flow” (Slack) • Compile a glossary 	<ul style="list-style-type: none"> • Submit your 2 articles (Carmen) • Share your U9 glossary (Carmen)
	4/1 (F)	<ul style="list-style-type: none"> • Take U9 terminology quiz (Carmen) 	<ul style="list-style-type: none"> • Submit E>J interpretation (GoReact)

			<ul style="list-style-type: none"> • Submit J>E interpretation (GoReact)
13	4/4 (M)	<ul style="list-style-type: none"> • Watch U10 lecture “Professional Development” (Carmen) 	<ul style="list-style-type: none"> • Post 2 practice activities (Slack)
	4/6 (W)	<ul style="list-style-type: none"> • Read U10 articles “Compliance” (Slack) • Compile a glossary 	<ul style="list-style-type: none"> • Submit your 2 articles (Carmen) • Share your U10 glossary (Carmen)
	4/8 (F)	<ul style="list-style-type: none"> • Take U10 terminology quiz (Carmen) 	<ul style="list-style-type: none"> • Submit E>J interpretation (GoReact) • Submit J>E interpretation (GoReact)
14	4/11 (M)		<ul style="list-style-type: none"> • SI Evaluation (GoReact)
	4/13 (W)	<ul style="list-style-type: none"> • Meet with partner to brainstorm final topic, plan research responsibilities 	
	4/15 (F)	<ul style="list-style-type: none"> • Research final topics • Build a shared glossary 	
15	4/18 (M)	<ul style="list-style-type: none"> • Practice giving speeches on the topic • Interpret each other’s speeches 	<ul style="list-style-type: none"> • Share glossary with professor (Carmen)
	4/20 (W)	<ul style="list-style-type: none"> • Review slides with partner • Send any questions to the speaker 	
	4/22 (F)		<ul style="list-style-type: none"> • Final Evaluation J>E (GoReact)
16	4/25 (M)		<ul style="list-style-type: none"> • Final Evaluation E>J (GoReact)

Interpretation Grading Rubric

	4 – Excellent	3 – Good	2 – Acceptable	1 – Poor
Communication of Message	Core meaning of the original has been thoroughly conveyed.	Core meaning of the original is not well communicated at times, but overall message is clear and correct.	Core meaning of the original is not well communicated at times and overall message is slightly distorted, but close to the original.	Core meaning of the original is not conveyed or the meaning conveyed is not what the speaker intended.
Fluency of Speech	Speech is fluid and sentences are complete with minimal pausing and hesitation markers (um, uh).	Speech is mostly fluid with some breaks. A few sentences are incomplete.	Speech breaks often in unnatural spots with many hesitation markers, but meaning is mostly unimpaired.	Speech starts and stops often. Many sentences are incomplete. This impairs meaning.
Grammar and Terminology	No issues with grammar and terminology that impair listener comprehension.	Some grammar and terminology is used incorrectly but it does not impair listener comprehension.	Grammar and terminology usage is inconsistent and sometimes impairs listener comprehension.	Interpretation is near incomprehensible due to poor grammar and terminology use.
Additions and Omissions	No meaningful additions and/or omissions	Some additions and/or omissions, but overall meaning is not affected.	Some additions and/or omissions that affect the meaning of the interpretation.	Many additions and/or omissions which distort the meaning of the original or render the interpretation incomprehensible.
Distortions of Meaning	No wrong numbers, units, words, and/or misinterpretation of the original.	Some wrong numbers, units, words, and/or misinterpretation of the original but overall meaning is not affected.	Some wrong numbers, units, words, and/or misinterpretation of the original and overall meaning is affected.	Many wrong numbers, units, words, and/or misinterpretation of the original which distort the meaning of the original or render the interpretation

				incomprehensible .
Pronunciation and Intonation	Pronunciation and intonation of the target language is natural and does not impair comprehension.	Pronunciation and intonation of the target language is periodically unnatural but does not significantly impair comprehension.	Pronunciation and intonation of the target language is often difficult to comprehend but acceptable.	Pronunciation and intonation of the target language is unnatural and significantly impairs comprehension.
Speed	SI: Speed of interpretation is adequate to keep up with the speaker but not too fast to understand. Decalage is consistent. CI: Interpretation does not last longer than the original.	SI: Speed of interpretation is mostly consistent but sometimes slow and/or fast. Decalage is inconsistent. CI: Interpretation is sometimes longer than the original.	SI: Speed of interpretation is too slow to keep up or too fast to understand. Decalage is very inconsistent. CI: Interpretation often longer than the original.	SI: Speed is too slow to keep up with the speaker or too fast to understand. Decalage is too long. CI: Interpretation takes significantly longer than the original.
Confidence	The interpreter projects confidence equal to that of the speaker in the words they are interpreting.	The interpreter projects confidence equal to that of the speaker except when truly confused.	The interpreter often shows a lack of confidence in tone or facial expression.	The interpreter uses a questioning tone or facial expression that suggests a complete lack of confidence in their interpretation.

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

Please consider using [ASC's distance learning course template](#). For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

Enter additional details if you responded no

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor

Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies.

Course tools promote learner engagement and active learning.

Technologies required in the course are current and readily obtainable.

Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully.

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments:

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating:

Additional comments:

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation

Variety of assignment formats to provide students with multiple means of demonstrating learning

Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

Opportunities for students to interact academically with classmates through regular class discussion or group assignments

Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum

Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

Instructor explanations about the learning goals and overall design or organization of the course

Context or rationale to explain the purpose and relevance of major tasks and assignments

Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools

Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting

Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress

Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:

Syllabus and cover sheet reviewed by Jeremie Smith on 8/5/2021.

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.