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GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

EDUC500.600: Introduction to Community Interpreting
Fall 2011

Monday 4:15-7:15
October 3 to January 30, 2011
Kenmore School

Instructor: Lourdes Rubio Fitzpatrick

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Address: 200 Carlin Springs
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Co-Instructor: N/A

COURSE DESCRIPTION:

Develops the skills of interpretation in the education and community setting: Includes practice in the modes of interpretation, the roles of the interpreter, memory skills development and note taking skills as well as handling difficult terminology.

COURSE PURPOSE AND INTENDED AUDIENCE:

This course is designed for bilingual students who are required to interpret in the school system. This is not a language development class. Participants will have to pass a language proficiency test before being enrolled in this class.

COURSE FORMAT:

The course Incorporates practice, small and large group activities, role playing, guest lecturers, video to help students develop stronger interpreting skills.
This is a very interactive class.

STUDENT OUTCOMES:

- Students will examine and learn about interpreting as an established profession, its standards, code of ethics, standards of practice and minimum requirements.
- Students will learn the code of ethics of professional interpreters and will apply it to challenging situations.

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- Students will develop knowledge, skills, and understandings for preparing for an interpreting assignment.
- Students will apply basic interpreting skills during the interpreting assignments
- Students will apply decision-making skills to assess the need for mediation, to intervene in a professional manner and use cultural skills in mediation.
- Students will discuss the role of the interpreter in the workplace and address challenges specific to the field of educational and community interpreting.
- Students will develop skills to learn skills to handle relevant terminology and other technical terminology relevant to the field of interpreting in the community and the school settings.

PROFESSIONAL STANDARDS (if applicable):

Other Professional Standard

REQUIRED/SUPPLEMENTAL/RECOMMENDED TEXTS AND/OR READINGS:

Required Texts:

Bancroft, M. & Rubio, L. (2004) *The Community Interpreter: Professional Interpreter Training for Bilingual Staff and Community Interpreters*. Maryland: Cross-Cultural Communications

Fadiman, Ann. (2001) The Spirit Catches you and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures

National Council for Health Care Interpreters (2004) *A code of Ethics for Health Care Interpreters*.

National Council for Health Care Interpreters (2005) *National Standards for Practice*.

Title VI of the Civil Rights Act (2003) <http://www.os.dhs.gov/ocr/lep/revisedlep.html>

Supplemental Readings:

Other articles/handouts will be distributed in class or posted on-line at the course

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENTS, EVALUATION CRITERIA, AND GRADING SCALE:

- 1. . Classroom Participation and Attendance Policy:** Due to the importance of lecture and classroom participation to your total learning experience, I encourage you to both attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude implied in the course goals and will account for 10% of your course grade. (Please see the rubric in the grading section of this syllabus.) If you must miss a class, notify the instructor (preferably in advance); you are still responsible for completing all assignments and readings for the next class.
- 2. Brief Presentation on Ethical Situations:** A rubric will be handed out later with information about this assignment.
- 3. A report on TITLE VI of the Civil Rights Act 1964.** A rubric will be handed out later with information about this assignment.
- 4. On site interpretations:** Students will be assigned an interpreting assignment in their community. The assignment should be at least 30 minutes long and should be evaluated as per the evaluation which will be handed.

5. Final Test

Grading Policy:

Attendance and Daily readings	10%
Ethical situation	10%
Report Title VI	10%
On site interpretation	10%
Final Test	60%

GRADING SCALE:

A = 95-100%

A- = 90-95%

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B+ = 86-89%

B = 80-85% *

C = 70-79%

F = Below 70%

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

PROPOSED CLASS SCHEDULE:

LAST DAY TO DROP CLASS WITHOUT ACADEMIC/FINANCIAL PENALTY IS BEFORE 20% OF THE CLASS SESSIONS HAVE MET; please designate which class session this is for this particular course.

Date	Topic/Learning Experiences	Readings/Assignments
10/3	Classroom Management. Personal and professional strengths and weaknesses that may have an impact on your role as interpreters.	Mykkelson, Holly, The Professionalization of Community Interpreting
10/17	An Overview of the profession of interpretation	Read Bancroft, Rubio Chap. 1) When Communication is a Matter of Life and Death
10/24	Introduction to the Code of Ethics (Practice)	Read Bancroft,, Rubio Chap. 1) Mykkelson, Holly. Interpreting Is Interpreting-

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		Or Is It?
10/31	The Code of Ethics (cont'd) (Practice)	COE presentation Verbatim Interpretation: an Oxymoron
11/7	On site interpretation	
11/14	Interpreting skills: The modes of interpreting. (Practice)	Read Bancroft, Rubio Chap. 2)
11/21	Interpreting skills: The modes of interpreting(Practice)	Read Bancroft, Rubio Chap. 2)
11/28	Interpreting skills: The interpreted session step by step, roles of the interpreter, duties of the interpreter. (Practice)	Read Bancroft, Rubio Chap. 2)
12/5	Memory Skills, Note taking skills. Cultural competence and interpreting (Practice)	Read Bancroft, Rubio Chap. 2 and 3)
12/12	Cultural Broker. How to mediate. (Practice)	Read Bancroft, Rubio Chap. 3)
12/19	Interpreting in the community and school settings. Guest Speaker. Dual role interpreting, interpreting and advocacy. (Practice)	Read Bancroft, Rubio Chap. 4)
1/9	On site interpretation	
1/17	Standards of practice and challenging situations (Practice)	Read Bancroft, Rubio Chap. 5)
1/23	(Practice) Guest speaker	
1/30	Final Test	

ASSIGNMENT RUBRIC

Criteria	Level of Performance		
	Emerging	Proficient	Exemplary
Attendance & Participation	The aspiring interpreter is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The aspiring interpreter is not prepared for class and does not actively participate in discussions.	Aspiring interpreter is on time, prepared for class, and participates in group and class discussions. Aspiring interpreter attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed.	In addition to attending all classes, being on time, being prepared, and following outlined procedures in case of absence, the aspiring interpreter makes active contributions to the learning group in class and participates actively in offering feedback during role plays and group activities.

Rubric for on-site interpretation

Criteria	Level of Performance		
	Emerging	Proficient (B)	Exemplary (A)
On site interpretation	As per the providers report, the aspiring interpreter interfered with the communication process by interjections, offering personal opinions, being disrespectful to the client and other violations of the code of ethics	As per the providers' reports, the aspiring interpreter was able to respect the code of ethics, was able to convey the message but was not clear and vague.	As per the providers reports, the aspiring interpreter successfully facilitated communication between all parties in a clear complete manner and was able to respect the code of ethics

Ethical Situation

Criteria	Level of Performance		
	Emerging	Proficient (B)	Exemplary (A)
Ethical situation	The aspiring interpreter did not finish the assigned reading, did not Prepare for the presentation. Did not participate in the group discussion	Aspiring interpreter finish the assigned project. Prepared for the presentation and participated in the group discussion	In addition preparing and presenting, the aspiring interpreter develops poignant questions and is able to delineate the most important issues of the assigned project

Title VI Report

Criteria	Level of Performance		
	Emerging	Proficient (B)	Exemplary (A)
Title VI report	The aspiring interpreter did not finish the assigned reading, did not Prepare for the presentation. Did not participate in the group discussion. Did not turn in the written report.	Aspiring interpreter finished the assigned report and turned in but incomplete. No insight on the reading or comments as required by the rubric.	In addition presenting the written report, the aspiring interpreter develops poignant questions and is able to delineate the most important issues of the assigned project

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