Writing-Intensive Designation Form

INT 360  
Dept. Prefix/Number  

Current Issues in Interpreting  
Course title  

Part One: Department Information  

Catalog course description:  

This course investigates current issues facing the professional interpreter. Issues to be discussed include, but are not limited to, bilingualism/biculturalism, certification and quality assurance, confidentiality, accountability, minority status of American Sign Language and Deaf Culture, oppression and empowerment of the Deaf community, gender and language use, racial and ethnic diversity within the interpreting community, cross cultural mediation and other contemporary issues.

Prerequisites: WR 135, Instructor Approval.

• Curriculum requirements this course meets [check all that apply]:  
  ____LACC  ____Dept. Major  ____Ed. Major  ____Dept. Minor  ____BA  ____BS  ____BM  
  OR  ____Elective w/in major or minor

• Course Format:  
  ____Lecture  ____Lecture & Lab  ____Seminar  ____Practicum  
  ____Other (please specify) ______________________________

• Course Frequency:  
  ____Each term  ____Each year  ____Alternate years  
  ____Other (please specify) ______________________________

• Course Designation Desired:  
  ____WI every time offered (unless otherwise specified during scheduling)  
  ____One-time designation  
  ____Instructor designation (WI whenever offered by specific instructor/s only)  
    (List Instructor name/s) ______________________________

[over]
Part Two: Course Information

---> Attach a copy of the proposed course syllabus. ***If any of the items below are included on the syllabus, please indicate that here and label the syllabus with the numbers used below.*** If not, please answer below.

1a. Types of INFORMAL writing [e.g., journals, lab or field notes, logs, ungraded drafts] required in the course and how they will be evaluated for course grade:
   - Review of Academic Excellence Showcase session(s) program
   - Presentation proposal form (1-2 pages)
   - Ungraded outline for research paper (3-5) pages
   - Ungraded research paper draft for peer review (5-10 pages)
   - Ungraded research paper draft with proof of visit to the Writing Center (10-12 pages)

1b. Estimated # of pages of INFORMAL writing in course: 19-29 pages
1c. Describe the learning outcomes expected from the required informal writing:
   - Review of Academic Excellence Showcase session(s) (1-2 pages)
     - To critically reflect on the work of peer authors/presenters

The following items are part of the research paper writing process and result in similar learning outcomes.
   - Ungraded outline for research paper
   - Ungraded research paper draft for peer review
   - Ungraded research paper draft with proof of visit to the Writing
     - To use sources for formal writing to critically analyze, summarize, paraphrase, and incorporate ideas and quotations from readings into writing as required in the ASL/English Interpreting discipline.
     - To generate ideas for, draft, revise and edit written work.
     - To demonstrate skills in communicating the subject matter of the ASL/English Interpreting discipline through accurate word choice, varied and coherent sentence structure, and appropriate use of the conventions of standard written English.

2a. Types of FORMAL writing [e.g., essay tests, polished papers] required in the course:
   - Professional portfolio (4-6 pages)
   - Research proposal (in line with conference calls for presenters specific to the interpreting field)
     - Biography (100 words or less)
     - Title and description (200 words or less)
   - Research paper (10-12 pages; see #3 on syllabus)
• Research Presentation (2 pages and 15 slides; see #4 on the syllabus)

2b. Estimated # of pages of FORMAL writing in course: ___17 to 21 pages and 15 slides__

2c. Describe the learning outcomes expected from the required formal writing:

• Professional Portfolio (4-6 pages)
  o To recognize what the professional portfolio is and its purpose
  o To develop awareness of the component parts
  o To develop a practice of collecting and retaining evidence/artifacts
  o To develop, compile, and present a portfolio in a professional manner

• Research proposal
  o To practice conventions used in the ASL/English Interpreting discipline, students will follow the Registry of Interpreters for the Deaf presentation proposal guidelines.

• Research paper (10-12 pages; see #3 on syllabus)
  o To demonstrate skills in communicating the subject matter of the ASL/English Interpreting discipline through accurate word choice, varied and coherent sentence structure, and appropriate use of the conventions of standard written English.
  o To organize information in formal papers appropriately.
  o To use the conventions of documentation within the ASL/English Interpreting discipline.

3. What percentage of the course grade is determined by the INFORMAL writing assignments? ___20%___ by the FORMAL writing assignments? ___60%___

4. How will students receive instruction on discipline-specific writing practices as part of the course? Please indicate where and what discipline-specific writing practices are included.

  Students will be introduced to the IRB protocol. Much of the research that is done in the ASL/English Interpreting discipline requires the study of human subjects.

  Students will follow RID proposal guidelines for submitting their proposals.

  The format specifications are primarily based upon the APA Publication Manual, Sixth Edition, with a combination of format specifications gleaned from related organizations, such as the Conference of Interpreter Trainers (CIT).
The APA style guidelines are taught and used, because these are the guidelines promoted by related organizations, such as CIT and the American Sign Language Teachers Association.

5. What procedures are to be used in the course for students to receive help as they draft, revise, and edit their polished written work?

Several procedures are built into the research paper project that will provide opportunities for students to receive help as they draft, revise, and edit their work. These procedures include the following:

- Research Proposal: students will have to decide upon a topic, research, and submit proposals early
- Peer screening of research proposals: students will receive peer feedback and, by participating in the screening process, will be able to discuss and reflect upon the work of others and, hopefully, their own
- Ungraded outline of the research: this gives instructor an opportunity to give students feedback on their early research and the topic they have chosen
- Peer review of their research papers: students will be able to participate in the editing and revision processed of another student, as well as benefit from the review of their work by another student
- Visit to the Writing Center: students will have outside objective feedback on their written work
- Ungraded draft to the instructor: the instructor has one more opportunity to provide feedback on the draft before the final version is completed
- Presentation of research before papers are due: based upon questions and comments that arise during the Q&A portion of the presentation, students may be able to fine-tune their papers one last time

For Office Use Only
WI course designation approved: ____________ 4/22/2014
Writing Intensive Committee Chair ____________ Date
WESTERN OREGON UNIVERSITY
ASL/English Interpreting Program

INT 360W: Current Issues (3 credits)

Fall 2013
Mondays, 4:30-7:15

Instructor: Elisa Maroney
Phone: 503-838-8735
E-mail: maronee@wou.edu

Office: Education 233
Office Hours: TBA

Course Description

This course investigates current issues facing the professional interpreter. Issues to be discussed include, but are not limited to, bilingualism/biculturalism, certification and quality assurance, confidentiality, accountability, minority status of American Sign Language and Deaf Culture, oppression and empowerment of the Deaf community, gender and language use, racial and ethnic diversity within the interpreting community, cross cultural mediation and other contemporary issues.

Prerequisites: WR 135, Instructor approval.

Texts and Supplementary materials

Required Text

NMIP http://www.epcc.edu/Community/NMIP/TableofContents.htm

Students are required to become members of RID in order to receive the RID VIEWS, RID's monthly newsletter, to keep up with current issues in our field.

Supplemental Texts

Other materials as assigned.

Course Objectives
Students will:

• demonstrate awareness of a range of perspectives and resources surrounding current issues in interpreting;
• demonstrate analysis and critical thinking skills in relation to professional issues;
- clearly and professionally articulate one's position regarding controversial issues relevant to the field of interpreting;
- respectfully and professionally respond to others' positions regarding controversial issues relevant to the field of interpreting;
- write professionally in response to controversial issues in the field of interpreting.

**Students Needing Course Accommodations**

A student who feels she/he may need an accommodation for any type of disability is encouraged to make an appointment to see the instructor of this class and to contact the WOU Office for Disability Services (ODS). To qualify for course accommodations/modifications, students must be registered with the ODS. The Office for Disability Services is located in the Academic Programs & Support Center (AP) and the campus telephone number is (503) 838-8250.

**Instructional Activities**

- Instructor and student presentations
- Assigned readings
- Class discussions
- Group and individual work
- Video presentations
- Guest presenters

**Course Requirements and Evaluation**

<table>
<thead>
<tr>
<th>Activity/Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participation &amp; attendance</td>
<td>15</td>
<td>Weekly</td>
</tr>
<tr>
<td>2. In- and out-of-class informal writing (20-pages)</td>
<td>20</td>
<td>Weekly</td>
</tr>
<tr>
<td>3. Research paper (10-12 pages)</td>
<td>30</td>
<td>See “Course Schedule”</td>
</tr>
<tr>
<td>4. Presentation (3-4 pages; 15 slides)</td>
<td>25</td>
<td>TBD</td>
</tr>
<tr>
<td>5. Portfolio presentation (see #6)</td>
<td>5</td>
<td>TBD</td>
</tr>
<tr>
<td>6. Portfolio (4- to 6-pages)</td>
<td>5</td>
<td>TBD</td>
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<tr>
<td><strong>Total</strong></td>
<td>100 pts</td>
<td></td>
</tr>
</tbody>
</table>

**Grading System**

- **A** = 95 - 100
- **A-** = 90 - 94
- **B+** = 87 - 89
- **B** = 84 - 86
- **B-** = 80 - 83
- **C+** = 77 - 79
- **C** = 74 - 76
- **C-** = 70 - 73
- **D+** = 67 - 69
- **D** = 64 - 66
- **D-** = 60 - 63
- **F** = below 60
Activity/Assignment Descriptions

1. Participation and Attendance
Students will participate in all class discussions and activities. Acquiring a firm grasp on the issues relevant to the field of interpreting requires active interaction with the concepts and collaboration with peers. In order to participate in all class discussions and activities, students must attend all classes.

2. Writing Assignments
In-class assignments will be given. There will be about 20 pages of informal writing assignments. The in-class assignments will be hand written and turned in during the class period. There are no make-ups for in class assignments. Out-of-class writing assignments must follow the usual guidelines: All written assignments should be typed no smaller than 12-point type in a common font (e.g., Times or Times New Roman). Original papers should be double-spaced and include citations as appropriate. All written work requires thoughtfulness in regard to content and mechanics. Papers should be proofread and edited for accuracy in grammar, spelling, and depth and breadth of content/analysis. Utilization of the Writing Center is required.

3. Research Paper
Students will write an academic paper following conventions of the APA publication guidelines. The overall plan for this assignment is to provide students with an opportunity to develop scholarly work. Students will define their topic, find sources, and write a research paper. The paper will be graded for writing mechanics, organization, depth and breadth of content, and quality of insights and/or data. New insights and/or data will be required. The research paper involves the following steps:
   a) Research Topic
   b) Abstract
   c) Annotated Bibliography
   d) Outline
   e) Literature Review
   f) Peer review
   g) First Draft
   h) Final Draft
The research paper should be 10-12 pages in length, not including the title page, references, etc.

4. **Presentation (2-pages and 15 slides)**

Students will present a workshop for fellow classmates sharing research on current issues in the field. The workshop will be conducted in ASL. (See instructions below.)

- Identify your topic and give your workshop a title (will be the same as the research topic).
- Develop a flyer for your workshop. Include the workshop description and a biographical statement. (1-page)
- Develop *Educational Objectives (List specific observable actions by participants that will demonstrate comprehension and integration of information presented). (1-2 pages)
- *Media/Materials (List the print, audio and visual materials you will use.)
- Pre-reading must be determined and made available, at least one week (7 days) in advance of your workshop. (1/4 page)
- An in-class writing assignment is also required. Examples will be provided.

5. **Portfolio (4-6 pages)**

The portfolio is an ongoing assignment that will culminate at the end of the senior year. Students will use Johnson et al. (2006) as a guide to developing their portfolios. The portfolios will be graded on content and presentation. The portfolio will include the following (only bolded items due this term):

a) **Title page** (1-page)

b) **Table of contents** (1-page)

c) **Introduction (or Executive Summary)** (1- to 2-pages)

d) Philosophy of Interpreting

e) **Resume** (1- to 2-pages)

f) Artifact(s) or evidence that demonstrates competency/competencies (focus on one)

g) Summative reflections

6. **Portfolio Presentation**

Students will complete portfolio presentations during the scheduled final from 4:30-7:15. More details will be provided.
Course Schedule

Topics and student presenters will be determined by week two. Readings will be determined week to week. The course sequence is subject to change based on student needs and unforeseen events. Presentations will be done at varying levels of research (i.e., early in the term, some students will be just beginning their research while at the end of the term, other students may have completed their research)

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topics</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-29</td>
<td>• Introduction, Scavenger Hunt, NIC</td>
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<tr>
<td>10-6</td>
<td>• EIPA Workshop -- Maroney</td>
<td>Research: Topic</td>
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<td>10-13</td>
<td>•</td>
<td>Research: Abstract</td>
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<tr>
<td>10-20</td>
<td>•</td>
<td>Research: Annotated bibliography</td>
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<tr>
<td>10-27</td>
<td>•</td>
<td>Research: Outline</td>
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<tr>
<td></td>
<td></td>
<td>Johnson et al., Chapter 3</td>
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<td></td>
<td></td>
<td>PF: Resume</td>
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<tr>
<td>11-3</td>
<td>•</td>
<td>Research: Literature review</td>
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<tr>
<td>11-10</td>
<td>•</td>
<td>PF: Evidence</td>
</tr>
<tr>
<td>11-17</td>
<td>•</td>
<td>Research: First Draft</td>
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<tr>
<td>11-24</td>
<td>•</td>
<td>Research: Review of first draft to classmate.</td>
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<tr>
<td></td>
<td></td>
<td>Johnson et al., Chapters 6 &amp; 7</td>
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<tr>
<td>12-1</td>
<td>•</td>
<td>Research: Final Draft</td>
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<tr>
<td>Finals week 12-8</td>
<td>• Portfolio Presentations</td>
<td>Portfolio</td>
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</tbody>
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### Current Issues: Research Topics

<table>
<thead>
<tr>
<th>Possible Topics</th>
<th>Web Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deaf Community, Interpreting, and Oppression</td>
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<tr>
<td>Eye strain and interpreter dress</td>
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<tr>
<td>Do people who talk about the work do better interpreting?</td>
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<tr>
<td>Who’s Who in Interpreting: W should we know and why?</td>
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<tr>
<td>What struck you when you went out in the working world – what do you wish you</td>
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<tr>
<td>had known or learned in your IEP?</td>
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<tr>
<td>NIC Certification</td>
<td><a href="http://www.rid.org">www.rid.org</a></td>
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<tr>
<td>RID Code of Professional Conduct</td>
<td><a href="http://www.rid.org">www.rid.org</a></td>
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<tr>
<td>VRS/VRI</td>
<td></td>
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<tr>
<td>Commission on Collegiate Interpreter Education</td>
<td><a href="http://www.cit-asl.org">www.cit-asl.org</a></td>
</tr>
<tr>
<td>RID/EIPA Taskforce on Educational Interpreter Certification</td>
<td><a href="http://www.rid.org">www.rid.org</a></td>
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<tr>
<td>RID Educational Interpreting Committee</td>
<td><a href="http://www.rid.org">www.rid.org</a></td>
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<tr>
<td>Demand-Control Schema</td>
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<tr>
<td>Gendered language use</td>
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<tr>
<td>Adult Cochlear Implant users</td>
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<tr>
<td>Technology (e.g., blogs, web pages, pagers)</td>
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<tr>
<td>Scheduling interpreters</td>
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<tr>
<td>Trilingual interpreting</td>
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<tr>
<td>Working with hard of hearing consumers</td>
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<td>Working with Deaf interpreters</td>
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<tr>
<td>Working with Deaf Blind consumers</td>
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<tr>
<td>Mentoring and continuing education</td>
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<tr>
<td>Convention Highlights (e.g., WSRID, RID, CIT, NAOBI)</td>
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<tr>
<td>Commission on Collegiate Interpreter Education (CCIE)</td>
<td><a href="http://www.ccie-accreditation.com">www.ccie-accreditation.com</a></td>
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<tr>
<td>Vicarious Trauma</td>
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<td>EIPA &amp; Certification; EIPA performance; EIPA-WT</td>
<td><a href="http://www.rid.org">www.rid.org</a></td>
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<td><a href="http://www.classroominterpreting.org">www.classroominterpreting.org</a></td>
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<tr>
<td>Student representation/support staff at national conferences</td>
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<tr>
<td>Availability/shortage of interpreters</td>
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<tr>
<td>NIC and related issues</td>
<td><a href="http://www.rid.org">www.rid.org</a></td>
</tr>
<tr>
<td>State Licensure for interpreters</td>
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</tr>
<tr>
<td>RID Standard Practice Papers</td>
<td><a href="http://www.rid.org">www.rid.org</a></td>
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<tr>
<td>ISDB, NAOBI, ASLTA, AADB, WASLI and/or other organizations of the Deaf (and</td>
<td></td>
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<tr>
<td>interpreter involvement) or interpreters</td>
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<td>Guantanamo Bay interpreters, interpreters working in war zones (e.g., Iraq,</td>
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<tr>
<td>Afghanistan, Darfur)</td>
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<tr>
<td>Other Topics (as generated in class):</td>
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### Nature of course request:

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>From:</th>
<th>Course Prefix &amp; Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td></td>
<td>Course Prefix &amp; Number</td>
<td>INT 360</td>
<td>Current Issues in Interpreting</td>
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<td></td>
<td>Course Prefix &amp; Number</td>
<td>INT 360 W</td>
<td>Current Issues in Interpreting</td>
<td>3.0</td>
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</tbody>
</table>

### Abbreviation for Class Schedule (20 spaces):

CURR ISSUES

### Catalog Description:

This course investigates current issues facing the professional interpreter. Issues to be discussed include, but are not limited to, bilingualism/biculturalism, certification and quality assurance, confidentiality, accountability, minority status of American Sign Language and Deaf Culture, oppression and empowerment of the Deaf community, gender and language use, racial and ethnic diversity within the interpreting community, cross cultural mediation and other contemporary issues.

### New Description:

This course investigates current issues facing the professional interpreter. Issues to be discussed include, but are not limited to, bilingualism/biculturalism, certification and quality assurance, confidentiality, accountability, minority status of American Sign Language and Deaf Culture, oppression and empowerment of the Deaf community, gender and language use, racial and ethnic diversity within the interpreting community, cross cultural mediation and other contemporary issues.

### Justification for changing the course (e.g., alignment with other institutions, program revision, etc.):

Having INT 360: Current issues in interpreting fulfill the Writing Intensive requirement by adding the Writing Intensive (W) designation to this course would keep the ASL/English interpreting major in alignment with the other majors on this campus by offering students a course that fulfills the W requirement at the Upper Division Level. The following quote from WOU's Writing Intensive web page supports the justification for changing this course to a W designation:

> WOU students are required to complete a minimum of two W courses for graduation. Ideally, they should have WIC in the major and the minor - courses where class size is kept to 25 at most. Additionally, at least one of these W courses should be concentrated in the upper-division (300-400 level) offerings where the subject matter of each discipline is explored in more depth than in the LACC courses and where we can show students how to write in that discipline's style. VR 155 is designated as a pre-requisite for UD W courses.


This would be the only course in the ASL/English Interpreting program to have such a designation.

### Attached Files:

- INT 360W\form.doc [Download]
- INT 360W\Fall 2013 Syllabus.doc [Download]

### Approval Queue C02762

<table>
<thead>
<tr>
<th>Step</th>
<th>Approver</th>
<th>Decision</th>
<th>Timestamp</th>
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[https://www2.wou.edu/pls/wou2/ucs.course_request.check_request?prequestid=2762](https://www2.wou.edu/pls/wou2/ucs.course_request.check_request?prequestid=2762)