**American Sign Language Interpreter Training Program**

**SLNG 1166 – Practicum I /**
**Internship** CRN 24235 Fall 2020
Central College | Online
Capstone Course

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| **Instructor contact Information and Preferred Method of Contact** | James G. Virgilio, M.Ed., CI, CT, SC:L, BEI Master<br>713-718-7128<br>james.virgilio@hccs.edu |
| **Office Location and Hours** | Education Development Center (EDC) Room A200<br>MW 11:00a-1:00p or by Appointment<br><br>*Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics.* |
| **Course Location/Times** | Online<br>Anytime |
| **Course Semester Credit Hours (SCH) (lecture, lab) If applicable** | Credit Hours  3.00<br>Lecture Hours 1.00<br>Laboratory Hours  9.00 |
| **Total Course Contact Hours** | 150 |
| **Course Length (number of weeks)** | 16 |
| **Type of Instruction** | A work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts. A learning plan is developed by the college and the employer(s). |
| **Course Description (ACGM)** | Internship is an experience external to the college for an advanced student in a specialized field involving a written agreement between the educational institution and a business or industry. Mentored and supervised by a workplace employee, the student |

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| | achieves objectives that are developed and documented by the college that are directly related to specific occupational outcomes. This may be a paid or unpaid experience. This course may be repeated if topics and learning outcomes vary. |
| **Course Prerequisite(s)** | All SGNL and SLNG courses with a grade of B or better. |
| **Academic Discipline/CTE Program Learning Outcomes** | 1.  Develop receptive and expressive skills in American Sign Language and Fingerspelling;<br>2.  Develop knowledge and awareness of the differences between the Deaf culture/deaf community and the hearing community;<br>3.  Accurately interpret and transliterate between ASL and English in a variety of settings:  face-to-face, small group settings, monologue and/or large group settings; and<br>4.  Apply professional standards, practices, and ethics, not limited to the tenets of the Code of Professional Conduct, to their work. |
| **Course Student Learning Outcomes (SLOs): 4 to 7** | Increase their competence in providing support services through a 150-hour internship<br>Understand current trends, behaviors and best practices within the internship assignments<br>Gather and documenting self-achievements to construct a profession interpreter portfolio |
| **Learning Objectives** | **The following outcomes will be covered in this course.**<br>**Learning Outcome 1: The student will demonstrate the ability to increase their competence in interpreting and transliterating through a 150-hour supervised internship with a minimum of 70% accuracy.**<br>**Performance objectives for this outcome:**<br>1.1 The student will perform a state required 150-hour supervised Internship.<br>1.2 The student will demonstrate the understanding of professionally aligning with various agencies or points of contact.<br>1.3 The student will demonstrate the ability to establish a good rapport with co-worker, supervisors, and clients.<br>1.4 The student will identify times to meet with supervisors for feedback.<br>1.5 The student will demonstrate the ability to work confidently in his/her skills.<br>1.6 The student will accept feedback from supervisors and clients.<br>1.7 The student will identify and make contact with fellow interpreters.<br>1.8 The student will demonstrate the ability to apply the Registry of Interpreters for the Deaf Code of Professional Conduct to each assignment.<br>1.9 The student will demonstrate the ability to assess the communication need and preferences of clients.<br>1.10 The student will demonstrate the ability to increase their battery of new signed and spoken terminology choices.<br>1.11 The student will demonstrate the ability to increase fluency and speed without sacrificing accuracy of signed production.<br>1.12 The student will demonstrate the understanding of the role of a bilingual and bicultural mediator.<br>1.13 The student will demonstrate the ability to recognize visual accessibility issues including lighting, placement, seating, style of interpreting, etc., that could impact the communication dynamics.<br>**Method of Measurement: Instructor Observation, Class Discussion, Supervisor Reports, Student Self-Evaluation** |

**Learning Outcome 2: The student will demonstrate an ability to analyze and evaluate interpreted material with a minimum of 70% accuracy.**
**Performance objectives for this outcome**:
2.1 The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into English for message equivalence identifying additions, omissions and skews.
2.2 The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into American Sign Language for message equivalence, identifying additions, omissions, and skews.
2.3 The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into English for message equivalence, with focus on affect and spirit.
2.4 The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into American Sign Language for message equivalence, with focus on affect and spirit.
2.5 The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into English for physical production, identifying appropriateness of pronunciation, articulation, inflection, vocal quality, and volume.
2.6 The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into American Sign Language for physical production, identifying appropriateness of sign formation, clarity, control, sign space, fingerspelling, and numbers.
2.7 The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into English for vocabulary, identifying adequate repertoire, register, semantic accuracy, and idiomatic usage.
2.8 The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into American Sign Language for vocabulary, identifying adequate repertoire, register, semantic accuracy, and idiomatic usage.
2.9 The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into English for source language intrusion.
2.10 The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into American Sign Language for source language intrusion.
2.11 The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into English, identifying appropriate incorporation of compression techniques.
2.12 The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into American Sign Language, identifying appropriate incorporation of expansion techniques.
2.13 The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into English for fluency.
2.14 The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into American Sign Language for fluency.
2.15 The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into English for grammar and syntax.
2.16 The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into English for subject/verb agreement.
2.17 The student will demonstrate the ability to perform post-performance analysis and evaluation of work interpreted into English for verb tense.
2.18 The student will demonstrate the ability to appropriately evaluate the grammar and syntax of work interpreted into English.
2.19 The student will demonstrate the ability to appropriately evaluate the subject/verb agreement of work interpreted into English.

2.20 The student will demonstrate the ability to appropriately evaluate the verb tense of work interpreted into English.
2.21 The student will demonstrate the ability to appropriately evaluate the grammar and syntax of work interpreted into American Sign Language.
2.22 The student will demonstrate the ability to appropriately evaluate the non-manual components of work interpreted into American Sign Language.
2.23 The student will demonstrate the ability to appropriately evaluate the spatial components of work interpreted into American Sign Language.
2.24 The student will demonstrate the ability to appropriately evaluate the use of classifiers in work interpreted into American Sign Language.
2.25 The student will demonstrate the ability to appropriately evaluate the incorporation of role-shifting in work interpreted into American Sign Language.
2.26 The student will demonstrate the ability to appropriately evaluate the overall comfort level in interpreted work.
2.27 The student will demonstrate the ability to appropriately evaluate the error management in interpreted work.
2.28 The student will demonstrate the ability to appropriately evaluate the presence of observable processing in interpreted work.
2.29 The student will demonstrate the ability to appropriately evaluate the presence of meta-comments in interpreted work.
2.30 The student will demonstrate the ability to appropriately evaluate the presence of distracting behaviors in interpreted work.
2.31 The student will appropriately identify strengths present in work interpreted into English.
2.32 The student will appropriately identify strengths present in work interpreted into American Sign Language.
2.33 The student will appropriately identify deficits present in work interpreted into English.
2.34 The student will appropriately identify deficits present in work interpreted into American Sign Language.
2.35 The student will identify specific goals for improvement of work interpreted into English.
2.36 The student will identify methods for improving those goals.
2.37 The student will identify specific goals for improvement of work interpreted into American Sign Language.
2.38 The student will identify methods for improving those goals.
2.39 The student will identify specific strengths in work interpreted into English.
2.40 The student will identify specific strengths in work interpreted into American Sign Language.
2.41 The student will demonstrate the ability to appropriately incorporate the terminology used in discussing and evaluating interpreted work.
**Method of Measurement: On-Site Instructor Observation, Supervisor Reports, Student Self-Evaluations**

**Learning Outcome 3: The student will demonstrate an understanding of current trends, behaviors and best practices within the interpreting profession to all internship interpreting assignments with a minimum of 70% accuracy.**
**Performance objectives for this outcome:**
3.1 The student will demonstrate the ability to express information appropriately.
3.2 The student will demonstrate the ability to exhibit appropriate interpersonal skills with clients and interpreter co-workers.
3.3 The student will demonstrate the ability to produce quality interpreting/transliterating for assignments that best suits the needs of the clients.

3.4 The student will demonstrate the ability to accept and incorporate feedback from self and others.

3.5 The student will demonstrate the ability to dress appropriately in keeping with parameters of each interpreting/transliterating assignment.

3.6 The student will exhibit dependability with attendance and punctuality for each assignment.

3.7 The student will demonstrate the ability to focus on tasks and follow directions.   3.8 The student will demonstrate the ability to be prepared for assignments and materials for each internship experience.

3.9 The student will demonstrate the ability to establish peer relationships conducive to providing and receiving feedback.

3.10 The student will demonstrate the ability to make interpersonal adjustments for differences in opinion, learning style, and approach to interpreting.

3.11 The student will demonstrate the ability to identify appropriate channels through which needs can be met.

3.12 The student will demonstrate the ability to work tactfully with a variety of personalities.

**Method of Measurement: Instructor On-Site Observation, Supervisor Reports, Student Self Evaluations**


**Learning Outcome 4: The student will demonstrate the ability to gather and documenting self-achievements to construct a profession interpreter portfolio with a minimum of 70% accuracy.**

**Performance objectives for this outcome:**

4.1 The student will develop and document strengths and goals.

4.2 The student will develop and construct a professional style resume to include experience from their internship assignments.

4.3 The student will demonstrate their inter-personal skills by documenting professional references.

4.4 The student will demonstrate the ability to align him or herself with the interpreting profession by securing membership in a minimum of one professional interpreter organization.

4.5 The student will demonstrate the ability to further strengthen inter-personal skill by requesting a minimum of three professional letters of reference.

4.6 The student will demonstrate the ability to set an appointment with the Job Placement Department to undergo a professional mock job interview.

4.7 The student will demonstrate the ability to become active in both the hearing and deaf communities through volunteer work.

4.08 The student will demonstrate an understanding of the Registry of Interpreters for the Deaf Code of Ethics and apply its teaching to weekly ethical dilemmas.   **Method of Measurement: Instructor On-Site Observation, Supervisor Reports, Student Self Evaluations**

| **SCANS and/or Core Curriculum Statement and Other Standards: If applicable** | **Workplace Competencies** are defined in five areas: (a) resources, (b) interpersonal skills, (C) information, (d) systems, and (e) technology.  **Workplace Competencies** are defined in five areas: (a) resources, (b) interpersonal skills, (C) information, (d) systems, and (e) technology.

**Resources:** A worker must identify, organize, plan, and allocate resources effectively. **C1**- Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules. **C2**- Money: use or prepare budgets, make forecasts, keep records, |

and make adjustments to meet objectives. **C3-** Material and facilities: acquire, store, allocate, and use materials or space efficiently. **C4-** Human Resources: assess skills and distribute work accordingly, evaluate performance and provide feedback.

**Information:** A worker must be able to acquire and use information. **C5-** Acquire and evaluate Information. **C6-** Organize and maintain information. **C7-** Interpret and communicate Information. **C8-** Use computers to process information.

**Interpersonal Skills:** A worker must work with others effectively. **C9-** Participate as member of a team: contribute to group effort. **C10-** Teach Others New Skills. **C11-** Serve clients/customers: work to satisfy customers' expectations. **C12-** Exercise leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies. **C13-** Negotiate: work toward agreements involving exchange of resources, resolve divergent interests. **C14-** Work with Diversity: work well with men and women from diverse backgrounds.

**Systems:** A worker must understand complex interrelationships. **C15-**Understand systems: know how social, organizational, and technological systems work and operate effectively with them. **C16-** Monitor and correct performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions. **C17-** Improve or design systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.

**Technology:** A worker must be able to work with a variety of technologies. **C18-** Select technology: choose procedures, tools or equipment including Computers and related technologies. **C19-** Apply technologies to task: understand overall intent and proper procedures for setup and operation of equipment. **C20-** Maintain and troubleshoot equipment: prevent, identify, or solve problems with equipment, including computers and other technologies.

**Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:

**Foundation Skills** are defined in three areas: (a) basic skills, (b) thinking skills, and (C) personal qualities. **F1-** Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules. **F2-** Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts. **F3-** Arithmetic and mathematical operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques. **F4-** Listening: receive, attend to, interpret, and respond to verbal messages and other cues. **F5-** Speaking: organize ideas and communicate orally.

**Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include: **F6-** Creative thinking: generate new ideas. **F7-** Decision making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative. **F8-** Problem solving: recognize problems and devise and implement plan of action. **F9-** Visualize ("seeing things in the mind's eye"): organize and process symbols, pictures, graphs, objects, and other information. **F10-** Knowing how to learn: use efficient

learning techniques to acquire and apply new knowledge and skills. **F11-** Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

**Personal Qualities:** A worker must display responsibility, self-esteem, sociability, selfmanagement, integrity, and honesty. **F12-** Responsibility: exert a high level of effort and persevere toward goal attainment. **F13-** Self-esteem: believe in one's own selfworth and maintain a positive view of oneself. **F14-** Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings. **F15-** Self-management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control. **F16-** Integrity and honesty: choose ethical courses of action.

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| **Course Calendar** | August 24-December 13, 2020<br>**ALL PAPERWORK MUST BE TURNED IN TO THE INSTRUCTOR NO LATER THAN 5:00PM Monday, December 11, 2020.** |
| **Instructional Methods** | Small Group Setting Dialogue |
| **Student Assignments** | Student will interview for and obtain appropriate internships to meet the current criteria set forth of this discipline. |
| **Instructor's Requirements** | 1. Work to commit the Code of Professional Conduct to memory and practice applying each tenet to the interpreting assignment.<br>2. If you are doing an ongoing assignment, you will only need to have evaluations completed three times during that assignment (Beginning, mid-point, and exit). 3. Hours are accumulated by the number of hours you are working the assignment. Example: 9:00-11:00am = 2 hours. Add 1 hour drive time for an assignment total of 3 hours.<br>4. Hours earned between 5:00pm and 8:00am weekdays and on weekends count for time and a half. Example: 9:00-11:00am on a Saturday = 3 hours. Add 1.5 hours drive time for an assignment total of 4.5 hours.<br>5. Share your expectations and what you want to understand from the interpreting assignment with your supervising interpreter.<br>6. Remember to bring pen and paper to note anything new or challenging to you on the assignment.<br>**Professional dress is a must**. |
| **Program/Discipline Requirements** | **Global Awareness**<br>This class will encourage an understanding of the importance of diversity and difference in the college, the community, and the country. |
| **Grading Scale:** | **150 Hours**  **A**  4 points per semester hour  Less than 150 hours   Incomplete   0 point per semester hour |
| **Instructor Grading Criteria** | Appropriate completion of internship logs, participation in class discussions, feedback from internship sites and supervisors. |

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| **Instructional Materials** | Assignment Log, Evaluation |
| **HCC Policy Statement:** ADA, Academic Honesty, Student attendance, 3-peater, Withdrawal Deadline | Access Student Services Policies on their Web site: http://www.hccs.edu/district/students/student-handbook/ |
| **HCC Policy Statement:** Accommodations due to a Qualified Disability | HCC 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 meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services.  It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to http://www.hccs.edu/district/students/disability-services/ |
| **HCC Policy Statement:** Basic Needs | Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide any resources that HCC may possess. |
| **HCC Policy Statement:** Campus Carry | At HCC, the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at http://www.hccs.edu/district/departments/police/campus-carry/ |
| **HCC Policy Statement:** Sexual Misconduct | Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence.  Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity.  Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities.  If you require an accommodation due to pregnancy please contact an Abilities Services Counselor.  The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator.  All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:<br><br>David Cross, Director EEO/Compliance, Office of Institutional Equity & Diversity 3100 Main, Houston, TX 77266-7517 (713) 718-8271or Institutional.Equity@hccs.edu<br><br>Access HCC Online Policies on their Web site: |
| Online Classes | *All students are responsible for reading and understanding the HCC Online Student Handbook, which contains policies, information about conduct, and other important* |

*information. For the HCC Online Student Handbook, click on the link below or go to the HCC Online page on the HCC website.*

The HCC Online Student Handbook contains policies and procedures unique to the online student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as HCC Online contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the HCC Online Student Handbook by visiting this link:
http://www.hccs.edu/media/houston-community-college/distance-education/studentservices/HCC-Online-Student-Handbook.pdf