

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: INT 1930

COURSE TITLE: Special Topics in Interpreting

PREREQUISITE(S): None

COREQUISITE(S): INT 1201

STUDENT ADVISING NOTES: Suggested Course: INT 1200, with a grade of "C" or better

CREDIT HOURS: 2

CONTACT HOURS/WEEK: 2

CONTACT HOUR BREAKDOWN:

Lecture/Discussion: 2

Laboratory:

Other _____:

FACULTY WORKLOAD POINTS: 2

STANDARDIZED CLASS SIZE ALLOCATION: 24

CATALOG COURSE DESCRIPTION:

This course is designed to be taken in conjunction with EHD 1413 (Interactive Interpreting III) during the last phase of the program. Special topics, including interpreting settings, ethics, business practices, professional conduct, and the professional role of the interpreter during internship and employment will be the emphasis of the course. Student interpreters will have the opportunity to apply problem solving approaches to situations encountered during practicum.

SUGGESTED TEXT(S): The Professional Sign Language Interpreter's Handbook,
Linda Humphreys

So You Want to Be An Interpreter; Janice Humphrey

Encounters with Reality: 1001 Interpreter Scenarios,
Brenda Cartwright (RID Press, 1999)

IMPLEMENTATION DATE: Fall Term, 1996

REVIEW OR MODIFICATION DATE: Spring Term, 2000
Fall Term, 2002 (20031)
Fall Term, 2005 (20061)
Fall Term, 2007 (20081)
Fall Term, 2008 (20091) - Outline Review 2007 (was EHD 1407)

COURSE TOPICS	<u>CONTACT HOURS PER TOPIC</u>
I. Internship/Workforce Preparation	5
A. Ethical Problems	
B. Situation Problems	
C. Vocabulary/Technical Sign	
D. Information/Referral	
II. Setting/Environment	10
A. In-Depth Overview of the following Situations/Work Settings	
1. One-One	
2. Small Group	
3. Large Group	
B. Medical Interpreting	
1. Ethics	
2. Various Settings	
3. Vocabulary	
C. Mental Health	
1. Ethics	
2. Various Settings	
D. Legal Interpreting	
1. Ethics	
2. Various Settings	
E. Artistic Interpreting	
1. Ethics	
2. Various Settings	
3. Vocabulary	
II. Freelance Contract Interpreters	5
A. Business Practices	
B. Time Management	
C. Employment Search	
D. Career Opportunities	
III. Full-time Employed Interpreters	5
A. Business Practices	
B. Ethic/Situations	
C. Duties/Responsibilities	
D. Employment Search	
E. Career Opportunities	
IV. Professional Practices	5
A. Professional Organizations	
B. Professional Journals	
C. Professional Evaluations	

PROGRAM TITLE: Sign Language Interpretation

COURSE TITLE: Special Topics

CIP NUMBER: 0713.100301

LIST PERFORMANCE STANDARD ADDRESSED:

NUMBER(S): TITLES(S):

04.0 DEMONSTRATE KNOWLEDGE OF THE IMPLICATIONS OF HEARING LOSS FOR EDUCATION AND HABILITATION-- The student will be able to:

- 04.01 Explain the role of the educational interpreter in the school setting.
- 04.02 Explain the code of ethics for educational interpreters.
- 04.03 Describe the educational characteristics and needs of the hearing impaired child.
- 04.04 Describe the various types of educational programs available to hearing impaired students including different communication methodologies (e.g. Oral, Verbal-tonal, cued speech, Total Communication) and placement options (e.g. mainstreamed settings, full and part-time day classes, Residential programs).
- 04.08 Identify habilitative agencies and the services offered e.g. Vocational Rehabilitation, Deaf Service Centers, and other Referral Agencies.

05.0 DEMONSTRATE AN UNDERSTANDING OF THE ETHICAL AND LEGAL ASPECTS OF INTERPRETING IN A VARIETY OF SETTINGS -- The student will be able to:

- 05.01 Explain the five principles of the code of ethics of the Registry of Interpreters of the Deaf.
- 05.02 Explain PL 94-142; Section 504 of Title V of the Rehabilitation Act of 1973 and its amendments, and Florida Statutes pertaining to hearing impaired individuals and interpreters and the implications of the laws and statutes.
- 05.03 Explain Florida's interpreter evaluation process and its implications for interpreters.
- 05.04 Explain the Florida Educational Interpreter's Code of Ethics and its' implications.

07.0 DEMONSTRATE EMPLOYABILITY SKILLS-- The student will be able to:

- 07.02 Secure information about a job.
- 07.03 Identify documents that may be required when applying for a job.
- 07.04 Complete a resume`
- 07.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
- 07.07 Identify acceptable work habits.
- 07.08 Demonstrate knowledge of how to make job changes appropriately.
- 07.09 Demonstrate acceptable employee health habits.



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

<i>Section 1</i>	
COURSE PREFIX AND NUMBER: INT 1930	SEMESTER CREDIT HOURS: 2
COURSE TITLE: Special Topics in Interpreting	

Section 2
TYPE OF COURSE: (Click on the box to check all that apply)

<input type="checkbox"/> AA Elective	<input checked="" type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
<input type="checkbox"/> Other _____		
<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)		

Section 3 (If applicable)
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:

<input type="checkbox"/> Communication	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities	

Section 4
INTELLECTUAL COMPETENCIES:

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy	<input checked="" type="checkbox"/> Ethical Judgment	<input checked="" type="checkbox"/> Working Collaboratively

<i>Section 5</i>	
LEARNING OUTCOMES	METHOD OF ASSESSMENT
<ul style="list-style-type: none"> DEMONSTRATE KNOWLEDGE OF THE IMPLICATIONS OF HEARING LOSS FOR EDUCATION AND HABILITATION 	Knowledge based assessment; in class discussion groups; resume, working policies and invoice portfolios
<ul style="list-style-type: none"> DEMONSTRATE AN UNDERSTANDING OF THE ETHICAL AND LEGAL ASPECTS OF INTERPRETING 	Knowledge based assessment; in class discussion groups; resume, working policies and invoice portfolios

Section 6
Name of Person Completing This Form: Deborah B. Tucker