

Basic Course Information

Semester:	Fall 2017	Instructor Name:	Liisa Mendoza
Course Title & #:	AMSL 212: Interpreting American Sign Language 2	Email:	Liisa.mendoza@imperial.edu
CRN #:	11181	Webpage (optional):	None
Classroom:	1603	Office #:	314D
Class Dates:	8/14/17 – 12/9/17 (includes finals)	Office Hours:	MW 8:00 – 9:30 am TR 9:30 – 10:00 am
Class Days:	F	Office Phone #:	(760) 355-6120
Class Times:	11:20 am – 2:30 pm	Emergency Contact:	Email or voice mail
Units:	3		

Course Description

AMSL 212 focuses students' sign language facility on the development of English to AMSL interpreting skills. The primary focus of the training is on interpreting in medical, legal, mental health and other specialized settings, along with continued development of related idiomatic and vocabulary sign skills. Students are presented and are asked to discuss in the target language the case studies related to the interpreter code of ethics. (CSU)

Course Prerequisite(s) and/or Corequisite(s)

Recommended Preparation: AMSL 210

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Accurately produce an unrehearsed simultaneous transliteration of an educational scenario, with some technical vocabulary, at an intermediate pace.(ILO1, ILO2, ILO4)
2. Accurately produce an unrehearsed simultaneous interpretation of an educational scenario, with no technical vocabulary, at a beginning pace. (ILO1, ILO2, ILO4, ILO5)
3. Identify potential cultural conflicts and ethical challenges in an interpreting scenario, and express his/her choice of action, in ASL.(ILO1,ILO2,ILO4, ILO5)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate the acquisition of some technical sign vocabulary, appropriate for specific scenarios.
2. Produce an unrehearsed interpretation in an educational setting, with few or no conceptual or sign production errors.
3. Produce an unrehearsed simultaneous transliteration in an educational setting at an intermediate pace, with few or no conceptual or sign production errors.
4. Identify specific linguistic structures in ASL and English that must be modified when transliterating and interpreting, and recommend specific modification strategies.
5. Identify potential ethical and cultural conflicts in a given scenario in ASL, determine course of action, and predict possible outcomes.

Textbooks & Other Resources or Links

Required texts:

The Demand Control Schema: Interpreting As A Practice Profession. (2013). Dean, Robyn K. and Robert Q Pollard. SC: CreateSpace Independent Publishing Platform. ISBN 978-1489502193.

Transliterating: Show Me The English. (2001). Kelly, J. VA: RID Press. ISBN 0-916883-32-9.

Building ASL Interpreting and Translation Skills. (2009). Scheetz, N. MA: Pearson Education, Inc. ISBN 978-0-205-47025-9. **Book AND DVD.**

Encounters with Reality: 1,001 Interpreting Scenarios. (2ND Edition). Cartwright, B. Washington: RID Press. ISBN 978-0-916883-50-8.

Course Requirements and Instructional Methods

Teaching Strategy:

The instructor will communicate important information and content via Canvas, IVC's electronic course management system. Please make sure that you access Blackboard regularly. Your grades will be posted on Blackboard on a regular basis; you will generally be able to calculate your grade at any time during the semester.

The instructor will be teaching using both ASL and English. This will increase your receptive comprehension. You will be participating in a variety of class exercises designed to increase both your receptive and expressive skills. Please arrive to class on time, ready to start signing. We will be

introducing new vocabulary, terminology and concepts weekly, and then applying it through a variety of exercises. **You MUST practice outside of class, and must commit to outside observations and activities as well as video portfolios.**

NO LATE HOMEWORK WILL BE ACCEPTED this semester. If you are absent due to illness, your homework is still due. We will be working in a variety of group sizes – from individuals to entire class. Please understand that you will be expected to display a Deaf perspective when working together. You must also know that you will have to leave your ego at the door.

Interpreter attire must be worn to each class, unless otherwise specified.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

Grading will be based on a standard distribution (i.e., 90-100% = A, 80-89.9% = B). There will be 1,000 points possible during the course. No extra credit will be given.

Participation (perspective)	150 (includes participation, following class rules, displaying Deaf perspective)
Homework	350 (includes video portfolio, written BQs, vocabulary lists, written interpretations, responses)
Exams, quizzes	300
Deaf Events	50 (2 events @ 25 each, credit given by response paper; active signing events, not observations)
Midterm	50 (production: transliteration)
Final project	50
Final	50 (production: interpretation and transliteration)
TOTAL	1,000

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who

desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.

- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.

- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

[Required language.]

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides

insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

[Required Information – Discretionary Language and Formatting: The instructor will provide a tentative, provisional overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format may be useful for this purpose.]

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
8/18	Syllabus, welcome back Class structure and differences from AMSL 212 Strengths and weaknesses video DC-S Review: 1,2, 4 T/L Review: CH 4	Read syllabus, note questions Review DC-S 1,2,4 Review T/L CH 4 Video #1 (unrehearsed transliteration – 7 minutes) Video #2 – (rehearsed transliteration: focus mouth movements)
8/25	Quiz #1 (8/21 and homework) Videos #1 & 2 due	Review DC-S 5-7 Review T/L CH 3, CH 5

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	DC-S Review: 5-7 T/L Review: CH 3, CH 5 Transliteration practice	BAITS as assigned Read T/L CH 6 Read DC-S CH 8 BQs pp 118-119 Begin reviewing vocabulary posted to Blackboard
9/1	Quiz #2 (8/28 and homework) Lecture: T/L CH 6 T/L CH 6 in class exercises Lecture: DC-S CH 8 BAITS exercises Interpretation practice	Video #3 (unrehearsed interpretation – 5 minutes) Video #4 (rehearsed transliteration: focus specified modification and fingerspelling) BAITS as assigned Review vocabulary posted to Blackboard Read T/L ch 7 Read DC-S CH 9, BQs p 136
9/8	Quiz #3 (9/4 and homework) Videos #3 & 4 due Lecture: DC-S CH 9 Lecture: T/L CH 7 T/L CH 7 exercises BAITS exercises Interpretation: ASL to English practice	Read DC-S CH 10, BQs p 152 Read T/L CH 8 BAITS as assigned Review vocabulary posted to Blackboard
9/15	Quiz #4 (9/11 and homework) Lecture: DC-S 10 Lecture: T/L CH 8 BAITS exercises Transliteration practice	Video #5 (rehearsed transliteration of a song: focus – use of space) Video #6 (rehearsed interpretation of the same song) Read T/L CH 9 BAITS as assigned Review vocabulary posted
9/22	Quiz #5 (9/18 and homework) Videos # 5 & 6 due Lecture: T/L CH 9 T/L CH 9 exercises BAITS exercises Study guide for Exam #1 Transliteration and interpretation practice	Review DC-S CH 1-10 Review T/L CH 1-9 Read 1,001 pp 307-317 & assigned Review BAITS Study for Exam #1
9/29	Interpretation and transliteration practice Introduction to application of DC-S Rotations and review EXAM #1 (Vocabulary, DC-1 chs 1-10, T/L ch 1-9, BAITS)	DC-S application to selected scenarios in 1,001 (see DC-S p 135 for additional help) Prep for midterm

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
10/6	MIDTERM (1:1 by appointment) Transliteration, vocabulary DC-S Application due	S/L video analysis & response Read T/L CH 10 BAITS as assigned
10/13	S/L analysis & response due Lecture: T/L CH 10 Grading DC-S application on DC-S scale Final project discussed Interpretation: ASL to English practice BAITS exercises	Begin work on final project Review vocabulary posted to Blackboard Video #7 (rehearsed interpretation - assigned) Video #8 (unrehearsed transliteration – focus: T/L 7) Read assigned 1,001 BAITS as assigned
10/20	Quiz #6 (10/16 and homework) Videos #7 & 8 due DC-S analysis of assigned 1,001 (small groups) Grade analysis on DC-S scale BAITS exercises Interpretation and transliteration practice	Work on final project Review vocabulary posted to Blackboard DC-S analysis of assigned 1,001 scenario BAITS as assigned
10/27	Quiz #7 (10/30 and homework) DC-S Analysis due BAITS as assigned	Work on final project – check in ready Review vocabulary posted to Blackboard Read as assigned 1,001 S/L analysis & response as assigned
11/3	Quiz #8 S/L analysis & response due Final project check in	Work on final project Review vocabulary posted to Blackboard BAITS as assigned Videos #9 & 10 as assigned (will be ASL to English and PSE to English)
11/10	NO SCHOOL: VETERANS DAY	Work on final project DC-S analysis of 1,001 BAITS as assigned
11/17	Quiz #9 Videos 9 & 10 due Cumulative review Study guide for Exam #2 Prep scenarios for final	Video #11 (second try of video #1 – still unrehearsed) Video #12 (second try of video #3 – still unrehearsed)
11/24	NO CLASS – THANKSGIVING HOLIDAY	Finish final project Study for Exam #2
12/1	DEAF EVENT REPORTS DUE FINAL PROJECT DUE – includes Videos #11 & 12	Prep for final

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	Rotations and review EXAM #2 (vocabulary, T/L, DC-S analysis and application)	
12/8	FINAL: INTERPRETATION AND TRANSLITERATION 1:1 by appointment	WAIT FOR ASL LINGUISTICS AND ASL TO ENGLISH INTERPRETING

*****Tentative, subject to change without prior notice*****