



### Basic Course Information

Semester:	<b>Spring 2022</b>	Instructor Name:	<b>Liisa Mendoza</b>
Course Title & #:	<b>Interpreting 2– AMSL 212</b>	Email:	<b>liisa.mendoza@imperial.edu</b>
CRN #:	<b>20947</b>	Webpage (optional):	<b>N/A</b>
Classroom:	<b>Via ZOOM</b>	Office #:	<b>314D</b>
Class Dates:	<b>2/14/22 – 6/10/22</b>	Office Hours:	<b>Via Zoom: MW 9 – 10 am TR 9 – 10 am On ground (314D)</b>
Class Days:	<b>MW</b>	Office Phone #:	<b>(760) 355-6120</b>
Class Times:	<b>4:20 – 5:45 PM</b>	Emergency Contact:	<b>Email</b>
Units:	<b>3</b>	Class Format:	<b>Real time, synchronous, online</b>

### 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 202 OR 204, AMSL 220

### 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:

Encounters with Reality: 1,001 Interpreter Scenarios (2009). Second edition. Cartwright, B. RID Press. ISBN 978-0916883508

### Additional required texts (from 210):

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.**

## Course Requirements and Instructional Methods

### Teaching Strategy:

The instructor will be teaching synchronously via Zoom. This class was listed in the catalog as real time, with time blocks given. **There are many advantages to attending the live class. It is the easiest way to earn lab points, and some exercises you CANNOT do individually.** Interpreting is about communication and interaction, and you cannot do that discussing with yourself.



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The instructor will generally be teaching using both ASL and English. Hearing students are expected to be able to use either ASL or spoken English, as needed. If there are D/deaf students enrolled in the course, they will have interpreters. There will be times when the instructor will sign directly to D/deaf students enrolled in the course to better clarify concepts and meanings.

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.**

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.**

This class does have a significant amount of reading, writing, and practicing. If you are not able or willing to make a significant time investment in this course, you should consider dropping. You should expect 2 hours of homework for every in class unit; for this class, you will have about 6 hours of homework per week. Please arrive to class with your homework done, and ready to participate fully in the discussions.

You may hand in handwritten homework IF I CAN READ IT. **If I read 2 identical papers of any kind, both parties will receive an F and be referred to the Campus Disciplinary Officer. Papers will be checked for plagiarism: please include quotations and page numbers when answering book questions.**

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

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 (see below). **You are allowed to submit one late homework for full credit.** If you are ill, you will make up any in class presentations the day you return to class. If written



homework is due the day you are absent, you can submit it via Canvas to the instructor. No other late homework will be accepted.

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.

Participation	150 (includes participation, following class rules, displaying Deaf perspective)
Homework	300 (includes video portfolio check ins, written BQs, vocabulary lists, written interpretations, responses)
Exams, quizzes	300 (2 exams @ 100 points each; 100 points for quizzes)
Deaf Event	50 (2 events @ 25 each, credit given by response paper; active signing events, not observations)
Final project	100 (video and written portfolio, including 2 interpreter observations)
Midterm	50 (unrehearsed transliteration)
Final	50 (unrehearsed transliteration & interpretation)
<b>TOTAL</b>	<b>1,000</b>

## Course Policies

**My classroom rules remain the same, regardless of online or on ground:**

1 – **Pay attention to the best of your ability** – Turn on your cameras when in the Zoom room. I need to see you to know if you are even there. If you are having camera tech difficulties, let me know via the Chat or email. If you have to turn off your camera, let me know why. No cell phones, unless I say to use them or you are using them to screen shot the notes. (And then you still need to write the notes down, or you’ll never remember the info.)

2 – **If you have a question, ask the instructor**, not your classmates. Of course you will have an opportunity to discuss things with your classmates in the Zoom classroom, and you may clarify things with each other. But if you have a significant question, you should probably ask the person who is going to give you the grade, not your classmate. The only stupid question is the one you don’t ask – and it will probably show up on the test!

3 – **NO CHEATING!!!!!!!!!! There is not a strong enough English word to tell you how I feel about cheating.** It is far better to leave an answer blank or to tell me a joke or draw me a picture when you don’t know the answer. This is even more important during this time of online learning. I do not want to have to have you record



yourself taking exams, or to administer them live to monitor all of you. Please do not make me. Your honor is something that no one can take from you. Don't give it away.

### **Your instructor's perspective on attending class via Zoom:**

Learning via Zoom can be challenging. Many of you will be attending from your home or your workplace. That means there may be many different, important things competing for your attention. I personally don't care if you bring your dog, cat, or baby/younger sibling into the Zoom room. They are a part of your life too.

**There will be times when you will need to be able to focus 100% on class. Interpreting requires A LOT of mental and physical energy. You will be expected to be in interpreter attire at each class, unless specified.**

### **Students will be expected to follow IVC's online netiquette policy:**

- 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 (!!!!)].

## **Other Course Information**

Your instructor believes that we can still create a learning community – and a signing community - on Zoom. We will be interacting, and you will get to know your classmates and possibly make some new friends. ASL belongs to the Deaf community, and the Deaf community is a friendly group of people, who enjoy interacting.

You don't have to be a "people person" to take ASL. You do have to be willing to communicate with your classmates. There will be times that your grade will depend on your classmates and your interaction with them. Make sure that you are polite and supportive: EVERYONE is learning, and ANYONE can be having a bad day, and may not be signing as well as they can.

## **IVC Student Resources**

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

## **Anticipated Class Schedule/Calendar**

**This is an anticipated course calendar, subject to change. Revised course calendars will be posted on Canvas.**

**BAITS = Building Interpreting and Translation Skills**



**T/L = Transliterating: Show Me The English**

**DC-S = Demand Control Schema: Interpreting As A Practice Profession**

**1,001 = Encounters with Reality: 1,001 Interpreter Scenarios**

DATE	IN CLASS	HOMEWORK
2/14 (M)  Week 1	Syllabus, welcome back, expectations Recommended course prep Vocabulary and acronym list Differences from 210 Review: DC-S chapters 1 (Demands of Interpreting) & 2 (Controls of Interpreting)	Read syllabus, note questions Get texts Catch up/review as necessary Find definitions for list
2/16 (W)  Week 1	Recognizing the continuum Transliteration v interpretation Review: T/L chapters 1 (Transliterating: The Beginning) & 2 (Interpretation v Transliteration) Hot seat: simultaneous transliteration	Self-care plan Life schedule BAITS I – as assigned
<b>2/21 (M)</b>  Week 2	<b>NO CLASS: Presidents' Day</b>	Catch up/review as necessary Review: DC-S chapters 1 & 2 T/L chapters 1 & 2
2/23 (W)  Week 2	<b>Quiz #1 (Week 1, vocabulary and acronyms, DC-S 1 &amp; 2, T/L 1 &amp; 2)</b> Review: Models for interpreting process, Consecutive v simultaneous interpretation Review: Processing levels Review: DC-S 3 (DC-S Rubric) & 4 (EIP Categories) Video portfolio discussed	Demands for given scenario Review: DC-S 3 & 4 T/L 3 Take Quiz #1 Video #1 (Spontaneous unrehearsed transliteration, 7 minutes, of an educational source you can find again)
2/28 (M)  Week 3	<b>Video #1 due</b> Review: T/L 3 (Modifications to English in transliteration) T/L 4: Mouth movements Hot seat: consecutive interpretation	Read T/L Ch 4 Vocab list from assigned video



3/2 (W) Week 3	<b>Quiz #2 (Week 2, DC-S 3 &amp; 4, T/L 3 &amp; 4)</b> Review: DC-S Chapter 5: D-C Interactions Vocab list Hot seat: simultaneous transliteration Mouth morphemes	Video #2 (rehearsed transliteration: focus mouth movements) Take Quiz #2 BAITS as assigned Read T/L 5
3/7 (M) Week 4	<b>Video #2 due</b> T/L Chapter 5: fingerspelling BAITS exercises Mouth morphemes Lecture: Parts of Speech (English) Hot seat: simultaneous transliteration	BAITS as assigned Street Leverage: view and written response View video for simultaneous interpretation
3/9 (W) Week 4	<b>Quiz #3 (Week 3, homework)</b> Hot seat: simultaneous interpretation (prepared) T/L Chapter 5 wrap up Mouth morphemes Street Leverage discussion	Take Quiz #3 Video #3(rehearsed transliteration: focus fingerspelling) Read T/L 6 BAITS as assigned
3/14 (M) Week 5	<b>Video #3 due</b> BAITS Mouth morphemes T/L Chapter 6: Use of Space Review: DC-S 6: Teleology and Practice Values	Vocab list from assigned video
3/16 (W) Week 5	<b>Quiz #4 (Week 4, homework)</b> DC-S Chapter 6 Vocab lists T/L Chapter 6 wrap up T/L 7: : Nouns, verbs, and pronouns Hot seat: transliteration Videos #5, 6 & 7 explained	Take Quiz #4 BAITS as assigned Video #4 (Unrehearsed interpretation of a source you can find again) Pick song for video #7 & 8
3/21 (M) Week 6	<b>Video #4 due</b> T/L Chapter 8 :Adjectives, adverbs, interjections Hot seat: simultaneous transliteration	Street Leverage video response
3/23 (W) Week 6	<b>Quiz #5 (Week 5, homework)</b> Street Leverage discussion Hot seat: simultaneous transliteration	Take Quiz #5 Make Video #5: rehearsed transliteration (focus: use of space) Make Video #6 (rehearsed transliteration of song) Make Video #7 (rehearsed interpretation of same song)



3/28 (M) Week 7	<b>Videos #5, 6 &amp; 7 due</b> <b>Quiz #6: Hot seat (in class)</b> DC-S Ch 7: Demand Constellations	Read DC-S 7
3/30 (W)  Week 7	<b>Quiz #6: Hot seat (in class)</b> <b>Quiz #7 (Week 5 &amp; 6)</b> Study guide for Exam #1	DC-S BQ 5 Take Quiz #7 Study for Exam #1
4/4 (M)  Week 8	Rotations Sample Exam #1 questions Discuss Video #7	Begin Portfolio Pick Video #7 source
4/6 (W)  Week 8	Questions regarding Exam #1 Further review <b>EXAM #1 (Acronyms, concepts, definitions, mouth morphemes, in class lectures, homework, DC-S chapters 1-7, T/L chapters 1-7)</b>	Read T/L chapter 6 Take Exam #1 Work on Portfolio Prepare for Midterm
4/11 (M)  Week 9	<b>Midterm: individual transliteration, idioms, mouth morphemes</b>	Work on Portfolio Prepare for midterm Begin NIC practice exam
4/13 (W)  Week 9	<b>Midterm: individual transliteration, idioms, mouth morphemes</b>	Work on Portfolio NIC practice exam
<b>4/18, 4/20</b>	<b>NO CLASSES: Spring Break</b>	Breathe Work on Portfolio
4/25 (M)  Week 10	<b>NIC Practice Exam due</b> Lecture: DC-S CH 8: Consequences Lecture: ASL to English challenges Simultaneous interpreting ASL to English practice Specialized vocab introduction	Read DC-S CH 8 Work on Portfolio Read T/L CH 9 Begin studying specialized vocab
4/27 (W)  Week 10	<b>Quiz #8 (Group exercise)</b> ASL to English practice 1,001 scenarios T/L CH 9: Conjunctions and Prepositions	Video #8 (ASL to English – assigned) Take Quiz #8 Work on Portfolio 1,001 scenario as assigned BAITS as assigned Study specialized vocab



5/2 (M) Week 11	<b>Video #8 due</b> Small group 1,001 coordination	Read DC-S 9 Work on Portfolio Finish scenario Study specialized vocab
5/4 (W) Week 11	<b>Quiz #9 (Week 10, homework)</b> DC -S CH 9: Dialogic Work Analysis Small group presentation: 1,001 Scenario	Take Quiz #9 DC-S BQ 9 1,001 scenario as assigned Portfolio continued BAITS as assigned Study specialized vocab
5/9 (M) Week 12	DC -S CH 9: Dialogic Work Analysis wrap up BAITS T/L CH 10: Passive and Active Voice Small group presentation: 1,001 Scenario	Work on Portfolio BAITS as assigned NIC practice exam – continue Read T/L CH 10 Study specialized vocab
5/11 (W) Week 12	<b>Quiz #10 (Week 11, homework)</b> T/L CH 10 wrap up DC-S CH 10: The Reflective Practice of Supervision	Read DC-S CH 10 Work on portfolio Portfolio video #8 (redo of video #1, same source, unrehearsed)
5/16 (M) Week 13	<b>PORTFOLIO CHECK IN DUE</b> <b>INTERPRETING OBSERVATION #1 DUE</b> DC-S 10 wrap up T/L 11: Putting It All Together Exam #2 Study Guide Hot seat	Work on portfolio Start review for Exam #2 Portfolio Video #9 (redo of Video #4, same source, unrehearsed)
5/18 (W) Week 13	<b>Quiz #11 (Week 12, homework)</b> DC-S Review T/L Review Final discussed	Work on portfolio Review for Exam #2 Study for Exam #2
5/23 (M) Week 14	Rotations for Exam #2 Questions regarding Exam #2	Finish up portfolio Study for Exam #2
5/25 (W) Week 14	<b>PORTFOLIO DUE: SUNDAY 5/29/22 at 11:59 pm</b> <b>NO LATE PORTFOLIOS ACCEPTED</b> <b>EXAM #2 DUE: Monday 5/30/22 at 11:59 PM</b> <b>(DC-S 1-10, T/L 1-11, BAITS, lectures, exercises, etc.)</b> Finals prepped	Take Exam #2 Submit Portfolio
<b>5/30 (M)</b>	<b>NO CLASS: Memorial Day</b>	Breathe, practice
6/2 (W) Week 15	Prep for finals Sign up for finals	Practice a lot



<p><b>6/6, 6/8</b></p> <p><b>Week 16</b></p>	<p><b>FINALS BY APPOINTMENT</b></p>	<p>Consider evaluating Keep practicing Sign up for an evaluation</p>
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