

Basic Course Information

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| Semester | Spring 2015 | Instructor Name | Liisa Mendoza |
| Course Title & # | AMSL 210 – Interpreting I | Email | liisa.mendoza@imperial.edu |
| CRN # | | Webpage (optional) | |
| Room | 1603 | Office | 314 D |
| Class Dates | 2/17 – 6/12/15 (includes finals) | Office Hours | MW 10:00 – 11:30 am TR 9:30 – 10:00 am |
| Class Days | F | Office Phone # | 760-355-6120 |
| Class Times | 11:35 am – 2:45 pm | Office contact if student will be out or emergency | Phone or email |
| Units | 3 | | |

Course Description

AMSL 210 focuses students' sign language facility on the development of English to ASL interpreting skills. The primary focus of the training is on interpreting in educational and consumer settings, along with continued development of idiomatic sign skills. Student are presented and are asked to discuss in the target language the primary elements of the code of ethics. Students continue the intense review of Deaf culture and ASL linguistics started in AMSL 204. (CSU)

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. Identify the difference between a transliterated language sample and an interpreted language sample, and identify specific structures to make a linguistic and cultural accommodation for each consumer in the samples. (ILO1, ILO2, ILO5)
2. Correctly produce an unrehearsed simultaneous transliteration of an educational scenario, with no technical vocabulary and at a beginning pace. (ILO1, ILO2)
3. Correctly produce a consecutive interpretation of material with little technical vocabulary. (ILO1, ILO2)

Course Objectives

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

1. Interpret unrehearsed tape recording of an unrehearsed educational setting lecture, of non-technical vocabulary and of slow to moderate pace, with few sign or conceptual errors.
2. Interpret an unrehearsed role play of a deaf consumer meeting with an agency, organization, or business, involving non-technical signs receptive and expressive, with few sign or conceptual errors.
3. Accurately relate the central elements of an interpreter's code of conduct
4. Discuss, in ASL, the content and significance of assigned readings.
5. Prepare a thoughtful and college-appropriate written essay which summarizes and analyzes the

significance of the Deafness and ASL related readings.

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.**

Course Requirements and Instructional Methods

Teaching Strategy:

The instructor will communicate important information and content via Blackboard, 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.

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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.

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| Participation | 150 (includes participation, following class rules, displaying Deaf perspective) |
| Homework | 400 (includes video portfolio, written BQs, vocabulary lists, written interpretations, responses, prepared signing exercises, and observations of interpretations) |
| Exams, quizzes | 300 |
| Deaf Events | 50 (2 events @ 25 each, credit given by response paper; active signing events, not observations) |
| Final project | 50 |
| Final | 50 (interpretation) |
| 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.
- 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.
- 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, no one who is not enrolled in the class may attend, including children.

Academic Honesty

- Plagiarism is to take and present 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 correctly 'cite a source', 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, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or 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 School 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) use of a commercial term paper service

Additional Help

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- Library Services: There is more to our library than just books. You have access to tutors in the learning 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 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. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762

Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

Anticipated Class Schedule / Calendar - AMSL 210

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

BAITS = Building Interpreting and Translation Skills

T/L = Transliterating: Show Me The English

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

| DATE | IN CLASS | HOMEWORK |
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| 2/20 | Syllabus, welcome back, expectations Recommended course prep Vocabulary and acronym list Recognizing the continuum Transliteration v interpretation BAITS: Topic-Comment | Read syllabus, note questions Buy books and zip drive Find definitions for list Read T/L chapter 1 BAITS I – 5.3, 5.5, 5.6 (written and rehearsed – interpretation) Continuum video evaluation #2 |
| 2/27 | Quiz #1 (2/20, vocabulary and acronyms, homework) Continuum video evaluation #1 due Models for interpreting process Processing levels Video portfolio discussed T/L Ch 1: Transliterating: The Beginning T/L Ch 2: Interpretation v transliteration DC-S Ch 1: Demands of Interpreting BAITS: I-5 BAITS: Noun-verbs ASL to English practice Consecutive Interpreting practice | BAITS I -4.1 (I), I-4.2 (TL), I-12.2 (I) I-12.6 (TL) Video #1 (Consecutive int – children’s story) Read T/L Ch 2 T/L Activity 2-3 (p 20) |
| 3/6 | NO CLASS – Liisa Out | Read DC-S ch 1 DC-S BQ 1 (pp 11-12) Read DC-S ch 2 DC-S BQ 2 (pp 23-24) Portfolio Video #2: 10 minutes of transliteration (a source you can access again) |
| 3/13 | Quiz #2 (2/27, homework) Portfolio Videos #1 & 2 due T/T Ch 3: Modifications to English Structure DC-S Ch 2: Controls of Interpreting DC-S Ch 3: DC-S Rubric BAITS work BAITS: Directional verbs Consecutive interpreting and transliterating practice ASL to English practice | BAITS: I-2 as assigned Continuum video evaluation #2 Read DC-S Ch 3 DC-S CQ 3 pp 45-46 Read T/L Ch 3 T/L Exercise 3-1 (p 32), 3-3 (p 34) Street Leverage article assigned |

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| 3/20 | <p>Quiz #3 (3/13, homework) Continuum video #2 due BAITS: Age, time and counting numbers; Multiple-meaning words and idioms T/L Ch 4: Mouth Movements DC-S Ch 4: EIPI Categories Transliterating practice ASL to English practice</p> | <p>BAITS I - 9 as assigned BAITS II-1 as assigned T/L Exercise 3-5 (p 36) Read T/L Ch 4 T/L Activity 4-1, 4/3 Read DC – S Ch 4 DC-S BQ 4 pp 64-65 Portfolio Video #3 (TBA)</p> |
| 3/27 | <p>Quiz #4 (3/20, homework) Portfolio Video #3 due Study guide for Exam #1 T/L CH 5:Fingerspelling DC-S Ch 5: D-C Interactions Transliterating practice ASL to English Practice</p> | <p>Continuum video #3 Study for Exam #1 Street Leverage article assigned Read T/L Ch 5 T/L Activity 5-1, 5-2 (p 49) Read DC-S Ch 5 DC-S BQ 5 pp 81-82 BAITS I-as assigned</p> |
| 4/3 | <p>Exam #1 (T/L 1-5, DC-S 1-4, BAITS as assigned, in class content) Continuum video #3 due BAITS: Classifiers Consecutive interpreting, simultaneous interpreting and transliterating practice ASL to English practice Orientation to DC-S Ch 6, T/L Ch 6</p> | <p>Portfolio Video #4 (TBA) Portfolio Video #5 (TBA – ASL to English) Read DC-S Ch 6 DC-S BQ 6 pp 94-95 BAITS as assigned</p> |
| 4/10 | <p>NO CLASS – SPRING BREAK</p> | <p>Read T/L CH 6 Street Leverage article assigned</p> |
| 4/17 | <p>Quiz #5 (DC-S Ch 5, homework) Portfolio Videos #4 & #5 due T/L Ch 6: Use of space DC-S Ch 5: Teleology and Practice Values BAITS: Classifiers and use of space Transliterating practice, consecutive interpreting ASL to English practice Final project announced</p> | <p>BAITS as assigned Continuum video evaluation #4 Prepare T/L Activity 6-1 (pp 58-59) Street Leverage article assigned Begin work on final project</p> |
| 4/24 | <p>Quiz #6 (4/17, homework) Continuum video #4 due DC –S Ch 7:Demand Constellations BAITS focus: space Transliterating, consecutive interpreting ASL to English practice</p> | <p>BAITS as assigned Portfolio Video #6 (TBA) Read DC-S Ch 7 DC-S BQ 7 p 106 (both sections) Work on final project</p> |
| 5/1 | <p>INTERPRETING OBSERVATION #1 DUE Quiz #7 (4/24, homework) Portfolio Video #6 due DC-S ch 8: Consequences Transliterating, consecutive interpreting, simultaneous interpreting</p> | <p>Read DC-S Ch 8 DC-S BQ 8 pp 118-119 BAITS as assigned Continuum video evaluation #5 Street Leverage article assigned Work on final project for check in</p> |

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| | ASL to English practice | |
| 5/8 | Quiz #8 (5/1, homework) Continuum video #5 due DC-S ch 9: Dialogic Work Analysis Final project check in 1 BAITS Consecutive interpreting, simultaneous interpreting Transliterating ASL to English practice | Read DC-S ch 9 DC-S BQ 9 pp 135-136 (scenarios will be provided) Final project continued Portfolio video #7 (TBA) BAITS as assigned |
| 5/15 | Quiz #9 (5/8, homework) Portfolio video #7 due DC-S Ch 10: Reflective Practice of Supervision BAITS Consecutive interpreting, transliterating ASL to English | Read DC-S 10 Begin DC-S 10 essay DC-S BQ 10 p 152 Portfolio video #8 (TBA) Final project continued BAITS as assigned Street Leverage article assigned |
| 5/22 | Quiz #10 (5/15, homework) Portfolio Video #8 due Final project check in 2 TBA | Finish DC-S 10 essay Portfolio video #9 (transliteration of same source as video #2) |
| 5/29 | Quiz #11 (5/22, homework) DC-S 10 Essay due Study guide for Exam #2 TBA | Study for Exam #2 Finish final project |
| 6/5 | INTERPRETING OBSERVATION #2 DUE FINAL PROJECT DUE EXAM #2 (DC-S ch 5-10, BAITS as assigned, T/L Preparation for Finals | Prepare for finals |
| 6/12 | FINALS BY APPOINTMENT - INTERPRETATION | |