

Basic Course Information

Semester	Fall 2015	Instructor Name	Liisa Mendoza
Course Title & #	AMSL 212 – Interpreting II	Email	liisa.mendoza@imperial.edu
CRN #	10449	Webpage (optional)	
Room	1603	Office	314 D
Class Dates	8/18/14 – 12/10/14 (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	11:40 am – 2:30 pm	Office contact if student will be out or emergency	Phone or email
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)

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 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.

Participation	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.
- 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 - Interpreting II

DATE	IN CLASS	HOMEWORK
8/21	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)
8/28	Quiz #1 (8/21 and homework) Videos #1 & 2 due DC-S Review: 5-7 T/L Review: CH 3, CH 5 Transliteration practice	Review DC-S 5-7 Review T/L CH 3, CH 5 BAITS as assigned Read T/L CH 6 Read DC-S CH 8 BQs pp 118-119 Begin reviewing vocabulary posted to Blackboard
9/4	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
9/11	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
9/18	Quiz #4 (9/11 and homework) Lecture: DC-S 10 Lecture: T/L CH 8 BAITS exercises	Video #5 (rehearsed transliteration of a song: focus – use of space) Video #6 (rehearsed

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	Transliteration practice	interpretation of the same song) Read T/L CH 9 BAITS as assigned Review vocabulary posted
9/25	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
10/2	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
10/9	MIDTERM (1:1 by appointment) Transliteration, vocabulary DC-S Application due	S/L video analysis & response Read T/L CH 10 BAITS as assigned
10/16	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
10/23	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
10/30	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
11/6	Quiz #8 S/L analysis & response due Final project check in	Work on final project Review vocabulary posted to Blackboard BAITS as assigned

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		Videos #9 & 10 as assigned (will be ASL to English and PSE to English)
11/13	Quiz #9 Videos #9 & 10 due	Work on final project DC-S analysis of 1,001 BAITS as assigned
11/20	Quiz #10 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)
11/27	NO CLASS – THANKSGIVING HOLIDAY	Finish final project Study for Exam #2
12/4	DEAF EVENT REPORTS DUE FINAL PROJECT DUE – includes Videos #11 & 12 Rotations and review EXAM #2 (vocabulary, T/L, DC-S analysis and application)	Prep for final
12/11	FINAL: INTERPRETATION AND TRANSLITERATION 1:1 by appointment	WAIT FOR ASL LINGUISTICS AND ASL TO ENGLISH INTERPRETING