

Basic Course Information

Semester	Spring 2019	Instructor Name	Liisa Mendoza
Course Title & #	AMSL 210 – Interpreting I	Email	liisa.mendoza@imperial.edu
CRN #	21377	Webpage (optional)	
Room	1603	Office	314 D
Class Dates	2/11 – 6/7/19 (includes finals)	Office Hours	MW 8:00 – 9:30 am TR 9:30 – 10:00 am
Class Days	M	Office Phone #	760-355-6120
Class Times	6:00 – 9:10 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. Explain the difference between interpretation and transliteration, including when each is used and what features are involved in each.
2. Recognize features in signed language samples to determine if transliteration or interpretation is required.
3. Transliterate unrehearsed video of an educational setting, with non-technical vocabulary and of slow to moderate pace, with few sign or conceptual errors.
4. Compare and contrast the central elements of the RID Code of Conduct with the AVLIC Code of Professional Conduct.

5. Discuss, in ASL, the content and significance of assigned readings and videos.
6. Prepare a written and video portfolio relating to interpreting skills, knowledge and observations.
7. Be able to define and describe common acronyms used in interpreting.
8. Select conceptually accurate signs for English words with multiple meanings.
9. Analysis of signing samples, including the student's own videos.
10. Understand the demand control schema for approaching interpreting.

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.

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	300 (includes video portfolio check ins, written BQs, vocabulary lists, written interpretations, responses)
Exams, quizzes	350 (2 exams @ 125 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)
Final	50 (unrehearsed 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 - AMSL 210

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

DATE	IN CLASS	HOMEWORK
2/11	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)
2/18	NO CLASS – PRESIDENT’S DAY	As assigned
2/25	Quiz #1 (2/11, vocabulary and acronyms, homework) Models for interpreting process Processing levels Video portfolio discussed Consecutive v simultaneous interpretation BAITS: I-5 BAITS: Noun-verbs T/L Chapter 1	BAITS I -4.1 (I), I-4.2 (TL), I-12.2 (I) I-12.6 (TL) Video #1 (Spontaneous unrehearsed transliteration, 7 minutes, of an educational source you can find again) Read T/L Ch 2
3/4	Quiz #2 (2/25, homework) Video #1 due DC-S Chapter 1 T/L Chapter 2 BAITS exercises Hot seat: consecutive interpretation	Read DC-S CH 1 DC-S BQ 1 (p 12) Read T/L Ch 3 BAITS as assigned Street Leverage: view and written response
3/11	Quiz #3 (3/4, homework) DC-S BQ 1 due, Street Leverage response due DC-S Chapter 2 T/L Ch 3	Read DC-S Ch 2 DC-S BQ 2 Read T/L Ch 4 BAITS as assigned

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	Hot seat: simultaneous interpretation (prepared)	Video #2 (rehearsed consecutive interpretation – children’s story)
3/18	Quiz #4 (3/11, homework) Video #2 due DC-S BQ 2 due DC-S Chapter 3 T/L Ch 4 Hot seat: consecutive transliteration	Read DC-S Ch 3 DC-S BQ 3 Read T/L chapter 5 BAITS as assigned
3/25	Quiz #5 (3/18, homework) DC-S BQ 3 due DC-S Chapter 4 T/L Chapter 5 Hot seat: simultaneous transliteration	DC-S BQ 4
4/1	Quiz #6 (3/25, homework) DC-S BQ 4 due DC-S Chapter 5 & 6 Study guide for Exam #1 Hot seat: simultaneous transliteration	DC-S BQ 5 Study for Exam #1 Video #3 (TBA)
4/8	Rotations Video #3 due DC-S BQ 5 due EXAM #1 (Acronyms, concepts, definitions, in class lectures, homework, DC-S chapters 1-5, T/L chapters 1-5)	DC-S BQ 6 Read T/L chapter 6 Portfolio videos #4 & #5 Video #4 = ASL to English: rehearsed Video #5 = English to ASL: simultaneous transliteration, rehearsed
4/15	DC –S BQ 6 DUE Quiz #7 (hot seat evaluations) Portfolio videos #4 & 5 due Hot seat: interpretation v transliteration	S/L as assigned BAITS as assigned T/L as assigned
4/22	NO CLASS: SPRING BREAK	Finish homework
4/29	Quiz #8 (Group exercise) DC-S Ch 6: Teleology and Practice Values Ethics Simultaneous interpreting ASL to English practice	Read DC-S ch 7 DC-S BQ 7 (both sections) Begin work on final project Ethics and conduit question BAITS as assigned T/L Ch 5
5/6	Quiz #9 (4/29, homework) Ethics and conduit question due INTERPRETING OBSERVATION #1 DUE DC-S Ch 7: Demand Constellations T/L: CH 5 BAITS Consecutive interpreting, transliterating ASL to English	Read DC-S 8 Portfolio video #6 (TBA) Final project continued BAITS as assigned Finish Observation #1 For response NIC practice exam - BEGIN

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5/13	Quiz #10 (5/6, homework) Portfolio Video #6 due Final project check in Study guide for Exam #2	Study for Exam #2 Finish portfolio project Portfolio video #7 (redo of video #1, same source) Practice for finals
5/20	PORTFOLIO PROJECT DUE WITH ALL VIDEOS Rotations for Exam #2 EXAM #2 Preparation and sign up for finals	Prepare for final
5/27	NO CLASS – Memorial Day	Practice for the final
6/3	FINALS BY APPOINTMENT	Enjoy your summer Keep practicing Sign up for AMSL 212