



### Basic Course Information

Semester:	<b>Fall 2021</b>	Instructor Name:	<b>Liisa Mendoza</b>
Course Title & #:	<b>Interpreting I- AMSL 210</b>	Email:	<b>liisa.mendoza@imperial.edu</b>
CRN #:	<b>10938</b>	Webpage (optional):	<b>N/A</b>
Classroom:	<b>Via ZOOM</b>	Office #:	<b>N/A</b>
Class Dates:	<b>8/16/21 – 12/11/21</b>	Office Hours:	<b>Via Zoom: MW 10:00 – 11:30 am Via email: TR 9:30 – 10:00 am</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 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. Students 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 202. (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. 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 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.

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	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)
<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**



DATE	IN CLASS	HOMEWORK
8/16 (M) Week 1	Syllabus, welcome back, expectations Recommended course prep Vocabulary and acronym list	Read syllabus, note questions Get texts Self-care plan Life schedule Find definitions for list
8/18 (W) Week 1	Recognizing the continuum Transliteration v interpretation BAITS: Topic-Comment	Read T/L chapter 1 BAITS I – 5.3, 5.5, 5.6 (written and rehearsed – interpretation)
8/23 (M) Week 2	Models for interpreting process Processing levels Video portfolio discussed	BAITS I-4.1 (I), I-4.2 (TL), I-12.2 (I) I-12.6 (TL)
8/25 (W) Week 2	<b>Quiz #1 (Week 1, vocabulary and acronyms, homework)</b> Consecutive v simultaneous interpretation BAITS: I-5 BAITS: Noun-verbs T/L Chapter 1	Video #1 (Spontaneous unrehearsed transliteration, 7 minutes, of an educational source you can find again) Read T/L Ch 2 Take Quiz #1
8/30 (M) Week 3	<b>Video #1 due</b> DC-S Chapter 1 Hot seat: consecutive interpretation	Read DC-S CH 1
9/1 (W) Week 3	<b>Quiz #2 (Week 2, T/L CH 1, BAITS)</b> T/L Chapter 2 BAITS exercises Hot seat: consecutive interpretation	DC-S BQ 1 (p 12) Read T/L Ch 3 Take Quiz #2 BAITS as assigned Street Leverage: view and written response
9/6 (M) Week 4	<b>NO CLASS: LABOR DAY</b>	Select Video #2 source
9/8 (W) Week 4	<b>Quiz #3 (Week 3, homework)</b> DC-S BQ 1 due, Street Leverage response due DC-S Chapter 2 Hot seat: simultaneous interpretation (prepared)	Read DC-S Ch 2 DC-S BQ 2 Read T/L Ch 4 BAITS as assigned Video #2 (rehearsed consecutive interpretation – children’s story) Take Quiz #3
9/13 (M) Week 5	DC-S BQ 2 due Video #2 due T/L Ch 3 Hot seat: simultaneous interpretation (prepared)	Read DC-S Ch 3



9/15 (W) Week 5	<b>Quiz #4 (Week 4, homework)</b> DC-S Chapter 3 T/L Ch 4 Hot seat: consecutive transliteration	DC-S BQ 3 Take Quiz #4 BAITS as assigned
9/20 (M) Week 6	DC-S BQ 3 due T/L Chapter 5 Hot seat: simultaneous transliteration	Read DC-S 4
9/22 (W) Week 6	<b>Quiz #5 (Week 5, homework)</b> DC-S Chapter 4 Hot seat: simultaneous transliteration	DC-S BQ 4 BAITS as assigned Take Quiz #5
9/27 (M) Week 7	DC-S BQ 4 due DC-S Chapter 5 Hot seat: simultaneous transliteration	Read DC-S 5
9/29 (W) Week 7	<b>Quiz #6 (Week 6, homework)</b> Study guide for Exam #1 Hot seat: simultaneous transliteration	DC-S BQ 5 Take Quiz #6 Study for Exam #1 Video #3 (TBA)
10/4 (M) Week 8	<b>Video #3 due</b> DC-S BQ 5 due Hot seat: TBA	Begin Portfolio
10/6 (W) Week 8	<b>Rotations</b> DC-S Ch 6: Teleology and Practice Values Questions regarding Exam #1 <b>EXAM #1 (Acronyms, concepts, definitions, in class lectures, homework, DC-S chapters 1-5, T/L chapters 1-4)</b>	DC-S BQ 6 Read T/L chapter 6 Take Exam #1 Work on Portfolio
10/11 (M) Week 9	<b>DC –S BQ 6 due</b> Ethics <b>Quiz #7 (hot seat evaluations)</b> Hot seat: interpretation v transliteration	S/L as assigned BAITS as assigned T/L as assigned Work on Portfolio
10/13 (W) Week 9	<b>Quiz #7 (hot seat evaluations)</b> Hot seat: interpretation v transliteration Ethics	Portfolio videos #4 & #5 Video #4 = English to ASL: simultaneous interpretation, rehearsed Video #5 = English to ASL: simultaneous transliteration, rehearsed
10/18 (M)	<b>Portfolio videos #4 &amp; 5 due</b> DC-S Ch 7: Demand Constellations Simultaneous interpreting ASL to English practice	Read DC-S CH 7 Work on Portfolio



Week 10		
10/20 (W)	<b>Quiz #8 (Group exercise)</b> ASL to English practice DC-S Ch 7: Demand Constellations T/L: CH 5	DC-S BQ 7 (both sections) Work on Portfolio Ethics and conduit question BAITS as assigned Read T/L Ch 5
Week 10		
10/25 (M)	<b>Ethics and conduit question due</b> <b>DC-S BQ 7 due</b> T/L: CH 5	Read DC-S 8 Work on Portfolio
Week 11		
10/27 (W)	<b>Quiz #9 (Week 10, homework)</b> Portfolio questions	Take Quiz #9 DC-S BQ 8 Portfolio video #6: ASL to English, assigned Portfolio continued BAITS as assigned NIC practice exam - BEGIN
Week 11		
11/1 (M)	<b>Portfolio Video #6 due</b> DC -S BQ 8 due T/L: CH 6 BAITS Consecutive interpreting, transliterating ASL to English	Work on Portfolio BAITS as assigned NIC practice exam – continue Read DC-S CH 9 Read T/L CH 6
Week 12		
11/3 (W)	<b>Quiz #10 (Week 11, homework)</b> T/L CH 6 DC-S 9: Dialogic Work Wrap up as needed ASL to English	DC-S BQ 9 Work on portfolio Portfolio video #7 (redo of video #1, same source)
Week 12		
11/8 (M)	<b>PORTFOLIO CHECK IN DUE</b> <b>INTERPRETING OBSERVATION #1 DUE</b> DC-S 9 wrap up Exam #2 Study Guide Hot seat	Work on portfolio Start review for Exam #2
Week 13		
11/10 (W)	<b>Quiz #11 (Week 12, homework)</b> DC-S Review Final discussed	Work on portfolio Review for Exam #2 Study for Exam #2
11/15 (M)	Rotations for Exam #2 Questions regarding Exam #2	Finish up portfolio Study for Exam #2





11/17 (W)	<p><b>PORTFOLIO DUE: FRIDAY 11/19/21 at 11:59 PM</b>  <b>NO LATE PORTFOLIOS ACCEPTED</b>  <b>EXAM #2 DUE: Sunday 11/21/21 at 11:59 PM</b>  <b>(DC-S 1-9, T/L 1-6, BAITS, lectures, exercises, etc.)</b>                  Finals prepped</p>	<p>Take Exam #2                  Submit Portfolio</p>
<b>11/22, 11/24</b>	<b>NO CLASS: Thanksgiving Break</b>	<p>Breathe and enjoy break                  Practice a bit</p>
11/29 (M)	<p>Prep for finals                  Sign up for finals</p>	Practice a lot
12/1 (W)	Prep for finals	Practice and breathe
<b>12/6, 12/8</b>	<b>FINALS BY APPOINTMENT</b>	<p>Enjoy your break                  Keep practicing                  Sign up for AMSL 212</p>