



### Basic Course Information

Semester:	<b>Spring 2023</b>	Instructor Name:	<b>Liisa Mendoza</b>
Course Title & #:	<b>Interpreting As A Profession</b>	Email:	<b>liisa.mendoza@imperial.edu</b>
CRN #:	<b>20674</b>	Webpage (optional):	<b>N/A</b>
Classroom:	<b>Via ZOOM</b>	Office #:	<b>2910 (in DSPS building)</b>
Class Dates:	<b>2/13/23 – 6/9/23</b>	Office Hours:	<b>Via Zoom: MW 9:00 – 10:00 am On ground: TR 9:00 – 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

This course provides an historic framework for the principles, roles, responsibilities, and standard practices of the interpreting profession. Instruction on national testing standards, preparation for certification, and the necessity of ethics as outlined in the Interpreting Code of Conduct.

### Course Prerequisite(s) and/or Corequisite(s)

Recommended preparation: None

### 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) Compile a personal profile relating to interpreting.
- 2) Apply professional interpreting ethics to given scenarios, explaining course of action chosen.
- 3) Analyze the importance of cross-cultural dynamics in the interpreting profession.

### Course Objectives



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

1. In the area of interpersonal relationships, be able to define positive relations with consumers and to describe techniques for working effectively with other professionals and interpreters.
2. In the area of professional development, define the history of the interpreting profession and describe the certification process.
3. In the area of ethics and culture, be able to identify the concepts embodied in the RID Code of Conduct and, given cultural conflicts, be able to generalize appropriate responses.
4. In the area of business, perform well in a mock interview for an interpreting position, conducted in English.

### Textbooks & Other Resources or Links

#### Required texts:

So You Want to be an Interpreter? (Fourth edition strongly preferred) J. Humphrey. ISBN 0-9640367-7-0.

### 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 with a voice on approach, using spoken English. Some examples may be provided in ASL, to clarify or illustrate some concepts. These examples will be explained in English as well.

You will quiz weekly in this class, and will take 3 exams over the course of the semester. A few quizzes will be given in the Zoom classroom. Most quizzes will be given through the Canvas system, but not using the Canvas quiz feature. You will be given the question file and a link to a recording. You will then click on the recording and start the quiz. The exams will be administered the same way. **There are no time limits on exams or quizzes**, as you may need to watch the recordings a few times if your wifi glitches or goes down.

This class does have a significant amount of reading and writing. 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)
Homework	250 (includes written and signed homework and observation)
Exams	300
Quizzes	100
Ethics final	50
Interactive finals	50 (individual interview with the instructor)
Portfolio	100
<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.

**BQ = Book Questions. The Book Questions appear in your text, as the Thought Questions at the end of each chapter.**

<u>DATE</u>	<u>IN CLASS</u>	<u>HOMEWORK</u>
2/13 (M)	Welcome, syllabus, class orientation Questions Acronyms	Read syllabus, purchase book Register with streetleverage.com Review notes
2/15(W)	Acronyms (continued) NIC/RID Code of Conduct CH 1: The Importance of Communication	Read Code of Conduct Read Ch 1, review for quiz
<b>2/20</b>	<b>NO CLASS: Presidents' Day</b>	See above
2/22 (W)	<b>Quiz #1 (Acronyms, Week 1)</b> CH 1 lecture wrap up CH 2: The Impact of Culture	BQ 1: 1, 2 Read Ch 2
2/27 (M)	<b>BQ 1 due &amp; discussed</b> CH 2: The Impact of Culture	BQ 2: 1-5 Read ch 3



3/1(W)	<b>Quiz #2 (CH 1, Week 2)</b>	
	<b>BQ 2 due &amp; discussed</b>	Review notes
	CH 3: Working in Multicultural Communities	BQ 3: 1, 3, 4, 5
3/6 (M)	<b>BQ 3 due &amp; discussed</b>	Review for quiz
	CH 3 wrap up	Read chapter 4
3/8 (W)	<b>Quiz #3 (CH 2 &amp; 3, Week 3)</b>	BQ 4: 1-5
	CH 4: Identity and Communication in the Deaf Community	
3/13 (M)	Study guide for Exam #1	Review for quiz
	CH 4 wrap up	Review book questions
3/15 (W)	<b>Quiz #4 (CH 4 &amp; Week 4)</b>	
	CH 5: Cultural Frames	Study for Exam #1
3/20 (M)	Rotations and review for Exam #1	Study for Exam #1
3/22 (W)	<b>EXAM #1 (CH 1-4, BQs, lecture, in class discussion)</b>	Read CH 5
3/27 (M)	CH 5: Cultural Frames	BQ 5: 2, 4, 5, 7 Additional cultural frame homework
3/29 (W)	<b>Quiz #4 (CH 5 &amp; Week 5)</b>	BQ 6: 1-4
	<b>BQ 5 due &amp; discussed</b>	Read CH 6
	CH 6: Oppression, Power & Interpreters	
4/3 (M)	CH 6 wrap up	BQ 6: 1-4
4/5 (W)	<b>Quiz #5 (CH 6 &amp; Week 6)</b>	Read CH 7



CH 7: The Work of Interpreters

BQ 7: 1, 2, 8,9

<b>4/10, 4/12</b>	<b>NO CLASS – SPRING BREAK</b>	<b>See above</b>
4/17 (M)	<b>BQ 6 due &amp; discussed</b> <b>BQ 7 due &amp; discussed</b>	Begin review for Exam #2
4/19 (W)	<b>Quiz #6 (CH 7 &amp; Week 7)</b> CH 8: How We Approach Our Work Exam #2 Study Guide and sample questions	Read CH 8 BQ 8: 1-3 Study for Exam #2
4/24 (M)	TBA	Study for Exam #2
4/26 (W)	<b>BQ 8 due &amp; discussed</b> Rotations Review	Study for Exam #2 Begin working on portfolio
5/1 (M)	<b>EXAM #2 (CH 5-8)</b>	Read CH 12 Work on portfolio
5/3 (W)	RID Code of Conduct CH 12: Principles of Professional Practice on index cards)	<a href="http://www.rid.org">www.rid.org</a> BQ 12: 1, 3 (include situation cards
5/8 (M)	AVLIC Code of Conduct CH 12: Principles of Professional Practice	Read CH 9 as assigned Work on portfolio
5/10 (W)	<b>BQ 12 due &amp; discussed</b>	BQ 9: 1, 2



	CH 9 highlights	Read CH 10, review for quiz
5/15(M)	<b>Quiz #7 (CH 12 &amp; Codes of Conduct)</b>	Work on portfolio
	CH 10: The Process of Interpreting	BQ 10: 1, 2 (use c for comparison), 3, 4
5/17 (W)	<b>BQ 9&amp;10 due &amp; discussed</b>	Review for quiz
	Wrap up CH 9 & 10	
	CH11: The History and Professionalization of Interpreting	Work on portfolio
	<b>PORTFOLIO PROJECT DUE SUNDAY, 5/21 at 11:59 PM</b>	
5/22 (M)	<b>Quiz #8 (CH 9 &amp; 10 &amp; Week 10)</b>	Read CH 11
	CH 11 wrap up	BQ 11: 1, 3, 4, 5, 6, 7
	CH 13: Where Interpreters Work	BQ 13: 1, 2
	Study Guide for Exam #3	Study for Exam #3
		Review Code of Conduct and ethics
5/24 (W)	<b>BQ 11 due &amp; discussed</b>	Breathe
	<b>ETHICS FINAL</b>	Read CH 13
	Sample Questions for Exam #3	
5/29 (M)	<b>NO CLASS: Memorial Day</b>	
5/31 (W)	<b>EXAM #3 (CH 9-14)</b>	
	Interview Preparation	
6/5, 6/7	<b>FINAL: 1:1 Professional Interview with Liisa, by appointment</b>	