American Sign Language 20 (Introduction to Interpreting)

Reedley Community College

Spring Semester (Mondays/Wednesdays (1:00-2:15PM)

January 13, 2020-May 21, 2020

Instructor: Joe Lind

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Office Hours: Monday/Wednesday (12:00-1:00PM), Tuesday (11:00AM-12:00 PM), Thursday (12:00PM-2:00PM), Fridays (virtual office hour (9:00 AM-10:00AM)

Room: Portables, Room 1

1. **Course Description:**

An introductory course on the role of American Sign Language Interpreters working with Deaf community members. Students will analyze the communication process, responsibilities and environments to which Sign Language Interpreters are exposed. Students will develop basic understanding of the licensure and assessment processes within the profession. Students will explore the ethical scenarios and professional encounters of the American Sign Language business. This course will examine the Code of Professional Conduct (CPC) and how to apply it to specific job situations. PREREQUISITES: American Sign Language 2. (A, CSU)

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| 1. **Student** | **Learning Outcomes** |
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1. ASL-20 SLO1: Distinguish between the various theoretical models of interpreting.

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1. ASL-20 SLO2: Demonstrate an understanding of the interpreter’s role and responsibilities, including standard guidelines for the code of professional conduct (CPC) and code of ethics.

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1. ASL-20 SLO3: Describe the various modes of sign language and distinguish between American Sign Language (ASL), Signing Exact English (SEE), and Conceptually Accurate Signed English (CASE).
2. **Course Objectives**
3. Compare and contrast various theoretical models describing the process of interpreting.
4. Identify Deaf/Hard of Hearing individual’s communication modes involving Signs and/or English usage.
5. Adapt and adjust for differences in opinion, learning styles, and approaches to interpreting.
6. Describe the interpreter’s role and responsibilities including standard guidelines for professional conduct and code of ethics.
7. Compare and contrast a variety of settings where interpreters work, including standard qualifications, special considerations, compensation, supervision, and a number of other factors.
8. Compare and contrast visualization, form, and meaning as it relates to interpreting. Assessment will be through testing and presentations.
9. Develop and produce entry level interpreting critical thinking skills.

# Required Text (with DVD)

​​ ***SO YOU WANT TO BE AN INTERPRETER?* An Introduction to Sign Language Interpreting; Humphrey, Janice H. and Alcorn, Bob J. 4th Edition (2007)**

# Course Requirements

1. Students are ​required to participate​ in small­group and class discussions.
2. Students are ​required to complete and submit in­class tasks and homework assignments/assessments, virtual language lab exercises, quizzes and tests according to due dates​.
3. Students are ​required to complete assessment/reflection papers as assigned​.
4. Students are required to take a MID­TERM​ exam.​
5. Students are ​required to take a FINAL EXAM​.
6. **Grading System**

Class Participation 40

Interpreting practice assignments 50

Interpreting Observations (4X10) 40

Homework 10

Interpreting Practice Presentations 100 Interpreting observation write up 50

Midterm 60

Final 100

**Maximum Points 450**

Grades Assigned as Follows:

405-450 A

360-404 B

315-359 C

270-314 D

0-269 F

\*No Late Assignments will be accepted

\*Quizzes, Midterms, and exams cannot be made up without proper documentation

# CLASSROOM RULES OF CONDUCT

* Turn off (or place on vibrate) cell phones and pagers during class
* No texting, No radios, iPod, etc.
* Headphones/appropriate electronic devices used only as directed in class for class activities ● Listen courteously when others are speaking
* Respect others’ opinions
* Arrive to class on time, Participate in class
* Ask questions, Maintain Academic Honesty & Integrity
* Maintain communication with the teacher, Maintain a positive attitude
* No visitors allowed

1. **Students with Disabilities**

If you have a verified need for an academic accommodation or materials in alternate media, (i.e. Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please let me know immediately. Also contact your counselor and speak with someone in the office for students with Disabilities.

1. **Academic Dishonesty Statement**

Students at Madera Center are entitled to their best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.

1. **Cheating**

Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, including the teacher edition of the textbook, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to copying from another’s work supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

1. **Plagiarism**

Plagiarism is a specific form of cheating: the use of another’s words or ideas without identifying them as such or giving credit to the source(s). Plagiarism may include, but is not limited tom failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights.

Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on a particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.

**Reedley College American Sign Language 20 – Course # 54236**

**Introduction to Interpreting (3 units)**

**COURSE OUTLINE**

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| DATE | DAY | **TOPIC / ACTIVITY &**​ **ASSIGNMENTS** | ASSIGNMENT(S) DUE |
| Week 1  Jan 13th | Mon | Course Introduction (Syllabus,  Objectives, Outline, Preview, Chapter  1: The Importance of Communication)    Overview of Textbook: Be An Interpreter? & Resources​ So You Want To Be an Interpreter?​ | 1. Obtain Textbook with DVD and study Chapter 1, the study guide with answers and watch all Chapter 1 videos |

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| Week 1  Jan 15th | Wed | Chapter 1 ­ The Importance of  Communication | (You will fill in sections in this column based on the pace of the  class as homework is assigned) |
| Week 2  Jan 22 | Wed | Chapter 2 ­ The Influence of Culture on  Communication |  |
| Week 3  Jan 27 | Mon | Mini­Presentation by Students and  Interpreting Practice Activities |  |
| Week 3  Jan 29th | Mon | Chapter 3 ­ Working in Multicultural  Communities |  |
| Week 4  Feb. 3rd | Mon | Chapter 4 ­ Identity and  Communication In The Deaf  Community/Presentation |  |
| Week 4  Feb. 5th | Wed | Chapters 3 & 4 ­ Class Activities |  |
| Week 5  Feb. 10th | Mon | Mini­Presentation by Students and  Interpreting Practice Activities |  |
| Week 5  Feb. 12th | Wed | Chapter 5 ­ Cultural Frames, Schemas,  Beneficence and Audism |  |
| Week 6  Feb. 19th | Wed | Chapter 5 ­ Cultural Frames, Schemas,  Beneficence and Audism/Presentation |  |
| Week 7  Feb. 24th | Mon | Chapter 6 ­ Oppression, Power and  Interpreters |  |
| Week 7  Feb. 26th | Wed | Mini Presentation by Students and Review for Mid­Term Exam |  |

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| Week 8  Mar. 2 | Mon | MID­TERM – Chapters 1 thru 6 |  |
| Week 8  Mar. 4th | Wed | Mini­Presentation by Students and  Interpreting Practice Activities |  |
| Week 9  Mar. 9th | Mon | Chapter 7 ­ The Work of Interpreters |  |
| Week 9  Mar 11th | Wed | Chapter 8 ­ How We Approach Our  Work / Presentations |  |
| Week 10  Mar 16th | Mon. | Chapter 9 ­ The Challenge of Mediating  ASL & English |  |
| Week 10  Mar 18th | Wed | Mini­Presentation by Students and  Interpreting Practice Activities w/FB |  |
| Week 11  Mar 23rd | Mon | Chapter 10 ­ The Process of  Interpreting |  |
| Week 11  Mar 25th | Wed | Mini­Presentation by Students and  Interpreting Practice Activities w/FB |  |
| Week 12  Mar 30 | Mon | Chapter 11 ­ The History and  Professionalization of Interpreting |  |
| Week 12  Apr. 1 | Wed |  |  |

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| Week 13  Apr 20th | Mon | Mini­Presentation by Students and  Interpreting Practice Activities |  |
| Week 13  Apr 22nd | Wed | Chapter 12 ­ Principles of Professional  Practice / Presentation |  |
| Week 14  Apr 27th | Mon | Mini­Presentation by Students and  Interpreting Practice Activities |  |
| Week 14  Apr 29th | Wed | Chapter 13 ­ Where Interpreters Work |  |
| Week 15  May 4th | Mon | Mini­Presentation by Students and  Interpreting Practice Activities w/FB |  |
| Week 15  May 6th | Wed | Chapter 14 ­ Basic Business Practices |  |
| Week 16  May 11th | Mon | Mini­Presentation by Students and  Interpreting Practice Activities w/FB |  |
| Week 16  May 13th | Wed | Summary  Chapters 7 thru 14 |  |
| Week 17  May 18th | Mon | Final Exam Week |  |