

**American Sign Language 20 – Course # 18555**

**Introduction to Interpreting (3 units)**

**Course Syllabus ­ Fall Semester 2016**

**Instructor: Razonda Munyaradz**i​

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| **Class Hours:** | Tues & Thurs 4:30 p.m. – 5:45 p.m.  |
| **Room:** | LA Bldg ­ Room # 201 (Language Arts Bldg) |
| **Office Hours:**   | Arranged to be in an available classroom used as an office for meeting you on Mon through Thurs 3:15 p.m. ­ 4:15 p.m. (Social Sciences) SO Bldg ­ Rm# 210 upstairs (elevator accessible). It is across from the library and next to OAB. Also, Mon through Thurs immediately after class, we can meet in the main library until 7:00 p.m. (in the “Periodicals” room across from the front desk).  |
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| **E­mail:****Text­to­E­mail:** | terpinstructor@gmail.com​ (can use text to e­mail if compatible) (Save my e­mail address in your phone contacts­send SMS message or via e­mail)  |

**Phone (Work):** 559­442­8281 FCC Humanities Division (ask for Jennifer F. or Tami H. & leave msg)

# Course Description

**The goal of ASL 20 is to provide students with an overall orientation to the role and responsibilities of a professional Sign Language Interpreter. Consideration is given to work environments, codes of professional conduct and certification standards. Classroom activities include discussion and review progress within the profession of interpreting,**

**such as: past and present trends & future interpreting considerations. Emphasis is placed on improving receptive and expressive sign language production and interpreting skills. Students will also gain an understanding of the daily challenges besetting professionals within the interpreting profession, the Tenets of the Code of Professional Conduct and organizations affiliated with interpreting.**

 **Course Goals / Student Learning Objectives:**

* Students will distinguish various theoretical models describing the process of interpreting.
* Students will recognize the different communication modes of Deaf/Hard of Hearing individuals and how interpreters adapt to their individual style of communications.
* Students will demonstrate an understanding of the interpreter's role and responsibilities, including standard guidelines for professional conduct and code of ethics.
* Student will identify the different settings where interpreters work and related factors associated to the job.
* Students will describe visualization, form, and meaning as it relates to interpreting.

# 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

* Students are ​required to have independent access to audio­visual equipment ​**and**​ a YouTube video recording account compatible to view, complete and submit exercises by producing​ recordings of their responses. Also required are CANVAS & QUIZLET accounts.
* Students are ​required to participate​ in small­group and class discussions.
* Students are ​required to complete and submit in­class tasks and homework assignments/assessments, virtual language lab exercises, quizzes and tests according to due dates​.
* Students are ​required to complete assessment/reflection papers as assigned​.
* Students are required to take a MID­TERM​ exam.​
* Students are ​required to take a FINAL EXAM​.

# PERCENTAGE VALUES

Attendance & Participation (Including the use of borrowed resources)10%

 In­Class Work / Quizzes / Mini­Presentations (by students weekly) 10%

 E­Mail Homework (Homework submitted as e­mail / attachment) 10%

Video Homework (Homework submitted ­ GoReact / YouTube) 10% (GoReact Virtual Learning Lab Self­Recordings)

 Other Homework (Otherwise assigned / submitted than above) 10%

 ASL w/Deaf Community Proof & Write­Up/Summary (Extra) Credit 5%

 Structured/Supervised Fieldwork Task(s) Proof & Summary 10%

## (Interpreting Experience Write­Up (Assessment/Reflection)

Peer Input (Comments, Questions, Feedback, Constructive Criticism) 5%

 Mid­Term Examination 15%

 Final Examination 15%

 Info Acknowledgement / Check­in Tasks (important, but no points given)

 **MAXIMUM PERCENTAGE 100%**

**All assignments are due by the DUE DATES of which you will be informed as we progress through the course. LATE ASSIGNMENTS will be deducted by 10 points per class session it remains outstanding in addition to the regularly assigned grade that is based on the level of performance for the task.**

**GRADES ASSIGNED AS FOLLOWS:**​

90 ­ 100 A

80 ­ 89 B

70 ­ 79 C

60 ­ 69 D

0 ­59 F

# 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

# STUDENTS WITH DISABILITIES

Fresno City College offers services designed to assist students with documented disabilities. If you have a disability and will require academic accommodations during this course, please let your instructor know as soon as possible or call (559) 442­8237 for additional information.

# ATTENDANCE/WITHDRAWAL

Students who do not show the first day of class will be dropped due to the administrative census deadline required for official student attendance in this brief six­week class. Students who are absent one consecutive week will be dropped from the class. Excessive tardiness and/or absences otherwise will also negatively affect your grade. However, if for any reason you are unable to complete the course, please let your instructor know so an appropriate grade can be assigned to you based on your performance in class.

# DIVERSITY

Learning to work with and value diversity is essential in the class. Students and instructor are to be respectful toward one another throughout the course.

# ADJUSTMENTS

With prior student notification, the instructor reserves the right to make any modifications to this syllabus as circumstances dictate to facilitate the instruction of this course.

**By taking this course, I agree that** I have read and agree to abide by the terms and policies​ outlined in the syllabus and take responsibility for my learning and success in this course.

**FCC American Sign Language 20 – Course # 21555**

**Introduction to Interpreting (3 units)**

**Summer 2016**

**COURSE OUTLINE**

Course Outline Abbreviation Key:

SOC = Start of Class, HW = Homework, Due=DUE!, SEFI­See email for instructions, LL­GoReact Virtual Lang. Lab tasks

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| DATE  | DAY  |  **TOPIC / ACTIVITY &**​ **ASSIGNMENTS**  | ASSIGNMENT(S) DUE  |
| Week 1 AUG 16TH  |   TUES  |  Course Introduction (Syllabus, Objectives, Outline, Preview, Chapter 1: The Importance of Communication)  Overview of Textbook: Be An Interpreter? & Resources​ So You Want To​ \_\_\_\_\_\_\_\_\_ Homework­Due THURS, AUG 18TH ­ SOC­See top of page for the “Course Outline Abbreviation Key”  1. Register for GoReact Account
2. Register for YouTube Account
3. Register for CANVAS Account
4. Register for QUIZLET Account
5. Read ch.1/Watch GoReact Video
6. Explain your goals in the

 GoReact comment section (recorded yourself/response directly invideo​ of​ via​ GoReact or uploaded from your  YouTube account commentsbecause they need to be (not audio comments​ or typed​ immediately and always accessible for a Deaf audience).    |  1. Obtain Textbook with DVD and study Chapter 1, the study guide with answers and watch all Chapter 1 videos ­ See the digital commons link after you Google search “So you want to be an interpreter”

http://digitalcommons.unf.edu/asleimats/1/  1. Use the assigned code to register for GoReact
2. Set up a YouTube Account
3. Access the CANVAS

account (which replaces Blackboard campus­wide) 1. Also begin studying textbook terms from Quizlet (an account that is already there ­ you will find after you

Google search “So you want to be an interpreter” and select the Quizlet link https://quizlet.com/11936297/so­you­want­to­be­an­i nterpreter­flash­cards/   |

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|  Week 1 AUG 18TH   |  THUR  |  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 AUG 23RD |  TUES  |  Chapter 2 ­ The Influence of Culture on Communication   |   |
|  Week 2 AUG 25TH   |  THUR  |  Mini­Presentation by Students and Interpreting Practice Activities w/FB   |    |
|  Week 3 AUG 30TH |  TUES  |  Chapter 3 ­ Working in Multicultural Communities   |   |
|  Week 3 SEPT 1ST   |  THUR  |  Chapter 4 ­ Identity and Communication In The Deaf Community/Presentation   |   |
|  Week 4 SEPT 6TH |  TUES  |  Chapters 3 & 4 ­ Class Activities    |   |
|  Week 4 SEPT 8TH  |  THUR  |  Mini­Presentation by Students and Interpreting Practice Activities w/FB   |   |
|  Week 5 SEPT 13TH |  TUES  |  Chapter 5 ­ Cultural Frames, Schemas, Beneficence and Audism   |   |
|  Week 5 SEPT 15TH  |  THUR   |  Chapter 5 ­ Cultural Frames, Schemas, Beneficence and Audism/Presentation   |   |
|  Week 6 SEPT 20TH   |  TUES   |  Chapter 6 ­ Oppression, Power and Interpreters   |   |
|  Week 6 SEPT 22ND  |  THUR  |  Mini Presentation by Students and Review for Mid­Term Exam  |   |

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|  Week 7 SEPT 27TH   |  TUES  |  MID­TERM – Chapters 1 thru 6  |   |
|  Week 7 SEPT 29TH  |  THUR  |  Mini­Presentation by Students and Interpreting Practice Activities w/FB   |   |
|  Week 8 OCT 4TH   |  TUES  |  Chapter 7 ­ The Work of Interpreters  |   |
|  Week 8 OCT 6TH  |  THUR  |  Chapter 8 ­ How We Approach Our Work / Presentations     |   |
|  Week 9 OCT 11TH  |  TUES    |  Chapter 9 ­ The Challenge of Mediating ASL & English  |   |
|  Week 9 OCT 13TH  |  THUR   |  Mini­Presentation by Students and Interpreting Practice Activities w/FB    |   |
|  Week 10 OCT 18TH |  TUES    |  Chapter 10 ­ The Process of Interpreting     |   |
|  Week 10 OCT 20TH  |  THUR   |  Mini­Presentation by Students and Interpreting Practice Activities w/FB   |   |
|  Week 11 OCT 25TH  |  TUES   |  Chapter 11 ­ The History and Professionalization of Interpreting   |   |
|  Week 11  |  THUR  |   |   |

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| OCT 27TH  |   | Mini­Presentation by Students and Interpreting Practice Activities w/FB   |  |
|  Week 12 NOV 1ST  |  TUES    |  Chapter 12 ­ Principles of Professional Practice / Presentation  |   |
|  Week 12 NOV 3RD   |  THUR  |  Mini­Presentation by Students and Interpreting Practice Activities w/FB  |   |
|  Week 13 NOV 8TH   |  TUES  |  Chapter 13 ­ Where Interpreters Work  |   |
|  Week 13 NOV 10TH   |  THUR  |  Mini­Presentation by Students and Interpreting Practice Activities w/FB  |    |
|  Week 14 NOV 15TH  |  TUES    |  Chapter 14 ­ Basic Business Practices  |   |
|  Week 14 NOV 17TH  |  THUR   |  Mini­Presentation by Students and Interpreting Practice Activities w/FB   |   |
|  Week 15 NOV 22ND   |  TUES   |  Summary Chapters 7 thru 14  |   |
|  Week 15 NOV 24TH   |  THUR   |  NO CLASS   |   |
|  Week 16 NOV 29TH   |  TUES  |  Re­cap for Chapters 7 thru 14  |   |
|  Week 16 DEC 1ST   |  THUR  |  Mini­Presentation by Students and Interpreting Practice Activities w/FB  |   |
|  See next page   |    |    |   |
|  Week 17 DEC 6TH   |  TUES  |  REVIEW – Chapters 7 thru 14  |   |
|  Week 17 DEC 8TH   |  THUR  |  Mini­Presentation by Students and Review for Final Exam  |   |
|  Week 18 DEC 13TH   |  TUES  |  REVIEW – Chapters 7 thru 14  |   |
|  Week 18 DEC 15TH   |  THUR  | **FINAL EXAM**  |  |
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