

**Basic Course Information**

Semester	<b>Spring 2017</b>	Instructor Name	<b>Liisa Mendoza</b>
Course Title & #	<b>AMSL 112 – Interpreting As A Profession</b>	Email	<b>liisa.mendoza@imperial.edu</b>
CRN #	<b>21053</b>	Webpage (optional)	
Room	<b>1603</b>	Office	<b>314 D</b>
Class Dates	<b>2/13 – 6/9/17 (includes finals)</b>	Office Hours	<b>MW 8:00 – 9:30 am TR 9:30 – 10:00 am</b>
Class Days	<b>F</b>	Office Phone #	<b>760-355-6120</b>
Class Times	<b>8:00 – 11:10 am</b>	Office contact if student will be out or emergency	<b>Phone or email</b>
Units	<b>3</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.

**Student Learning Outcomes**

Upon completing this course with a grade of C or better, you will be 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 Ethics and, given cultural conflicts, be able to generalize appropriate responses.
4. In the area of business, create an appropriate resume and demonstrate the ability to keep appropriate and accurate records.

**Textbooks & Other Resources or Links**

**Required text:**

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:

Please arrive to class on time, ready to participate. The instructor will be teaching with a voice on approach. You will be participating in a variety of class exercises designed to increase your understanding of the material. Please arrive to class on time, **ready** to participate in class discussions. **It will be impossible to participate in most discussions if you have not completed the homework.** You will be required to use both reading and writing skills during this semester, as well as your oral communication skills. You will be asked to observe an interpreter outside of the class. Your observation will be included in the portfolio. You have one free late homework that will be accepted; other than that, no late homework will be accepted. If you are absent, your homework will still be due.

### 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)
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>

### 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](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

### Information Literacy

Imperial Valley College Course Syllabus – Interpreting As A Profession

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Imperial Valley College is dedicated to helping 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**

<u>DATE</u>	<u>IN CLASS</u>	<u>HOMEWORK</u>
2/17	<b>NO CLASS: LINCOLN’S BIRTHDAY</b>	<b>GET TEXT, Read syllabus</b>
2/24	1 Welcome, syllabus, class orientation Questions Acronyms CH 1: The Importance of Communication	Read syllabus, purchase book Register with streetleverage.com Review notes Read Ch 1
3/3	2 <b>Quiz #1 (Acronyms, Week 1)</b> CH 1 lecture wrap up CH 2: The Impact of Culture CH 2: The Impact of Culture	Read ch 2; BQ 2: 1-5 Review notes and readings for quiz BQ 1: 1, 2 Read ch 3
3/10	3 <b>Quiz #2 (CH 1 &amp; 2, Week 2)</b> <b>BQ 1 &amp; 2 due &amp; discussed</b> CH 3: Working in Multicultural Communities	Read CH 4 Review for quiz BQ 3: 1, 3, 4, 5 BQ 4: 1-5
3/17	4 <b>Quiz #3 (CH 3, Week 3)</b> <b>BQ 3 due &amp; discussed</b> <b>BQ 4 due &amp; discussed</b> CH 4: Identity and Communication in the Deaf Community Study guide for Exam #1 Sample Questions for Exam #1	BQ 4: 1-5 Study for Exam #1 Study for Exam #1

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3/24	6	<p><b>EXAM #1 (CH 1-4, BQs, lecture, in class discussion )</b></p> <p>CH 5: Cultural Frames</p>	<p>Read CH 5</p> <p>BQ 5: 2, 4, 5, 7</p> <p>Additional cultural frame homework</p>
3/31	7	<p><b>Quiz #4 (CH 5 &amp; Week 5)</b></p> <p><b>BQ 5 due &amp; discussed</b></p> <p>CH 6: Oppression, Power &amp; Interpreters</p>	<p>BQ 6: 1-4</p> <p>Read CH 6</p>
4/7	8	<p><b>Quiz #5 (CH 6 &amp; Week 6)</b></p> <p>CH 7: The Work of Interpreters</p> <p><b>BQ 6 due and discussed</b></p>	<p>Read CH 7</p> <p>BQ 7: 1, 2, 8,9</p> <p>Begin review for Exam #2</p>
4/14	9	<p><b>Quiz #6 (CH 7 &amp; Week 7)</b></p> <p><b>BQ 7 due &amp; discussed</b></p> <p>CH 8: How We Approach Our Work</p> <p>Exam #2 Study Guide and sample questions</p>	<p>Read CH 8</p> <p>BQ 8: 1-3</p> <p>Study for Exam #2</p>
4/21		<p><b>NO CLASS: SPRING BREAK</b></p>	<p>Study for Exam #2</p>
4/28	10	<p><b>EXAM #2 (CH 5-8)</b></p> <p>RID Code of Conduct</p> <p>CH 12: Principles of Professional Practice</p>	<p>Read CH 12</p> <p><a href="http://www.rid.org">www.rid.org</a></p> <p>BQ 12: 1, 3 (include situation cards on index cards)</p>
5/5	11	<p><b>Quiz #7 (CH 12 &amp; Code of Conduct)</b></p> <p><b>BQ 12 due &amp; discussed</b></p> <p>CH 9 highlights</p> <p>CH 10: The Process of Interpreting</p>	<p>Read CH 9 as assigned</p> <p>BQ 9: 1, 2</p> <p>Read CH 10</p> <p>BQ 10: 1, 2 (use c for comparison), 3, 4</p>

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5/12	12	<b>Quiz #8 (CH 9 &amp; 10 &amp; Week 10)</b>	Read CH 11
		<b>BQ 9&amp;10 due &amp; discussed</b>	BQ 11: 1, 3, 4, 5, 6, 7
		CH 11: The History and Professionalization of Interpreting	
5/19	13	<b>Quiz #9 (CH 11 &amp; Week 11)</b>	Read CH 13
		CH 13: Where Interpreters Work	BQ 13: 1, 2
		<b>Interactive Group Finals – Ethical Scenarios</b>	Finish portfolio
5/26	14	<b>PORTFOLIO PROJECT DUE</b>	Breathe
		<b>Quiz #10 (CH 13 &amp; Week 12 )</b>	Read CH 14
		CH 14: Business Skills	BQ 14: 1, 2, 3
		Study Guide for Exam #3	Study for Exam #3
		Sample Questions for Exam #3	
6/2	15	<b>EXAM #3 (CH 9-14)</b>	
		Interview Preparation	
6/9	16	<b>FINAL: 1:1 Professional Interview with Liisa, by appointment</b>	