

Syllabus and Class Schedule for Consecutive Interpreting (ASL 3350) Fall 2009: Section 601

American Sign Language
Utah Valley University

On the Web:

doug.stringham.net/uvuasl/3350

This syllabus is our bylaws for our community and class. 99% of questions can be answered here; you should read this again after the first day of class. The instructor reserves the right to adjust the class schedule as circumstances dictate but promises to make every effort to inform all students of any changes.

Instructor and Class Time

Instructor: Doug Stringham
Class Period: MW 6:30–7:45 pm, LA 032
e-mail: dstringham@gmail.com

You may contact me at *any* time via e-mail. Please *no* phone calls unless prearranged. ASL Program Chair: Bryan Eldredge, office: FA003b; office phone: 863-8529 v/vp.

Course Objectives

This course requires an additional one-hour per week lab criteria; expect to spend at least an hour a week on skill building exercises in a language laboratory setting

This course is an introduction to consecutive sign language interpreting theory and practice between Deaf and nondeaf people. Upon completing this course, you should be able to:

1. describe and evaluate the academic and theoretical contributions of significant educators and practitioners in the interpreting field (Cokely, Colonomos, Patrie, Witter-Merrithew, Taylor, et al.), including a practical application of non-judgemental language
2. identify and incorporate a best-practice taxonomy of competencies and processes for producing consecutive interpretations
3. demonstrate and self-monitor basic abilities required to create consecutive interpretations of rehearsed and/or spontaneous texts:

- increase competent usage of source language (sL) and target language (tL) (Cokely)
- recognize a typology of interpretation miscues (Cokely, Gonzalez) and monitor their manifestation in interpretations
- describe and apply the cognitive tasks of pegging, chunking, linking, and monitoring to understand a discourse
- organize and map (Witter-Merrithew, Monkowski & Winston) both distinctive and discrete units of information for an interpretation
- reformulate message parts (Patrie, Colonomos) of a discourse into a consecutive interpretation
- 4. identify impacts semantic choice, register, and ethical behavioral decisions in consecutive interpretations

Required Texts

Please bring your text, handouts, and notetaking materials to class each day.

- *1. (Required) Patrie, C. (2004). *Effective Interpreting series: Consecutive interpreting from English*. San Diego: DawnSign Press. Readings, class discussions, postings, and lab assignments will be taken primarily from this volume.

**Available in the UVU bookstore or on the Internet at a variety of online bookstores and resellers.*

2. Student handouts containing resources and instructor-selected supplemental readings. Available at the class web site and/or passed out in class, these may be distributed on an infrequent basis. These handouts are important; examination materials will also come from these resources.

Course Requirements and Expectations

The instructor's expectations of students are listed at right. Students may expect that:

- *The instructor will be fair.* There are no preconceived notions about the skills, abilities, and knowledge that students individually bring into the class community. Indeed, grades are given based on personal progress up (or down) one's own scale.
- *The instructor will evaluate each student on his or her own merits.* As such, grades on curves or comparisons to other students are counterproductive and set false standards. If you earned an 85, you will receive an 85, not someone else's interpretation of an 85.
- *The instructor will treat students with respect.* Just as it is demanded of you, so too, you have the right to demand this of the instructor. Belittling, faultfinding, or demeaning student's thoughts and feelings is inappropriate.
- *The instructor will provide honest evaluations and assessments.* Interpreting is a emotionally demanding (and sometimes draining) profession; developing a thick skin is a recommended goal at this stage in your training. In the spirit of respectful treatment, this also means that evaluations and/or offline discussions of inaccurate, inequivalent, or substandard performance will not receive an ego stroking or "pat on the back." In essence, there is a reason why you are the student and the instructor is the instructor. These are opportunities to receive mentored, unbiased, and professional evaluations of your work.

1. *Become BFF with technology.* Current technologies enable our cognition and communication; you'll need to familiarize yourself with:

- the ASL department language lab's capabilities (video/audio capture, file transfer, etc.)
- a reliable email account (hopefully the one you gave the instructor)
- the course online classroom and the class website; check in on a daily basis

2. *To allow for in-depth discussion on English and ASL texts, this class will be conducted bilingually.* When discussions are conducted in spoken English, you may be permitted to use voice; similarly, when discussions focus around ASL texts, the class will be conducted in ASL. Take note that voice/spoken English discussions are instituted at the discretion of the instructor. Please respect the importance of maintaining this policy.

3. *Students take this course for various reasons.* Despite the diversity, it is important—especially in a setting that demands criticism in order to better your skills—that we strive to form a community of openness, collegiality, and trust. Our cohesiveness influences how rich the language and idea exchange is in the classroom. Thin skins, quick offense, and missing class makes it difficult to achieve this interactive environment.

4. *Salient, intelligent, self-expressive, and self-paced skills are requisite for this course.* This is a junior-level class; as such, it is assumed that you can maintain a certain level of self-mastery, scholastic discipline, and responsibility. The attitude and success of this course is dependant on your preparation and interactivity. Please come to class on time—not five to ten minutes late—and be prepared. You should read and study the appropriate unit in the text for each class

period (see class schedule), submit postings and comments, complete the lab assignments, and be prepared not only to answer questions, but also to ask them. Being ill-prepared sets the class back and undermines our classroom community.

5. *Academic Integrity.* Your assignments and classwork are graded on an honor system; completing classwork indicates that you have studied and made a serious attempt to complete an assignment. Note: cheating, plagiarism, or any dishonest work violates this honor system as well as UVU policy will result in the automatic failure of the assignment and/

or the course. Further punishment(s) for cheating will also be given by college administrators.

6. *Class attendance is important and necessary.* Because this class is only held for 75 minutes twice a week, it is, of necessity, faster-paced. When you miss a class, you are responsible for all materials presented, i.e. lecture notes, changes in class schedule, and assignments. If you're unable to submit an assignment or have your labs checked on their due date, I urge you to 1) bring the assignment to me early to avoid late penalties or 2) give the assignment to a classmate for submission.

Class Assignments

Please adhere to all due dates on your class schedule. Exams are given only on the pre-assigned day. Except for extremely exceptional instances, a make-up exam will not be available. Giving a make-up exam is unfair to those students who have made the effort to complete the exam on time.

Work schedules, out-of-town trips, or dating habits are not valid excuses for missing exams. If you must miss an assignment, please see me before the exam day to discuss your conflict. Final exams cannot be given early or on any other date than what is proscribed by the University. Please don't ask.

1. *Student-teacher contract.* Determine the parameters of a contract between you and the instructor that will help determine the evaluation and measurement of your in-class performance this semester. See the class website; this contract is worth ten points. Late submissions will not be accepted.

2. *In-class participation, presentations, and producing interpreting work.* Interpreting necessitates 1) feeling comfortable in front of a group and 2) creating equivalent renderings of topics. Participation in in-class interpreting assignments, exercises, and feedback sessions is, needless to say, *mandatory*. See class schedule for assignments.

3. *Blog postings and peer evaluations.* You'll be blogging and commenting this semester...and getting credit for it. Understand that this type of expression is a means to an end; you've got some specific topics and readings about which to write. See the class website for due dates, questions, criteria, directions, requirements, and instructions.

Submitting a post indicates that you have actually read and put forth a little effort; faked work is easily identified, and will result in a reduced or failing grade on the assignment. Late postings will be penalized at 10% *per day* (not class period). Feel free to ask the instructor for direction at any time.

4. *Labs and exercises.* This is a 3:3:1 course; in other words, you get three credits in exchange for three weekly

hours of coursework and one hour of lab work. Our text, *Patrie's Effective Interpreting Series* is formatted as a workbook, perfect for capturing language lab self- and dyad-paced efforts.

From time to time, we may spend time in class working on one of a unit's exercises, but you should plan to complete two exercises during your weekly lab time (you're completing the third as a blog posting). All lab assignments and due dates (we'll be checking those in class) are identified on the class schedule. Late lab checks will be penalized at 10% per day (not class period).

5. *Midterm evaluation.* About halfway through the semester, it'll be time for a kumbaya of sorts, let the instructor know how you're doing—"great," "bored," "frustrated": get it out. It'll be between you and the instructor, of course, but it will help enable any course correcting if needed. Watch the class schedule in October for this; this evaluation is worth an easy-peasy ten points. Late submissions will not be accepted.

6. *Exams and quizzes.* There will be one performance (interpreted) exam—the final—given during the semester. Periodic unannounced quizzes will be given, to be completed outside of class in a primarily written/short answer format, and designed to assess your knowledge of concepts discussed in lectures, readings, and handouts. There's only one exam; unless there's an exceptional reason, there is no makeup final exam. See the class schedule.

Office Hours

Sorry, I don't have established office hours. However, I am *always* available after class, through e-mail, or you may arrange to meet with me at your convenience to discuss your

progress, give suggestions, or just chat. Also, depending on class demand over the semester, I am happy to hold extra concept reviews or conduct deeper discussions.

How is my work assessed? (or, in other words, “How do I get an A?”)

Assignment Breakdown

You can earn extra credit by contributing to our online database of internet annotations. By using the online service delicious.com, we can add relevant Web bookmarks for additional reading and study.

URL: <http://delicious.com/dsasl>

username: dsasl; password: passw0rd (0 = zero)

Please tag your bookmark with the appropriate class tag (i.e. asl3350, any relevant topic tags, and include your name in the notes of the bookmark).

Grading Breakdown

Other College Policies and Students with Disabilities

Course final grades are determined by combining both (1) scores on all of the submitted assignments and exams and (2) considering assessed performance on your student-teacher contract. More importantly, you should remember that making decisions in interpreting situations or producing interpreting work is really all about efficient and fluent problem solving: identifying and then applying knowledge to resolve communication differences.

While some portions of your coursework and quizzes will test for specific factual information (remembering skills), far less important is your ability to regurgitate facts

and figures. Instead, assignments, labs, and the final exam are designed to identify how well you internalize principles, cultural and technical knowledge, and process understanding, and then apply them to create solutions to various situations (applying and analyzing skills). Learn more about higher-level learning at the FAQs page.

Scoring criteria are clearly defined on assignment handouts or exams; you'll know what you need to do to earn the grade you want. Ultimately, your grade is a reflection of personal effort and internalization of concepts learned in the course.

Student-teacher contract	10 points
In-class participation	250 points
Blog postings and evaluations	180 points (9 posts; 20 points each)
Lab units	140 points (7 units; 20 points each)
Midterm evaluation	10 points
Quizzes	(as needed; 10 points each)
Final Exam	150 points
Total**	740 points

**This may or may not be the final total; quizzes may be given at without any notice and at any time. Scores from these impromptu exercises will proportionally be figured into your final grade.

A	100-93	B+	89-87	C+	79-77	D+	69-67	E	59-0
A-	92-90	B	86-83	C	76-73	D	66-63		
		B-	82-80	C-	72-70	D-	62-60		

1. College policy prohibits children in the classroom or children unattended in the halls. Make whatever arrangements you must in order to comply with this policy.

2. *Failure to come to class does not constitute withdrawal from the course.* If circumstances make it impossible for you to complete this course, then you must officially withdraw. Otherwise, you may receive a grade at the end of the semester you did not intend.

3. If you have any disability which may impair your ability to successfully complete this course, please contact the Accessibility Services Department (WB 146, (801) 863-8747). Academic accommodations are granted for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the Accessibility Services Department.

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Fall 2009: Section 601**

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Utah Valley University**

Plain text = schedule information; Underlined text = readings; **bolded text** = assignments/labs due
(This schedule is subject to change without notice.)

Month	Week	Monday	Wednesday
August	1	24	26 Classes Begin <u>Introduction/Review</u> ; > <u>English formal presentation</u>
	2	31 Spoken English presentations ; debrief > <u>English formal presentation</u>	2 ASL presentations ; debrief > <u>Reading: Merrithew, Colonomos</u>
September	3	7 No Classes	9 Review Merrithew, Colonomos Posting due ; Cold interp + evaluations; > <u>Reading: Russell</u>
	4	14 Introduction to consecutive interpreting (pp. 11–20) > <u>Reading: Taylor</u>	16 Competencies (pp. 20–24) > <u>Reading: Wilcox & Shaffer, Stringham</u>
	5	21 Interpreting Models (pp. 25–28) + handouts Posting SQ 1, 2, 3, or 5 due	23 Intralingual language development (pp. 33–42)
	6	28 Intralingual language development	30 Intralingual language development Posting 1.3 due ; > <u>Reading: Cokely, Gonzalez</u>
October	7	5 Miscues in interpreting (pp. 43–69) Check Unit 1 labs	7 Miscues in interpreting
	8	12 Miscues in interpreting Posting 2.3 due ; > <u>Reading: Cokely</u>	14 Listening (pp. 71–93) Check Unit 2 labs
	9	19 Listening	21 Listening Posting 3.3 due; Midterm eval due ; > <u>Reading: Merrithew</u>
	10	26 Organization and analysis (pp. 95–115) Check Unit 3 labs	28 Organization and analysis
November	11	2 Organization and analysis	4 Organization and analysis Posting 4.3 due
	12	9 Managing memory issues (pp. 117–133) Check Unit 4 labs	11 Managing memory issues Posting 5.3 due ; > <u>Reading: Colonomos (blue, green)</u>
	13	16 Reformulation of a message (pp. 135–153)	18 Reformulation of a message
	14	23 Reformulation of a message Posting 6.3 due > <u>Reading: Colonomos (orange)</u>	25 No Classes—Thanksgiving Break
December	15	30 Self-monitoring (pp. 155–175) Check Unit 4 labs	2 Self-monitoring
	16	7 Self-monitoring Posting 7.3 due	9 Group text analysis, rehearsal Check Unit 7 labs ; Final Exam Review
	17	14 Final Exam 6:30 p.m. / In class	17