

Syllabus and Class Schedule for Interpreting II (ASL 3330) Spring 2006: Section 601

American Sign Language
Utah Valley State College

On the Web:

www.stringham.net/doug/uvscasl

This syllabus is the set of "bylaws" for our community and class. 99% of questions can be answered here; *you should read this again after the first day of class*. Sometimes out of necessity or request, our class schedule may require a change. 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 6:00–7:15 pm, GT618d
e-mail: stringd@stringham.net (days)
stringd@gmail.com (please ask first)

You may contact me at *any* time via e-mail. Please *no* phone calls.
ASL Program Chair: Bryan Eldredge, office: LA003f; office phone: 863-8529 v/vp.

Course Objectives

This course is a continuation of ASL 3310, an introduction to bidirectional (ASL-to-English and English-to-ASL) interpreting between Deaf and nondeaf people. While we will discuss issues germane to the interpreting field, this course focuses more heavily on 1) interpreting with special emphasis on intercultural communication, and 2) the development

of language understanding with respect to intercultural communication. Upon your successful completion of this course, you should be able to demonstrate an awareness of the effects of intercultural communication on sign language interpreting as well begin the mental process of interpreting simple texts from English to ASL and from ASL to English.

Required Texts

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

**1. Reading Between the Signs: Intercultural Communication for Sign Language Interpreters. (Intercultural Press, Inc.)* This is the primary text for this class; readings, class discussions, and test materials will regularly be taken from this volume.

**Available in the UVSC bookstore.*

2. *Student handouts* containing resources, class assignments, and instructor-selected supplemental readings. Available on the Internet and/or passed out in class, these may be distributed on an infrequent basis. These handouts are important; test 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 will never be preconceived notions about the skills, abilities, and knowledge that students individually bring into our 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 an 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 free, unbiased, and professional evaluations of your work.

1. There is a strict NO-VOICE policy *in and around* this class. Each violation of this policy will result in a .5% deduction from your final grade. However, due to the nature of this course, if discussions are necessarily conducted in spoken English, you may be permitted to use voice (being sensitive to Deaf students). Understand, though, that voice/spoken English discussions are instituted *at the discretion of the instructor*. Please respect the importance of maintaining this policy.

2. Various students take this course for various reasons. Despite the diversity, it is important 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. Missing class makes it difficult to achieve this interactive environment.

3. This is a junior-level class; as such, it is assumed that you have and 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), turn in the outline, 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.

4. *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 UVSC policy and *will* result in the automatic failure of the assignment; subsequent assignment and overall grade performance may also suffer. Further punishment(s) for cheating will also be given by college administrators.

5. 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 will be absent when an assignment is due, I urge you to 1) bring the assignment to me early to avoid late penalties, 2) give the assignment to a classmate for submission, or 3) electronically submit the assignment. (Electronic submissions are acceptable only at the approval of the instructor and are subject to timely reception of the assignment.)

Class Assignments

Please adhere to all due dates on your class schedule. Exams are given only on the pre-assigned day. Except for extremely rare instances, make-up exams will not be given. Giving make-up exams 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 exam, 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 College. So don't even ask.

New for Winter '06

This semester, we will be testing an online discussion forum in an attempt to determine how this type of instructional technology can better our interpreter education.

Pilot students will receive additional class and/or extra credit as determined by the instructor and the members of the pilot group. Students will read chapters in the text and then comment on concepts and issues in a threaded discussion. If you are willing to participate in this pilot program, please contact the instructor for instructions. Thank you.

Office Hours

How is my work evaluated? (or, in other words, "How do I get an A?")

Assignment Breakdown

*Pop 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 silent participation and attendance tally will be kept throughout the semester. In essence, *you* control your own final grade; depending on your level of participation, this tally could boost your overall grade (i.e. a B+ to an A-).

Grading Breakdown

Other College Policies and Students with Disabilities

All papers are to be typewritten; no handwritten papers will be accepted. Here's what we'll do this semester:

1. *Chapter outlines.* To help you study, you'll be required to turn in outlines on chapters 2-9 in the text. These basic yet fairly comprehensive outlines 1) show that you have studied each chapter, and 2) help you highlight specific areas of question for in-class discussions and exam preparation. Outlines are typically due at the end of the first class that we start a new chapter (see schedule for due dates.) Completion of an outline indicates that you have studied the chapter; if you haven't, don't turn in an outline. Faked and rushed outlines are easily spotted and greatly undermine the class's trust. Late outlines will not be accepted.

2. *Exams.* There will be two exams during the semester, and one final exam. Each exam will be a written exam, designed to test your knowledge of class lectures and

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

In short, do 'A' work. Demonstrating an *average* knowledge and application of the principles you learn will earn you exactly what you deserve: an *average* grade. Interpreting is about identifying and then applying knowledge to resolve communication differences. While some portions of your coursework and exams *are* designed to test for specific information, I am not interested in your ability to memorize and regurgitate facts and figures. Instead, assignments and exams are designed to identify how well

Chapter Outlines
Response Papers
Exams
Final Exam
Interpreting Journal
Pop Quizzes/Extra Credit*
Total**

important information found in the text and handouts. See class schedule for dates.

3. *Response Papers.* You will be required to complete two response papers from a list of pre-provided topics. See the handout for analysis topics and suggestions and the class schedule for due dates.

4. *Interpreting Journal.* This assignment gives you the opportunity to build foundational interpreting (reading, writing, spelling, creative thinking, problem solving, visualizing) skills as well as develop a broad base of knowledge. You'll be required to keep an information journal, a place to gather interesting or pertinent vocabularies and materials on a variety of subjects, either academic or general interest. As you acquire information, then use your journal as a place to solve interpreting-related problems: How do Deaf people sign that concept? How is that idea used in English? What does this word mean? See the class schedule for due dates.

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.

you internalize principles, cultural and technical knowledge, and process understanding and then apply them to create solutions to various situations:

- An 'A' grade is given for *exceptional* understanding, competence, & application
- A 'B' grade is given for *above average* understanding, competence, & application
- A 'C' grade is given for *average* understanding, competence, & application.
- A 'D' grade is given for *below average* understanding, competence, & application

88 points (8 outlines, 11 pts. each)
120 points (2 papers, 60 pts. each)
200 points (2 exams; 100 pts. each)
130 points
75 points (5 checks, 15 pts. each)
TBA
613 points

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		

- 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.
- Failure to come to class does not equate withdrawal from the course. If you are unable 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.

- If you have any disability which may impair your ability to successfully complete this course, please contact the Accessibility Services Department (BU-145). 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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Plain text = schedule information; **Bold text** = assignments due; Underlined text = pre-assignments/readings
(This schedule is subject to change without notice. You are responsible for knowledge of any changes.)
Asterisk(*) by week number indicates journal check on the last class held during the week.

Month	Week	Monday	Tuesday	Wednesday	Thursday	Friday
January	1	2	3	4 Classes Begin Introduction/Review	5	6
	2	9 Chapter 2 <u>Outline Due</u>	10	11 Chapter 2	12	13
	3	16 No Classes	17	18 Chapter 3 <u>Outline Due</u>	19	20
	(current events) *4	23 Chapter 3	24	25 Chapters 4/5	26	27
February	5	30 Chapters 4/5 <u>Outline Due</u>	31	1 Chapters 4/5	2	3
	6	6 Chapters 4/5 Test Review	7	8 Exam 1 Chapters 2-5	9	10
	(popular culture) *7	13 Paper 1 Video 10D: Intro to Deaf	14	15 Skill Building Video 10D: Intro to Deaf	16	17
	8	20 No Classes	21	22 Skill Building Video 10D: Intro to Deaf	23	24
March	9	27 Chapter 6 <u>Outline Due</u>	28	1 Chapter 6	2	3
	(spelling) *10	6 Chapter 8 <u>Outline Due</u>	7	8 Chapter 8	9	10
	11	13 Skill Building Translation/Meaning	14	15 Skill Building Test Review	16	17
	12	20 Exam 2 Chapters 6, 8	21	22 No Classes	23 No Classes	24 No Classes
	(sport/hobby) *13	27 Paper 2 Chapter 7; <u>Outline Due</u>	28	29 Chapter 7/9 <u>Ch 9 Outline Due</u>	30	31
April	14	3 Chapter 9	4	5 Language Development: Linguistic Differences	6	7
	15	10 Language Development: Linguistic Differences	11	12 Language Development: Contextualization	13	14
	(noun categories) *16	17 Journal Due Skill Building	18	19 Skill Building Final Exam Review	20 End Semester	21
	17	24 Exam 3 6:00 p.m./In Class	25	26	27	28

Expectations and Requirements

Every semester, students say or ask:

"There aren't enough books or references."

Nothing could be further from the truth. UVSC and hundreds of other libraries, through the intercollegiate library sharing programs that are in place, make the world a very small place when it comes to finding obscure references. This is not supposed to be an easy assignment; you're going to have to dig for some of these references.

"I've looked everywhere, but there just aren't enough references about sign language on my topic."

The assignment doesn't say *every* reference or source has to be about "American" and/or "sign language," just the majority of them. There are thousands of invaluable references in related fields or topics; for example, if you were compiling sources about interpreting in legal settings, other indispensable references might be about *spoken* language interpreters working in the courtroom or the effect of "lawyer speak" on defendants; your research on interpreting models may benefit from sources on the psycho/sociological effects of processing English as a second language. Don't feel you must—in fact, don't—limit yourself to Deafness and signed language only.

"This is all I could find. Even though it doesn't fill up the whole three pages, is it okay?"

Partially completing the assignment will earn you partial credit. As stated in the syllabus, you'll be graded on your own merits. You decide what you can live with.

"I didn't understand how to reference everything so I just did it my way. Is that okay?"

Actually, no. A large part of doing research is properly documenting your findings. To make this easier, there are standards in place; please use *APA citation style only*—and stick with it. Be consistent. Learn how the style specifically references various types of sources and typographically treats them. Listed below are Internet sources which explain how to document your findings using APA style.

While Anna Mindess' text *Reading Between the Signs* is a fairly comprehensive look at intercultural perspective in sign language interpreting, it also leaves open areas for thought, research, and application. These response papers are intended to give you the opportunity to consider issues in the interpreting field, then decide on a stance on particular issues, and defend them.

Make no mistake: these are argumentative papers. You should be primarily concerned with forming an opinion about the issues listed at right; then perform, compile, and organize research to defend your position. This is not an exercise in pleasing the teacher with an "opinion" you hope he will like. Feel passionate about your position on a topic and then convince your reader of its validity.

Your papers must:

- be typewritten (handwritten papers will *not* be accepted)
- be spellchecked (both electronically and manually checked)
- be double-spaced using only one-inch margins (not 1.25" or 1.5")
- use 12 pt type (not 13 or 14 pt.)
- be *at least three full pages in length* and stapled together (no "dog-ears"),
- include a title page with your paper title, your name, class and section, and date
- utilize college-level thought, reasoning, research, and writing. (Refer to the "Suggestions for Paper Content" on the back side for help in writing your paper.)
- utilize *at least four outside sources*. The class text can be used as a source, but should only be referenced a maximum of two times. You must indicate page numbers when referring to or quoting specific concepts or passages from the source. If there are questions about this, please refer to your syllabus about plagiarism and honesty.
- use quotes as support *only*. Do not turn in seven pages of quotes; I am looking for *your* analysis and position on the topic, not your references' authors'.
- use APA citation style only. Listed at right are Internet sources if you need help.

Evaluation Criteria

Response papers will be evaluated as follows: 85% for paper content and position; 15% for satisfying paper requirements (listed above), mechanics, and referencing.

Respond to the following issues:

Response Paper 1 (Chapters 4–5)

Compare and contrast a feature of American hearing culture and American Deaf culture. How dissimilar/alike are these features really? How might an interpreter struggle in making a cultural adjustment while interpreting?

Response Paper 2 (Chapters 6–9)

"It sure seems like making a cultural adjustment is adding information that wasn't signed. Isn't that against the Code of Ethics?" Discuss the impact of adjustments—and techniques for making them—on the message.

Bibliographies and Referencing

1) *Include substantive outside resources.* Argumentative papers form opinions about topics and then defend them—and defeat opposing viewpoints—with empirical evidence and sources. Include a minimum of four sources (the class text can be used as a source, but should only be referenced a maximum of two times).

2) *Use credible, factual sources.* Books, journals, and periodicals are among the most reliable references. While the Web is easy to search and may contain a number of seemingly good articles or sources, beware the anonymity, the less-than-factual, and hard-to-prove nature of the Internet.

3) *Use APA citation style.*

Please use APA citation style. Be consistent. Learn how the style specifically references various types of sources and typographically treats them.

Internet Sources

APA citation style:

http://owl.english.purdue.edu/handouts/research/r_apa.html

<http://www.wisc.edu/writing/Handbook/DocAPA.html>

Writing argumentative papers:

<http://www.fas.harvard.edu/~wricntr/documents/Overvu.html>

<http://www.personal.psu.edu/users/a/e/aem194/argument.htm>

<http://www.philosophy.eku.edu/Williams/RhetSum/default.htm>

**Suggestions for your paper's
structure, organization, content,
and mechanics**

Structure and Organization

Common problems:

- 1) *Weak or no thesis statement.* Argumentative/position papers require a thesis statement. Your thesis should:
 - tell the reader exactly what your position is and on which issue (basically, you are outlining your conclusions in your thesis)
 - be narrow and specific
 - be clear and concise
 - be placed in the first paragraph
 - be restated (not repeated) at the end
 - be used to organize the body of your paper (your thesis points should become paragraph topics)
 - take a stance/position on the issue
 - not ask questions (unless it also answers them)
 - include all major points or areas of discussion you suggest in the paper

Some examples of thesis statements:

- *My paper is about deaf education.* (This states a topic, but is not a thesis statement. It is too broad and does not take a position about the topic. Skip the "my paper is about" introductions.)
 - *I will talk about some reasons why deaf education has been unsuccessful.* (This is more narrow, but is not a thesis statement. You must list and talk about the "reasons why" and then take a position for or against them. Also skip the "I will talk about" introductions.)
 - *Though the majority of hearing educators of the deaf seem to feel that the level of education for deaf children is adequate, Deaf adults and educators angrily differ; prevailing monolingualistic attitudes and a pathological—even oppressive—view of Deafness have caused American deaf education to suffer for over a century.* (This is a strong thesis statement, with a very specific stand on a narrowed issue. The "attitudes and...view of Deafness" set up the paper's organization.)
- 2) *Lack of strong topic sentences and supporting paragraphs.*
 - 3) *A weak conclusion.* The conclusion should provide a summary of the paper, restating the thesis, not introducing new ideas. In short, tell me what you are going to tell me, tell me, then tell me what you told me.
 - 4) *Lack of focus in the paper.* Stick to your thesis and use it as a guide to help the reader follow your thinking and ultimately, arrive at the same conclusion.

Content

Common problems:

- 1) *Including irrelevant material.* Stick to the thesis; every example you use should support/prove your point.
- 2) *Lack of commentary on quotes.* Quotes are fine; they provide credibility to you as the author. But an entire paper of quotes is not an argumentative position, it is a book report.
- 3) *Analysis that is obvious and superficial, rather than original, personal, and in-depth.* I expect you to relate your feelings and reactions in an *academic* way. Spare the reader having to digest "I just love Deaf people because their language is so beautiful" or "I just think Deaf people are so special." These statements are "filler" and do not represent a true, academic perspective.

Mechanics

Common problems:

- 1) *Awkward sentence structures.* Avoid fragments and run-on sentences. "The Hartford school helped refine ASL. And standardize it too." is a fragment.
- 2) *Incorrect punctuation.* Don't misuse commas and semicolons. Semicolons only link two related—but independent—sentences together.
- 3) *Incorrect use of it's.* It's = It is (It is a tragedy); its = belonging to 'it' (Its process was way off.)
- 4) *Incorrect use of quotation marks and italics.* Book, play, poem, periodical, film/TV titles should be *italicized* or underlined, not in quotation marks.
- 5) *Spelling errors.* Yes, it's an ASL class. But you are also writing a college-level paper. Use a spell checker and proof-read your papers.
- 6) *Use of colloquial/conversational slang expressions.* Words such as "like," "way," "y'all," are not acceptable
- 7) *Failure to cite references.* See the syllabus for clarification. If you use any reference—printed or otherwise—it must be cited. Otherwise, you are plagiarizing and in danger of failing the assignment. If you use your conversations with Deaf people as sources, make sure to cite them.

I'm very willing to clarify any of these potential problems or concerns for you. If you want to discuss a "rough draft" with me, I would be more than happy to help.