

**PALOMAR COLLEGE**  
**COURSE OUTLINE OF RECORD FOR**  
**DEGREE CREDIT COURSE**

Transfer course     A.A. degree applicable course  
 (check all that apply)

**COURSE NUMBER AND TITLE: ASL 210    Interpreting I**

**UNIT VALUE: 4**

**MINIMUM NUMBER OF SEMESTER HOURS: 64**

**BASIC SKILLS REQUIREMENTS:** Appropriate language skills (English and ASL)

**ENTRANCE REQUIREMENTS**

**PREREQUISITE:** ASL 110, and ASL 206 with a 'C' or better

**COREQUISITE:** None

**RECOMMENDED PREPARATION:** English 100 and ASL 115

**SCOPE OF COURSE:**

This course provides students with the cognitive skills necessary for interpreting between American Sign Language and English, including discourse analysis of source language messages, paraphrasing and summarizing techniques, and identification of main points. Emphasis is placed on the steps necessary to produce an equivalent target language message through translation, consecutive interpreting, and peer collaboration. Students will begin to develop the skills and knowledge necessary to become culturally sensitive, ethical, and professional interpreters. Primary language of instruction for class lectures and discussion will be ASL. Students are expected to have attained a reasonable level of competency in both ASL and English in order to have access to class lectures and participate fully in class discussions and activities, as instruction will occur in both languages.

**SPECIFIC COURSE OBJECTIVES:**

A student who successfully completes this course will be able to:

1. Demonstrate accurate sign production while performing consecutive interpreting tasks
2. Demonstrate the ability to identify semantically equivalent sign choices
3. Apply techniques for improving short-term memory
4. Recognize effective interpretations and describe why such interpretations are effective
5. Analyze basic English and ASL discourse by:
  - identifying the goal or theme of the message
  - recognizing the main points of the message
  - paraphrasing the message
  - summarizing the message
  - identifying the gist of the message
6. Translate basic discourse such as introductions and narratives about life events from English to ASL and ASL to English and record these rehearsed interpretations on videotape or audiotape while the message is being signed or spoken with at least 75% accuracy
7. Incorporate metacognitive strategies to conduct self- and peer-assessments of interpreting performance and identify short-term goals for improving interpreting performance
8. Interpret unrehearsed English to ASL and ASL to English sentences with at least 75% accuracy
9. Demonstrate an understanding of the implications of cultural and linguistic differences, register, and context when interpreting between English and ASL
10. Appropriately use interpreting terminology commonly used in the field of interpreting during class discussions.

## CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

- I. Cognitive skills development
- II. ASL and English Language development
- III. Explicit instruction of metacognitive or self-regulating strategies. Students can use the following questions to determine if an interpretation is off track:
  - A. Does the interpretation make sense?
    1. Is it grammatically correct English or ASL? Does it sound, look, and/or feel right?
    2. Is it consistent with the signer or speaker's previous comments?
    3. Is it consistent with what you know to be true?
- IV. Interpreting terminology
- V. Interpretation/transliteration processing models and theories
- VI. Principles of ASL to English interpretation
  - A. Vocal clarity and projection
  - B. Flow
  - C. Sentence boundaries and grammar
  - D. Matching affect
  - E. Conceptually accurate lexical choices
  - F. Message equivalence
- V. Principles of English to ASL interpretation
  - A. Message equivalence
  - B. Flow
  - C. Sentence boundaries and grammar
  - D. Matching affect
  - E. Conceptually accurate sign choices
  - F. Message equivalence
  - G. ASL versus other contact language variations
- VI. Cultural, linguistic, and metalinguistic aspects of interpretation
- VII. Techniques for managing an interpreting task

## REQUIRED READING:

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Taylor, Marty. (1993). Interpretation Skills: English to ASL. Alberta, Canada: Interpreting Consolidated.

OR

Patrie, Carol. (2000). The Effective Interpreter Series: English Skills Development. San Diego, CA: DawnSignPress.

OR

Patrie, Carol. (2000). The Effective Interpreter Series: Cognitive Processing Skills in English. San Diego, CA: DawnSignPress.

**Required supplies:** Blank audiotapes and videotapes. Students should have access to a portable tape recorder, an English dictionary and thesaurus, and an ASL dictionary.

## SUGGESTED READING:

Additional readings from appropriate articles and professional literature or Internet research on various topics can supplement content.

Readings may be assigned from texts such as:

Frishberg, N. (1990). Interpreting: An Introduction. Silver Spring, MD: Registry of Interpreters for the Deaf.

Humphrey, J. and Alcorn, B. (1995). So You Want to Be an Interpreter? An Introduction to Sign Language Interpreting. Amarillo, TX: H&H Publishers.

McIntire, M. (Ed.) (1986). Interpreting: The Art of Cross-cultural Mediation. Proceedings of the Ninth National Convention of the Registry of Interpreters for the Deaf. Silver Spring, MD: RID Publications.

Neumann Solow, S. (1981). Interpreting: A Basic Resource Book. Silver Spring, MD: National Association of the Deaf.

Seleskovitch, D. (1978). Interpreting For International Conferences. Washington, DC: Pen and Booth.

## REQUIRED WRITING:

Journals are to be handed in a minimum of four times per semester. Writing should demonstrate an understanding and synthesis of the technical, theoretical, and logistical aspects discussed in class. Journals are to include sections for:

- English vocabulary development
  - a. New lexical item
  - b. Definition
  - c. Two synonyms
  - d. English sentence demonstrating correct use of new vocabulary
- ASL vocabulary development
  - a. New lexical item
  - b. Context in which it was viewed
  - c. Description of sign production
- ASL interaction/Deaf community involvement (minimum of 3 hours per journal)
- Interpreter observation (minimum of 2 hours of ASL to English and 2 hours of English to ASL per journal) of highly qualified or certified working interpreters.
  - a. Document source language phrase or sentence
  - b. Document selected target language interpretation of original phrase or sentence
  - c. Identify at least two other possible interpretations of the original phrase or sentence that vary in form but remain consistent to meaning and register
- Interpreting practice (minimum of two hours per week or approximately eight hours per journal)
  - a. Document source language phrase or sentence
  - b. Document first interpreting attempt
  - c. Revise and document final version of the interpretation
  - d. Document the model interpretation (if available)

Any questions, comments or concerns based on course content or interpreter observations

### **OUTSIDE ASSIGNMENTS:**

These assignments will require attendance at local community events and in the ASL/Interpreting Lab.

**Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short-term classes.**

### **INSTRUCTIONAL METHODOLOGY:**

**Check all that apply:**

- lecture
- laboratory
- lecture-laboratory combination
- directed study

**This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.**

Yes  No

**If yes, check all that apply.**

- Television Course (Video one-way, e.g. ITV, video cassette, etc.)
- Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)
- Two-Way Video Conferencing (Two-way interactive video and audio)
- One-Way Video Conferencing (One-way interactive video and two-way interactive audio)
- Computer Assisted Instruction (A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a computer terminal, but not under immediate supervision of a qualified instructor.)

**GRADING POLICY AND STANDARDS** (include methods of determining whether the stated objectives have been met by students):

Primary language of instruction for class lectures and discussion will be ASL. Students are expected to have attained a reasonable level of competency in both ASL and English in order to have access to class lectures and participate fully in class discussions and activities.

**Grades will be based on the following:**

- Homework, presentations, and journals 10%
- Midterm project 15%
- Midterm exam 30%
- Final project 15%
- Final exam 30%

**Course grading scale\*:**

92-100%	A
84-91%	B
76-83%	C
68-75%	D
-67%	F

\*Note: Since this is a skills class leading to employment, unrehearsed interpreting performance must demonstrate adequate competency.

**Projects:** Students will rehearse and interpret two 2-4 minute teacher-selected or self-selected messages (one from ASL to English and one from English to ASL) approved in advance by the teacher. Projects will be recorded for assessment purposes.

**Exams:** Students will be given an opportunity to warm up with videotapes of the same source language models used for the exams before interpreting the actual performance test. (Students will not preview the message on the midterm and final exams). Exams will test ASL to English and English to ASL competencies and will be recorded for assessment purposes.

**IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?**

Yes  No  Number of times course may be taken for credit: 4

If yes, identify specific provision of Title 5 Division 2 section(s), 55761-55763 and 58161 which qualifies course as repeatable: 58161 (c) (2) (A)

**CONTACT PERSON:** Melissa Smith ext. 2972

**SIGNATURES:**

**By signing this form, I certify that this course outline of record meets all the minimum requirements for associate degree credit courses as specified in Title 5 Section 55002.**

SIGNATURES ON FILE