

PALOMAR COLLEGE
COURSE OUTLINE OF RECORD FOR
DEGREE CREDIT COURSE

X Transfer Course X A.A. Degree applicable course
 (check all that apply)

COURSE NUMBER AND TITLE: **ASL 211 Interpreting II**

UNIT VALUE: 4

MINIMUM NUMBER OF SEMESTER HOURS: 64

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

ENTRANCE REQUIREMENTS

PREREQUISITE: ASL 210 Interpreting I with a "C" or better
 ASL 208 Interpreting as a Profession with a "C" or better

COREQUISITE: None

RECOMMENDED PREPARATION: English 100

SCOPE OF COURSE:

This course is designed to improve student ability to perform the components involved in the process of interpreting as learned in Interpreting 1. Primary emphasis is placed on the development of cognitive and linguistic skills, consecutive interpretation, and interpretation of interactive video dialogues between Deaf and hearing people. Students will begin applying skills learned to basic simultaneous interpreting tasks. Further development of language fluency in both American Sign Language (ASL) and English should occur as a result of this course, as instruction will occur in both languages.

SPECIFIC COURSE OBJECTIVES:

1. Demonstrate, when presented with a 2-5 minute English text appropriate to the level of second semester students, the competency necessary to perform the task of consecutively interpreting and/or transliterating at 75% accuracy or better.
2. Demonstrate, when presented with a 2-5 minute ASL text appropriate to the level of second semester students, the competency necessary to perform the task of interpreting and/or transliterating at 75% accuracy or better after viewing it once in advance.
3. Select, translate, and interpret from English to ASL a 2-4 minute narrative with at least 75% accuracy.
4. Participate fully in class discussions on a variety of topics in ASL, using accurate sign parameters and conceptually accurate sign vocabulary.
5. Demonstrate accurate sign production while performing interpreting tasks.
6. Demonstrate the ability to use semantically equivalent sign choices while interpreting.
7. Incorporate metacognitive strategies to conduct self- and peer-assessments of interpreting performance and identify short-term goals for improving interpreting performance.
8. Use consecutive interpreting skills to accurately convey the meaning of unrehearsed English to ASL and ASL to English concepts (1-5 minutes in length).
9. Demonstrate an understanding of the implications of cultural and linguistic differences, register, and context when interpreting between English and ASL

10. Appropriately use common interpreting terminology during class discussions.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

- I. Development of cognitive skills leading to:
 - A. comprehension of the source language text, including its register, style, mood and intent
 - B. analysis of cultural and sociolinguistic factors which influence meaning
 - C. identification of the main concepts in the source language text
 - D. development of short term or working memory
 - E. recognition of the purpose and theme of the source language text
 - F. re-formulation and/or transference of the source language message to the target language in one's own mind
 - G. production of the target language interpretation
 - H. self-regulation of target language equivalence
- II. English and ASL 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. Decision-making with regard to ethics, professionalism, sensitivity to cross-cultural issues, and technical/logistical interpreting issues.
 - 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
 - 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
 - VIII. Cultural, linguistic, and metalinguistic aspects of interpretation
 - IX. Techniques for managing an interpreting task
 - X. Translation (from videotaped ASL to spoken/transcribed English or vice versa so that the source language text may be viewed and reviewed and the target language text may be developed, reviewed, assessed, and revised).
 - XI. Consecutive interpretation
 - XII. Self-assessment techniques
 - XIII. Current professional issues (national and local)

REQUIRED READING:

Gile, D. (1995). Basic Concepts and Models for Interpreter and Translator Training. Philadelphia, PA: John Benjamins Publishing Co.

OR

Larson, M. (1984). Meaning-based Translation: A Guide to Cross-language Equivalence. Lanham, MD: University press of America.

OR

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

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

SUGGESTED READING:

Readings may be assigned from texts such as:

- Frishberg, N. (1990). Interpreting: An Introduction. Silver Spring, MD: Registry of Interpreters for the Deaf.
- Gile, D. (1995). Basic Concepts and Models for Interpreter and Translator Training. Philadelphia, PA: John Benjamins Publishing Co.
- Humphrey, J. and Alcorn, B. (1995). So You Want to Be an Interpreter? An Introduction to Sign Language Interpreting. Amarillo, TX: H&H Publishers.
- Larson, M. (1984). Meaning-based Translation: A Guide to Cross-language Equivalence. Lanham, MD: University press of America.
- Lucas, C. (1989). The Sociolinguistics of the Deaf Community. San Diego, CA: Academic Press, Inc.
- 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.
- Plant-Moeller, J. (1992). Expanding Horizons: Proceedings of the Twelfth National Convention of the Registry of Interpreters for the Deaf. Silver Spring, MD: RID Publications
- Seleskovitch, D. (1978). Interpreting For International Conferences. Washington, DC: Pen and Booth.
- Taylor, M.M. (1993). Interpretation Skills: English to American Sign Language. Edmonton, Alberta, Canada: Interpreting Consolidated.

Interpreting practice and ASL grammatical videotapes/multimedia should augment printed material. These resources can be acquired from organizations such as:

- Sign Enhancers
- DawnSignPress
- Sign Media Inc.
- National Clearinghouse for Rehabilitation and Training Materials
- Regional Interpreter Training Consortia
- Gallaudet University Press
- Deaf Community Services
- Allyn & Bacon
- TJ Publishers

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:

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

Other outside assignments are required and may include but are not limited to:

- Using the ASL/Interpreting Lab to record, assess, and revise interpretations
- Working collaboratively with classmates to create, assess, and revise interpretations
- Identifying alternative interpretations
- Observing competent interpreters
- Analyzing interpretations performed by oneself, a peer, or a working interpreter
- Engaging in conversations with users of American Sign Language
- Volunteering for and/or attending Deaf community events to demonstrate support of the Deaf community and increase understanding of Deaf cultural values
- Using videotapes and other multi-media in the ASL/Interpreting Lab to develop expressive and receptive ASL skills using signed conversations, narratives, and lectures
- Creating and practicing ASL narratives outside of class for presentation during class
- Conducting research on various topics of interest and identifying/practicing appropriate ASL to present the information during class

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

DISTANCE LEARNING:

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
- Translated midterm projects
- Unrehearsed midterm exam
- Translated final projects
- Unrehearsed final exam

Course grading scale*:

10%	92-100%	A
20%	84-91%	B
25%	76-83%	C
20%	68-75%	D
25%	-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 X 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)

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SIGNATURES ON FILE