

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 215 Interpreting III

UNIT VALUE: 4

MINIMUM NUMBER OF SEMESTER HOURS: 64

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

ENTRANCE REQUIREMENTS

PREREQUISITE: ASL 211 Interpreting II with a "C" or better
 ASL 220 Specialized Settings of Interpreting

COREQUISITE: None

RECOMMENDED PREPARATION: English 100

SCOPE OF COURSE:

This course is a continuation of Interpreting II. Primary emphasis is placed on the development of simultaneous ASL/English interpreting of basic discourse. Students will begin applying skills learned to basic simultaneous interpreting/transliterating tasks. Further development of language fluency in both American Sign Language (ASL) and English should occur as a result of this course. Development of multi-tasking skills enables students to begin interpreting more complex discourse such as that in a higher register or of substantive cognitive-academic content. 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, when presented with a 2-5 minute English text appropriate to the level of third 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 third 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 85% 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. Incorporate metacognitive strategies to determine that an interpretation is off-track and make appropriate decisions about whether to revise the target language output or ask the speaker/signer for clarification.
9. Use interpreting skills to accurately convey the meaning of unrehearsed English to ASL and ASL to English concepts (3-10 minutes in length).
10. Demonstrate an understanding of the implications of cultural and linguistic differences, register, and context when interpreting between English and ASL.
11. Demonstrate an ability to function well in a team interpreting capacity.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

- I. Development of multi-tasking skills to perform the following components of interpreting while continuing to process a steady stream or source language input:
 - 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. the target language interpretation
 - H. self-regulation of target language equivalence
- II. English and ASL language development
- III. Enhancement of general knowledge in a wide area of content areas
- IV. Decision-making with regard to ethics, professionalism, sensitivity to cross-cultural issues, and technical/logistical interpreting issues.
- V. Aspects and implications of team interpreting
- VI. Strategies for success when taking performance tests/assessments for certification and/or employment
- VII. Power of perspective, attitude, and approach to a high-stress environment
- VIII. Self-diagnosis of ASL/English interpretation as demonstrated in student work
- IX. 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).
- XII. Development of simultaneous interpretation skills
- XIII. Discussion of current professional/cross-cultural issues (national and local)

REQUIRED READING:

- Baker, M. (1992). In Other Words: A Coursebook on Translation. London: Routledge.
- and/or
- Gile, D. (1995). Basic Concepts and Models for Interpreter and Translator Training. Philadelphia, PA: John Benjamins Publishing Co.
- and/or
- Larson, M. (1984). Meaning-based Translation: A Guide to Cross-language Equivalence. Lanham, MD: University press of America.
- and/or
- 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.
- and/or
- Patrie, Carol. (2000). The Effective Interpreter Series. San Diego, CA: DawnSignPress.

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.
- 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 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