

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 216 Interpreting IV

UNIT VALUE: 4

MINIMUM NUMBER OF SEMESTER HOURS: 64

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

ENTRANCE REQUIREMENTS

PREREQUISITE: ASL 215 Interpreting III with a 'C' or better

COREQUISITE: ASL 298 Field Work in Interpreting

RECOMMENDED PREPARATION: English 100 English Composition

SCOPE OF COURSE:

This course is a continuation of Interpreting III. Emphasis is placed on the enhancement of simultaneous ASL/English interpreting of complex discourse through increased fluency, speed, and accuracy. Students will improve equivalence between source and target language while performing simultaneous interpreting and/or transliterating tasks. 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 3-10 minute text in ASL or English appropriate to the level of fourth semester students, the competency necessary to perform the task of simultaneously interpreting and/or transliterating at 75% accuracy or better.
2. Select, translate, and interpret from English to ASL a 2-4 minute narrative with at least 95% accuracy.
3. Interpret simultaneously from ASL to English for Deaf guest presenters.
4. 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.

5. Demonstrate an understanding of the implications of cultural and linguistic differences, register, and context when interpreting between English and ASL.
6. Demonstrate an ability to function well in a team interpreting capacity.
7. Demonstrate an ability to interpret in group environments when composed of both Deaf and hearing members.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

- I. Enhancement 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. production of 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 interpreting in group settings
- VI. Strategies for success when taking performance tests/assessments for certification and/employment
 - A. Power of perspective, attitude, and approach to a high-stress environment
 - B. Coping strategies when information in the source language text is missed
- VII. Self-diagnosis of ASL/English interpretation as demonstrated in student work
- VIII. 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).
- IX. Development of simultaneous interpretation skills
- X. Discussion of current professional/cross-cultural issues (national and local)

REQUIRED READING:

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.

and/or

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

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:

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

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.

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

Taylor, M.M. (1993). Interpretation Skills: English to American Sign Language. Edmonton, Alberta, Canada:

SIGNATURES ON FILE