

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

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

**COURSE NUMBER AND TITLE:** ASL 220 Specialized Settings of Interpreting

**UNIT VALUE:** 3.0

**MINIMUM NUMBER OF SEMESTER HOURS:** 48

**BASIC SKILLS REQUIREMENTS:** Appropriate language skills

**ENTRANCE REQUIREMENTS**

**PREREQUISITE:** Completion of, or concurrent enrollment in, ASL 206

**COREQUISITE:** None

**RECOMMENDED PREPARATION:** None

**SCOPE OF COURSE:**

This course discusses professional, ethical, technical, and logistical factors involved when interpreting between American Sign Language and spoken English in various settings. Specialized settings introduced in this course include: educational, mental health, legal, medical, social services, business, religious, platform, and performing arts. Telephone, Deaf-blind and oral interpreting will also be discussed. The primary language of instruction will be American Sign Language.

**SPECIFIC COURSE OBJECTIVES:**

1. Identify principles of ethics and conduct appropriate for interpreting in various settings.
2. Analyze potential or hypothetical problems likely to occur when interpreting in various settings.
3. Determine appropriate professional responses to solve potential or hypothetical problems.
4. Demonstrate sample interpretations of specified texts that are representative of settings covered in this course.

5. Identify and anticipate the unique demands of specific interpreting situations.

## **CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:**

- I. Ethics and Conduct
  - A. Ethics
    1. Analyze the Registry of Interpreters for the Deaf's (RID's) professional Code of Ethics as it pertains to various issues that arise across a range of specified settings.
    2. Pose hypothetical problems likely to occur while interpreting in various settings and discuss consequences of professional/ethical choices.
    3. Identify appropriate professional choices to ethical dilemmas.
  - B. Conduct
    1. Develop awareness of appropriate conduct for professional interpreters in a variety of settings.
- II. Medical and mental health interpreting
  - A. Medical
    1. Identify principles of ethical behavior within medical settings.
  - B. Mental health interpreting
    1. Compare and contrast interpreting within medical and mental health settings.
    2. Pose hypothetical problems involved in mental health interpreting and discuss consequences of professional/ethical choices.
- III. Performing Arts
  - A. Performing arts
    1. Develop knowledge and skills required for performing arts interpreting.
- IV. Legal Interpreting
  - A. Courtroom interpreting
    1. Define an interpreter's role in the courtroom.
    2. Compare and contrast both interpreter and consumer rights in legal settings.
  - B. Other legal arenas
    1. Define an interpreter's role in depositions and other legal arenas.
- V. Team Interpreting
  - A. Develop understanding of rationale for the professional standard practice of team interpreting.
    1. Demonstrate a basic understanding of strategies used in team interpreting.
    2. Understand potential physical hazards presented by interpreting such as repetitive motion injuries.

3. Understand other potential issues presented by interpreting without a team interpreter such as the increase of miscues in interpreting performance due to fatigue. Students will also develop sensitivity to the potential harm caused to consumers of interpreting services as a result of inaccurate interpretation.
    - A. For the Deaf-blind consumer
      1. Demonstrate a basic understanding of strategies used in team interpreting for Deaf-blind clients.
    - B. For the oral deaf consumer
      1. Describe effective techniques for oral interpreting.
- VI. Educational Interpreting
- A. K-12 setting
  - B. Post-secondary setting
  - C. Professional training

**REQUIRED READING:**

Humphrey, Janice, and Bob Alcorn. So You Want to be an Interpreter?. Amarillo, Texas: H&H Publishers, 1995.

Course reading packet.

**SUGGESTED READING:**

Frishberg, Nancy. Interpreting: An Introduction. Silver Springs, MD: Registry of Interpreters for the Deaf, 1990.

Humphrey, Jan. Decisions? Decisions! A Practical Guide for Sign Language Professionals. Amarillo, TX: H & H Publishers, 1999.

Seal, Brenda C. Best Practices in Educational Interpreting. Boston, MA: Allyn & Bacon, 1998.

**REQUIRED WRITING:**

1. Research paper (5 to 7 pages in length)
2. Two observations of interpreters working in specialized settings covered during the semester. For each field observation, students will submit a 2-3 page discussion synthesizing content learned in class with their observations of interpreted settings.

**OUTSIDE ASSIGNMENTS:**

**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):

Observation Reports and Quizzes	30%
Research Project	20%
Mid-Term	25%
Final Exam	25%

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

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

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

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

SIGNATURES ON FILE