

**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 298        Field Work in Interpreting

**UNIT VALUE:**        1.5

**MINIMUM NUMBER OF SEMESTER HOURS:** 72

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

**ENTRANCE REQUIREMENTS**

**PREREQUISITES:** Concurrent enrollment in or completion of ASL 216 (Interpreting IV)

**COREQUISITE:**        None

**RECOMMENDED PREPARATION:**        None

**SCOPE OF COURSE:**

The purpose of this course is for students to apply skills and knowledge gained from previous interpreting coursework to actual interpreting assignments. Students will begin interpreting or transliterating, with appropriate supervision and in appropriate situations, for actual assignments. Students will have opportunities to observe qualified working interpreters in a variety of settings. Community service and classroom seminar discussions on professional, ethical, technical and logistical aspects of interpreting will also be included in course content. Students must demonstrate adequate ASL to English and English to ASL performance on an exit exam.

**SPECIFIC COURSE OBJECTIVES:**

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

1. Pass an exit exam demonstrating an ability to interpret or transliterate in entry-level interpreting positions.
2. 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.
3. Analyze implications of cultural and linguistic differences, register, and context based on observations/hands-on interpreting experiences out in the field.
4. Demonstrate an ability to function well in a team interpreting capacity.
5. Demonstrate an ability to interpret for groups composed of both Deaf and hearing members.
6. Make decisions regarding appropriate ethical and professional behavior. Discuss implications of various ethical/professional choices.

7. Demonstrate an ability to discuss issues encountered in the field while remaining faithful to the RID Code of Ethics.
8. Demonstrate professional and ethical behavior in interactions with consumers, on-site supervisors, and instructor.

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

The following topics are recommended for inclusion but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Discussion of current professional/cross-cultural issues (national and local)
- II. English and ASL language development
- III. Enhancement of general knowledge in a variety of content areas
- IV. Decision-making with regard to ethics, professionalism, sensitivity to cross-cultural issues, and technical/logistical interpreting issues as they pertain to situations encountered while in the field
- V. Continued development of simultaneous interpretation skills, with emphasis on fluency, speed, and accuracy
- VI. Completion of approximately half (36) of required fieldwork hours will take place in an educational arena (K-12 or post-secondary). The other half will occur in community settings.

**REQUIRED READING:**

Registry of Interpreters for the Deaf monthly newsletter. The Views.

**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:

The NAD Broadcaster  
 Silent News  
The Journal of Interpretation.

In order to prepare for the exit exam, videotapes/multimedia for interpreting practice can be utilized in the ASL/Interpreting Lab or checked out from the Learning Resource Center. Additional 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
- Registry of Interpreters for the Deaf

**REQUIRED WRITING:**

- I. Logs are to be handed in a minimum of four times per semester and should include:
  - A. Date and time of assignment; location and brief description of assignment
  - B. Context and description of new signs and concepts learned
  - C. Anything the student still finds confusing
  - D. Immediate/short-term goals
  - E. Any feedback from consumers or on-site supervisors/mentors
  - F. Additional comments about the assignment

- II. Invoices should be collected at each seminar. They should be completed in spreadsheet format and should include:
- A. Date
  - B. Location
  - C. Brief description of assignment
  - D. Hours
  - E. Identification of whether assignment will be used to complete community- or education-related hours
  - F. Cumulative community hours
  - G. Cumulative educational hours
  - H. Total cumulative hours

**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.**

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

- Observing qualified working interpreters
- Analyzing interpretations performed by oneself or a working interpreter and identifying other effective approaches to interpret the same source language text
- Participating in community service with Deaf organizations 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 interpreting skills

**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):

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

- Completion of assignments
- Professional and ethical behavior
- Exit exam

**Course grading scale:**

35%	92-100%	A
10%	84-91%	B
55%	76-83%	C
	68-75%	D
	-67%	F

**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: 2

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

**CONTACT PERSON:**

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SIGNATURES ON FILE