



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	ASL
Course Number:	232
Descriptive Title:	American Sign Language and English Interpreting I
Division:	Humanities
Department:	Sign Language/Interpreter Training
Course Disciplines:	Sign Language/Interpreter Training
Catalog Description:	This course is designed to bring students to a beginning level of fluency for general interpreting and transliterating situations. The focus will be on both consecutive interpreting and simultaneous interpreting for both American Sign Language (ASL) to English and English to American Sign Language (ASL). It will also explore the professional Code of Conduct and preparation toward systems of evaluation and certification. In addition, it will include topics such as the history of the interpreting profession, terminology, business practices, and relevant organizations.
Prerequisite:	ASL 113
Co-requisite:	ASL 114
Recommended Preparation:	Eligibility for English C1000 or equivalent
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	3
Outside Study Hours:	6
Total Course Hours:	108
Course Units:	4
Grading Method:	Letter Grade Only
Credit Status:	credit, degree applicable
Transfer CSU:	Yes
Effective Date:	fall 2021
Transfer UC:	No
Effective Date:	
General Education: ECC	Area 3 - Humanities
Term:	
Other:	
CSU GE:	
Term:	

	Other:	
	IGETC:	
	Term:	
	Other:	
	CalGETC:	
	Term:	
	Other:	
Student Learning Outcomes:	SLO #1 Information and Discourse Students will interpret information and discourse from ASL to English and English to ASL. SLO #2 Standard Practices Students will apply their knowledge of appropriate conduct and standard practices in the interpreting profession to identify demands and controls for a variety of ethical dilemmas. SLO #3 Self-Analysis Students will analyze their own interpretation for strengths and weaknesses.	
Course Objectives:	1. Analyze, discuss, and be able to apply ethical choices of behavior for hypothetical scenarios using the Code of Professional Conduct and standard practices of the profession. 2. Produce expressive and receptive interpreting from the source language to the target language. 3. Compare and demonstrate cross-cultural adjustments while practice interpreting with a sensitivity for cultural diversity and consumers' needs and rights. 4. Investigate and discuss cognitive interpreting theory models and how these models are used in the interpreting process. 5. Using discourse analysis, demonstrate sample interpreting from source language to target language. 6. Introduce and examine the needs and requirements for working in a variety of settings. 7. Describe and assess the rights and responsibilities of consumers of interpreting services. 8. Provide peer and self-reviews of students' own delivery of interpreting features. 9. Identify and appraise basic business practices in the field on interpreting including the job market, current rate of pay, and prevailing philosophy and controversy in the field of interpreting. 10. Define and apply terminology related to field of interpreting.	
Major Topics:	I. Introduction to the Work of Interpreters (5 hours, lecture) 1. Examine the field of interpreting 2. The work force and career choices and job market where interpreters work 3. Certification and licensure 4. Registry of Interpreters for the Deaf organization, Code of Conduct and professional standards and relevant organizations 5. Oppression and power in language and the profession	

6. Team interpreting practices

II. Interpreting Skill Development (9 hours, lab)

1. Discourse analysis
2. Source language features and intra and inter lingual skills
3. Vocabulary development for different settings
4. Cognitive models
5. Ethical considerations for hypothetical scenarios
6. Memory and lag time

III. Producing Samples Grammatical Features of Source Language and Target Language (15 hours, lecture)

1. Clichés and idioms
2. Time lag
3. Vocabulary development
4. Paraphrasing
5. Grammatical structure

IV. Form and Meaning (15 hours, lab)

1. Producing interpreting and transliterating samples
2. Literal to idiomatic delivery
3. Cross cultural mediation techniques
4. Discourse analysis of stories, dialogues, and lectures
5. Expansion and decompressing techniques

V. Test Strategies and techniques (12 hours, lecture)

1. Written and performance logistics for Registry of Interpreters for the Deaf test preparation
2. Historical perspectives of the field
3. Evaluation systems for employment

VI. Cognitive and Process Models and Theories (10 hours, lecture)

1. Sociolinguistic model
2. Bilingual and Bicultural model
3. Helper model
4. Communication facilitator model
5. Conduit model

VII. Skills development (15 hours, lab)

1. English to American Sign Language
2. American Sign Language to English
3. Message and meaning from the source language to target language
4. Source language translations and fluency
5. Information analysis and discourse
6. English to signed English and conceptually accurate features and meaning

	7. Dynamic and accurate equivalency of languages VIII. Role and Responsibility of the Interpreter (6 hours, lecture) 1. Business practices 2. Cultural considerations 3. Cross cultural application of skills 4. Bilingual and bicultural knowledge and sensitivity IX. Peer Assessment and Self-assessment (6 hours, lecture) 1. Assessment Rubrics for peer review 2. Poise and delivery 3. Appearance and attire 4. Behavior and professional standard X. Challenges of Mediation between 2 Languages (15 hours, lab) 1. Conveying meaning from one language to another 2. Modality shifting 3. Grammatical structure 4. Main Idea identification and Gish model 5. Lexical and phrasal substitution 6. Paraphrasing
Total Lecture Hours:	54
Total Laboratory Hours:	54
Total Hours:	108
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	3) Skills demonstration
Typical Assignment Using Primary Method of Evaluation:	Given a prerecorded audio script or lecture, students will provide an interpreting or transliteration sample into the target language for evaluation by the teacher or for peer review.
Critical Thinking Assignment 1:	Appraise the type of interpretation or transliteration system needed for the given audience or setting and then produce an interpreted rendition of the message into the appropriate target language. Be prepared to discuss this with the class and teacher.
Critical Thinking Assignment 2:	Decide and assess whether to consecutively or simultaneously interpret the dialogue or lecture into American Sign Language or English for the needs of the consumer with sensitivity to culture and setting. Be prepared for peer review by classmates and teacher.
Other Evaluation Methods:	Class Performance, Completion, Embedded Questions, Essay Exams, Homework Problems, Laboratory Reports, Multiple Choice, Objective Exam, Oral Exam, Performance Exams, Presentation, Quizzes, Term or Other Papers, Written Homework.

Instructional Methods:	Demonstration
	Discussion
	Group Activities
	Lab
	Lecture
	Multimedia presentations
	Role play/simulation
If other:	
Work Outside of Class:	Answer questions
	Required reading
	Skill practice
	Study
	Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	Carol J. Patrie. <u>Simultaneous Interpreting from ASL</u> , DawnSign Press, 2018. Discipline standard.
	Carol J. Patrie. <u>Simultaneous Interpreting from English</u> , DawnSign Press, 2018. Discipline standard.
Alternative Texts:	Carol J. Patrie, <u>English Skill Development</u> , DawnSign Press, 2000. Discipline Standard.
	Marty Taylor. <u>Interpretation Skills, English to American Sign Language</u> , second edition, Interpreting Consolidated, 2017. Discipline Standard.
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	Prerequisite
Category:	sequential
Requisite course(s): List both prerequisites and corequisites in this box.	ASL 113, ASL 114
Requisite and Matching skill(s): Bold the requisite skill. List	Advanced Skills in American Sign Language ASL 113 - Sign and comprehend American Sign Language during interactive activities,

the corresponding course objective under each skill(s).	dialogues, monologue, and narratives beyond the intermediate level, using appropriate linguistic features. ASL 113 - Identify and demonstrate in short paragraphs the grammatical differences between English and American Sign Language. Comprehend medium-length narratives and formal communication in American Sign Language that involve complex characters, actions, and time sequencing. ASL 114 -Formulate American Sign Language discourse, conversational and form, to express topics for abstract and academic reasoning. ASL 114 - Discuss cultural and cross-cultural conflicts and issues. ASL 114 - Improvise discourse and responses to complex scenarios and unpredictable outcomes in the target language.
Requisite Skill:	Prerequisite
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	Eligibility for English 1A
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	Read and comprehend college level textbooks and apply critical thinking skills Summarize, analyze, evaluate, and synthesize college-level texts. Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Tim Gough
Date:	11/02/2020
Original Board Approval Date:	
Last Reviewed and/or Revised by:	Tim Gough
Date:	03/12/2025

Last Board Approval Date:	06/26/2025
Effective Term:	FA 2026