



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	ASL
Course Number:	234
Descriptive Title:	American Sign Language and English Interpreting II
Division:	Humanities
Department:	Sign Language/Interpreter Training
Course Disciplines:	Sign Language/Interpreter Training
Catalog Description:	This course is a continuation of interpreting from English to American Sign Language and from American Sign Language to English. It provides intermediate knowledge and skills development in simultaneous and consecutive interpreting. Topics include continued study of discourse analysis, cognitive skills development, ethical and cultural considerations, and study of linguistic and cultural mediation for dynamic equivalency of the message in both languages.
Prerequisite:	ASL 232 with a minimum grade of C
Co-requisite:	
Recommended Preparation:	
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 at an intermediate level. 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. Apply ethical decision making using the code of conduct and a systematic approach that identifies the conflict, discusses the decisions and mediations, and identifies the long term and short term effects for the consumers. 2. Demonstrate linguistic mediation and techniques for interpreting from source language to target language. 3. Utilizing cognitive processing skills and message analysis for interpreting into ASL from English and from English into ASL. 4. Demonstrate interactive interpreting strategies with consideration for consumer's language choice and delivery modality. 5. Demonstrate a working knowledge of theoretical models of interpreting and industry terminology. 6. Interpret and transliterate intermediate level spoken texts into appropriate ASL or English language applying cultural and linguistic features. 7. Utilize self-analysis skills by evaluating interpreted work for strengths and weaknesses in process and product.	
Major Topics:	I. Intermediate Study of Cognitive Processing Skills and Message Analysis During Interpreting (10 hours, lecture) 1. Application of process models 2. Message analysis of intermediate English or ASL texts at the lexical, phrasal, sentential and textual levels 3. Comparisons of ASL features to English grammar II. Linguistic Mediation Skills (16 hours, lab) 1. Conveying prosodic features	

2. Increase lag time
3. Expansion and decompression features
4. Passive voice
5. Advanced fingerspelling and numerical concepts

III. Grammar (16 hours, lecture)

1. Sentence boundaries and grammar use
2. Gender neutral pronouns
3. Rhetorical questions
4. Voicing conditional statements
5. Pronouns and pronoun shifting
6. Utilizing classifiers in the interpreting process
7. Passive voice
8. Adjectives and adverbs in translation and interpretation
9. Nouns and verbs in ASL
10. Classifiers

IV. Interactive Interpreting (20 hours, lab)

1. Turn taking
2. Positioning
3. Interpreting in a variety of settings
4. Role playing
5. Personal bias and oppressive actions

V. Intermediate Level Processing (10 hours, lecture)

1. Lectures and dialogues
2. Remote and video interpreting skills
3. Multi-media presentations
4. Educational settings
5. Medical and paralegal practice

VI. Intermediate Skills (18 hours, lab)

1. Speed and accuracy
2. Errors
3. Time lines and continuums
4. Listing and sequences
5. Vocabulary and vernacular for settings

VII. Role and Responsibility of Interpreters (18 hours, lecture)

1. Demand & control schema
2. Consumer sensitivity and cultural considerations
3. Power and oppression of language
4. Business practices
5. Cite the Code of Professional Conduct, and Cite the 7 Tenets of the Code of Professional Conduct and the guiding principles in various Interpreting Scenarios.

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:	Prepare an ASL interpretation of a given intermediate level English text. Imagine that you are interpreting in a college classroom for a culturally Deaf ASL student. Videotape your interpretation and give to the instructor for evaluation criteria that will look for accuracy of content, sign clarity, and appropriate use of ASL syntax.
Critical Thinking Assignment 1:	Given an ethical dilemma in a mock interpreting scenario, explain the conflict, provide a solution and give your reasons and justification for the decision you made. Cite which of the 7 tenets of the Code of Professional Conduct and which guiding principle will apply as it relates to conflict, and solution. This will justify the reasons of why the student made an interpreting decision in the scenario. Be prepared to give a 5 minute verbal presentation to the class and teacher: discuss the controls you may have, pre and post assignment demands, and controls you could utilize.
Critical Thinking Assignment 2:	View a given translated text and, in a small group, list examples of ASL features incorporated into the translation. Be prepared to sign the examples and grammar used in the text to the class or teacher. Look especially for the use of contrasting space, listing, number incorporation, and message equivalence.
Other Evaluation Methods:	Class Performance, Embedded Questions, Essay Exams, Homework Problems, Laboratory Reports, Objective Exam, Oral Exams, Performance Exams, Presentation, Quizzes,
Instructional Methods:	Demonstration, Discussion, Group Activities, Guest Speakers, Lab, Lecture, Multimedia presentations, Role play/simulation
If other:	
Work Outside of Class:	Answer questions Problem solving activity Required Reading Skill practice Study Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	Carol J. Patrie. 2018. <u>Simultaneous Interpreting from ASL</u> , DawnSign Press, CA. Discipline Standard.

	Carol J. Patrie. 2018. <u>Simultaneous Interpreting from English</u> , DawnSign Press, CA. Discipline Standard.
Alternative Texts:	Carol J. Patrie , 2000, <u>English Skill Development</u>, DawnSign Press. CA Discipline standard Marty Taylor, 2017, <u>Interpretation Skills, English to American Sign Language</u>, second edition, Interpreting Consolidated, Canada Discipline standard
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	Prerequisite
Category:	sequential
Requisite course(s): List both prerequisites and corequisites in this box.	ASL 232
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	Demonstrate consecutive and simultaneous interpreting skills. ASL 232- Analyze, discuss, and be able to apply ethical choices of behavior for hypothetical scenarios using the Code of Professional Conduct and the guiding principles to apply in the practice of the profession. ASL 232- Using discourse analysis, demonstrate sample interpreting from source language to target language ASL 232- Define and apply terminology related to field of interpreting
Requisite Skill:	Prerequisite
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
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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:	02/24/2025
Last Board Approval Date:	12/16/2025
Effective Term:	FA 2026