El Camino College
COURSE OUTLINE OF RECORD – Approved

I. **GENERAL COURSE INFORMATION**
   Subject and Number: Sign Language/Interpreter Training 232
   Descriptive Title: American Sign Language and English Interpreting I
   Course Disciplines: American Sign Language/English Interpreting
   Division: Health Sciences and Athletics

   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.

   Conditions of Enrollment:
   Prerequisite: SLAN 113 and English 1 or eligibility for English 1A or qualification by appropriate assessment
   Co-requisite: SLAN 114

Course Length:	**X Full Term**
Hours Lecture:	**3.00 hours per week**
Hours Laboratory:	**3.00 hours per week**
Course Units:	**4.00**

Grading Method:	**Letter**
Credit Status:	**Associate Degree Credit**

Transfer CSU:	**X Effective Date: 01/19/2021**
Transfer UC:	**No**

   General Education:
   El Camino College:

   Term: Other:

   CSU GE:

   Term: Other:

   IGETC:

   Term: Other:

II. **OUTCOMES AND OBJECTIVES**

A. **COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)**

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.

B. **Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below)**

1. Analyze, discuss, and be able to apply ethical choices of behavior for hypothetical scenarios using the Code of Profession 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.

III. **OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	5	I	**Introduction to the Work of Interpreters** A. Examine the field of interpreting B. The work force and career choices and job market C. Where interpreters work D. Certification and licensure D. Registry of Interpreters for the Deaf organization, Code of Conduct and professional standards and relevant organizations E. Oppression and power in language and the profession F. Team interpreting practices
Lab	9	II	**Interpreting Skill Development** A. Discourse analysis B. Source language features and intra and inter lingual skills C. Vocabulary development for different settings D. Cognitive models E. Ethical considerations for hypothetical scenarios F. Memory and lag time
Lecture	15	III	**Producing Samples Grammatical Features of Source Language and Target Language** A. Clichés and idioms B. Time lag D. Vocabulary development E. Paraphrasing F. Grammatical structure
Lab	15	IV	**Form and Meaning** A. Producing interpreting and transliterating samples B. Literal to idiomatic delivery C. Cross cultural mediation techniques D. Discourse analysis of stories, dialogues, and lectures E. Expansion and decompressing techniques
Lecture	12	V	**Test Strategies and techniques** A. Written and performance logistics for Registry of Interpreters for the Deaf test preparation B. Historical perspectives of the field C. Evaluation systems for employment
Lecture	10	VI	**Cognitive and Process Models and Theories** A. Sociolinguistic model B. Bilingual and Bicultural model C. Helper model D. Communication facilitator model E. Conduit model

Lab	**15**	**VII**	**Skills development** A. English to American Sign Language B. American Sign Language to English C. Message and meaning from the source language to target language D. Source language translations and fluency E. Information analysis and discourse F. English to signed English and conceptually accurate features and meaning G. Dynamic and accurate equivalency of languages
Lecture	**6**	**VIII**	**Role and Responsibility of the Interpreter** A. Business practices B. Cultural considerations C. Cross cultural application of skills D. Bilingual and bicultural knowledge and sensitivity
Lecture	**6**	**IX**	**Peer Assessment and Self-assessment** A. Assessment Rubrics for peer review B. Poise and delivery C. Appearance and attire D. Behavior and professional standard
Lab	**15**	**X**	**Challenges of Mediation between 2 Languages** A. Conveying meaning from one language to another B. Modality shifting C. Grammatical structure D. Main Idea identification and Gish model E. Lexical and phrasal substitution F. Paraphrasing
Total Lecture Hours	**54**		
Total Laboratory Hours	**54**		
Total Hours	**108**		

IV. PRIMARY METHODS OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION
Skills demonstrations

B. 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.

C. COLLEGE LEVEL CRITICAL THINKING ASSIGNMENTS

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.

2. Decide and access 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.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:
Class Performance
Objective Exam
Oral Exams
Completion
Embedded Questions
Performance Exams
Essay Exams
Presentation
Quizzes
Homework Problems
Term or Other Papers
Laboratory Reports
Written Homework
Multiple Choice

V. INSTRUCTIONAL METHODS
Lecture
Lab
Discussion
Multimedia presentations
Demonstration
Group Activities
Role play/simulation
Guest Speakers

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instructional delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS
Study
Answer questions
Skill practice
Required reading
Written work (such as essay/composition/report/analysis/research)

Estimated Study Hours Per Week: 6 hours

I. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS
Effective Interpreting Series
Carol J. Patrie. 2018. Simultaneous Interpreting from ASL, DawnSign Press, CA

Carol J. Patrie. 2018. Simultaneous Interpreting from English, DawnSign Press, CA
    If multiple selections are offered, only representative texts need be listed.

B. REQUIRED TEXTS (title, author, publisher, year)
Effective Interpreting Series
Carol J. Patrie , 2000, English Skill Development, DawnSign Press. CA
Discipline Standard
Marty Taylor, 2017, Interpretation Skills, English to American Sign Language, second edition, Interpreting Consolidated, Canada

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisite/s (Course and Non-Course Prerequisite/s and Corequisite/s). Add rows as needed.

Requisites	Category and Justification
Prerequisite: SLAN 113	SLAN 113 still focuses on Grammatical features and continued vocabulary knowledge. This level course also still has a heavy emphasis on the understanding both consecutively and expressively in ASL in conversation mode.
Prerequisite: ENGL 1	Students must be able to interpret using standard English and be able to analyze textbooks using critical thinking skills.
Corequisite: SLAN 114	SLAN 114 continues to add grammatical features and vocabulary, but at this level, students are now able to begin to understand how the language is being used from the Target Language to the Source Language and back. Students begin to learn paraphrasing in English and begin to express English paraphrasing into ASL.

B. Requisite Skills - Match skills from prerequisite course/s or non-course prerequisites without which a student would be "highly unlikely to succeed."

Requisite Skills – Matching
Advanced Skills in American Sign Language SLAN 113 - Sign and comprehend American Sign Language during interactive activities, dialogues, monologue, and narratives beyond the intermediate level, using appropriate linguistic features. SLAN 113 - Identify and demonstrate in short paragraphs the grammatical differences between English and American Sign Language. **Read and comprehend college level textbooks and apply critical thinking skills** ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts. ENGL 1 -Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process. **Comprehend medium-length narratives and formal communication in American Sign Language that involve complex characters, actions, and time sequencing.** SLAN 114 –Formulate American Sign Language discourse, conversational and form, to express topics for abstract and academic reasoning. SLAN 114 – Discuss cultural and cross-cultural conflicts and issues. SLAN 114 – Improvise discourse and responses to complex scenarios and unpredictable outcomes in the target language.

C. **Recommended Preparations (Course and Non-Course)**

Recommended Preparation	Category and Justification
Eligibility for English 1A or qualification by appropriate assessment	**This course involves reading college level textbooks, developing projects, and answering essay questions. A student's success in this class will be enhanced if they have these 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.

D. **Recommended Skills. Match skills from recommended courses or non-course prerequisite that would "enhance a students' ability to succeed in the courses".**

Recommended Skills – Matching

E. **Enrollment Limitations**

Enrollment Limitations and Category	Enrollment Limitations Impact

Course created by Tim Gough on 11/02/2020

BOARD APPROVAL DATE: 01/19/2021

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by:

Date: