



**El Camino College**  
**COURSE OUTLINE OF RECORD – Approved**

**I. GENERAL COURSE INFORMATION**

**Subject and Number:** Sign Language/Interpreter Training 234  
**Descriptive Title:** American Sign Language and English Interpreting II  
**Course Disciplines:** American Sign Language/English Interpreting  
**Division:** Health Sciences and Athletics

**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.

**Conditions of Enrollment:**

**Prerequisite:** SLAN 232 with a minimum grade of C

**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 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.

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

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 weakness in process and product.

- 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	Approx. Hours	Topic Number	Major Topic
Lecture	10	I	<b>Intermediate Study of Cognitive Processing Skills and Message Analysis During Interpreting</b> A. Application of process models B. Message analysis of intermediate English or ASL texts at the lexical, phrasal, sentential and textual levels C. Comparisons of ASL features to English grammar
Lab	16	II	<b>Linguistic Mediation Skills</b> A. Conveying prosodic features B. Increase lag time C. Expansion and decompression features D. Passive voice E. Advanced fingerspelling and numerical concepts
Lecture	16	III	<b>Grammar</b> A. Sentence boundaries and grammar use B. Gender neutral pronouns C. Rhetorical questions D. Voicing conditional statements E. Pronouns and pronoun shifting F. Utilizing classifiers in the interpreting process G. Passive voice H. Adjectives and adverbs in translation and interpretation I. Nouns and verbs in ASL J. Classifiers
Lab	20	IV	<b>Interactive Interpreting</b> A. Turn taking B. Positioning C. Interpreting in a variety of settings D. Role playing E. Personal bias and oppressive actions
Lecture	10	V	<b>Intermediate Level Processing</b> A. Lectures and dialogues B. Remote and video interpreting skills C. Multi-media presentations D. Educational settings E. Medical and paralegal practice
Lab	18	VI	<b>Intermediate Skills</b> A. Speed and accuracy B. Errors C. Time lines and continuums D. Listing and sequences E. Vocabulary and vernacular for settings

<b>Lecture</b>	<b>18</b>	<b>VII</b>	<b>Role and Responsibility of Interpreters</b> A. Demand & control schema B. Consumer sensitivity and cultural considerations C. Power and oppression of language D. Business practices E. Cite the Code of Professional Conduct, and Cite the 7 Tenants of the Code of Professional Conduct and the guiding principles in various Interpreting Scenarios.
<b>Total Lecture Hours</b>	54		
<b>Total Laboratory Hours</b>	54		
<b>Total Hours</b>	108		

#### IV. PRIMARY METHODS OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION

Skills demonstrations

##### B. 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.

##### C. COLLEGE LEVEL CRITICAL THINKING ASSIGNMENTS

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 tenants 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 the controls you may have, pre and post assignment demands and controls you could utilize.
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.

##### D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Class Performance  
Objective Exam  
Oral Exams  
Completion  
Embedded Questions  
Performance Exams  
Essay Exams  
Presentation  
Quizzes  
Homework Problems  
Laboratory Reports

## **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  
Problem solving activity  
Written work (such as essay/composition/report/analysis/research)

**Estimated Study Hours Per Week: 6**

## **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 232	Sequential This courses builds upon the skills, knowledge, and cognitive development at the intermediate level.

- 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
<b>Demonstrate consecutive and simultaneous interpreting skills.</b> SLAN 232-Recommended Skill Needed: SLAN 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. SLAN 232- Using discourse analysis, demonstrate sample interpreting from source language to target language SLAN 232- Define and apply terminology related to field of interpreting

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

Recommended Preparation	Category and Justification
Eligibility for English 1A or qualification by appropriate assessment	<b>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.</b>  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:**