



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Sign Language/Interpreter Training 236
Descriptive Title: American Sign Language and English Interpreting III
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 advanced 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. Some out-of-classroom practicum hours will be required to successfully satisfy the course requirement.

Conditions of Enrollment:

Prerequisite: SLAN 234 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)

1. SLO #1 American Sign Language and English Interpreting III: Student will interpret information and discourse from ASL to English and English to ASL in advanced practices.
2. SLO #2 American Sign Language and English Interpreting III: Students will use practicum hours to observe certified interpreters and students will do some interpreting activities outside classroom.
3. SLO #3 American Sign Language and English Interpreting III: 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	Advanced Study of Cognitive Processing Skills and Message Analysis During Interpreting 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	15	II	Linguistic Mediation Skills A. Conveying prosodic features B. Increase lag time C. Expansion and decompression features D. Passive voice E. Advanced fingerspelling and numerical concepts
Lecture	19	III	Grammar 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	19	IV	Interactive interpreting A. Turn taking B. Positioning C. Interpreting in a variety of settings D. Role playing E. Personal bias and oppressive actions
Lecture	19	V	Advanced Level Processing A. Lectures and dialogues B. Remote and video interpreting skills C. Multi-media presentations D. Educational settings E. Medical and paralegal practice

Lab	20	VI	Advanced Skills Development A. Speed and accuracy B. Errors C. Time lines and continuums D. Listing and sequences E. Vocabulary and vernacular for settings
Lecture	6	VII	Role and responsibility of interpreters A. Demand Control Schema B. Consumer sensitivity and cultural considerations C. Power and oppression of language D. Business practices
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

Prepare an ASL interpretation of a given advanced 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. Apply more various interpreting scenarios not limited to the educational setting, and note the ethical dilemmas that arise in each scenario. Explain how these scenarios are different and explain the conflict, provide a solution and give your reasons and justification for the interpreting decision you made. Use the 7 Tenants and guiding principles of the Code of Professional Conduct in your solutions and justification. 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 control you could utilize.
2. View various types of spoken situations/scenarios in which different verbal utterances and levels of English are articulated. In a small group, discuss the register that would be appropriate for each scenario, and be prepared to interpret this to the Instructor in the class. Look for the types of grammatical features and appropriate ASL vocabulary used with the appropriate English utterance stated in a given scenario.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

- Class Performance
- Objective Exam
- Oral Exams
- 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

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

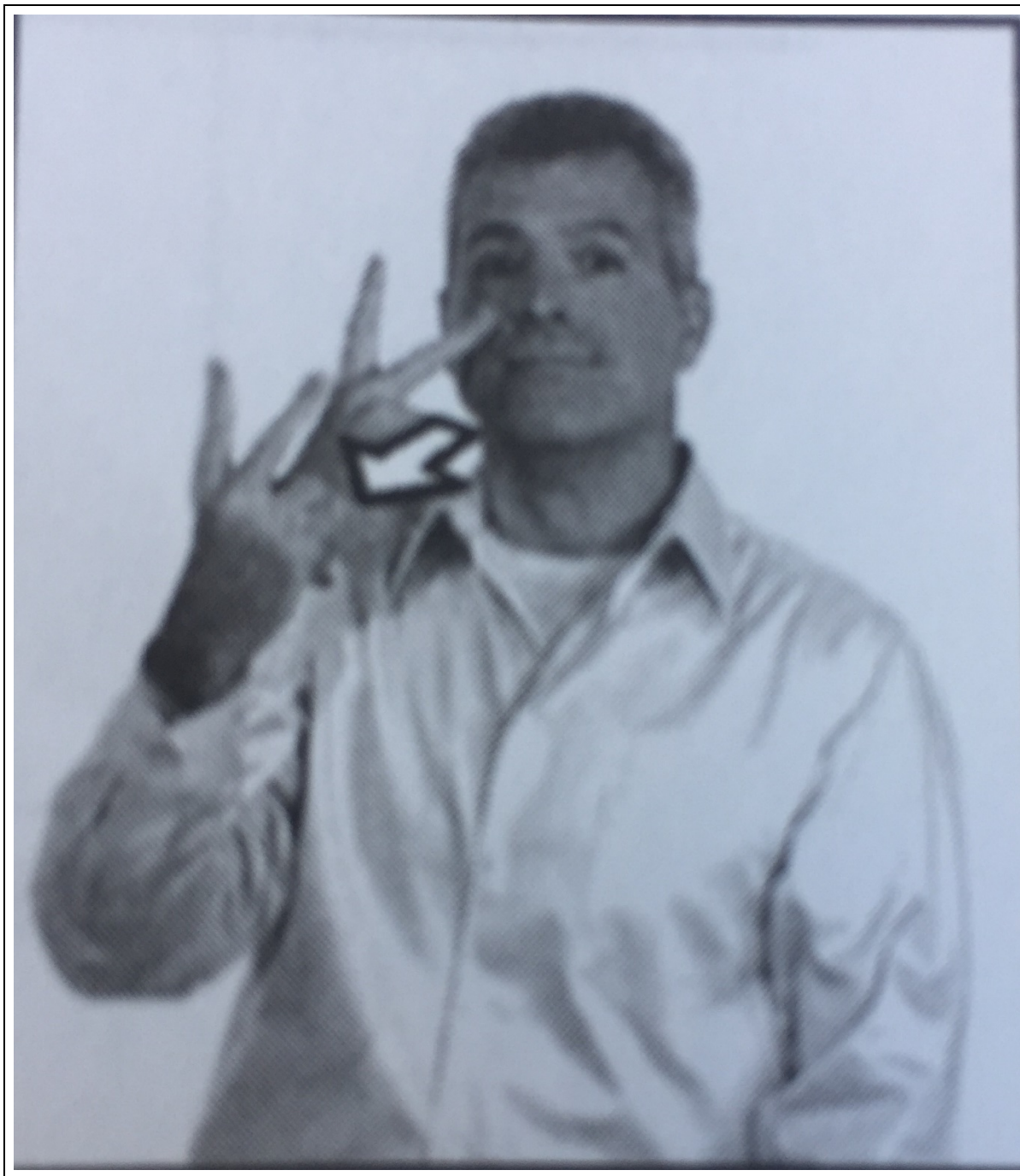
VIII. CONDITIONS OF ENROLLMENT

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

Requisites	Category and Justification
Prerequisite: SLAN 234	Sequential This courses builds upon the skills, knowledge, and cognitive development at the advanced 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
Effectively utilize information and discourse from English to ASL and from ASL to English and produce appropriate messages in the target languages. SLAN 234- 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. SLAN 234 - Demonstrate linguistic mediation and techniques for interpreting from source language to target language. SLAN 234 - Utilizing cognitive processing skills and message analysis for interpreting into ASL from English and from English into ASL. SLAN 234 - Demonstrate interactive interpreting strategies with consideration for consumer’s language choice and delivery modality. SLAN 234 - Demonstrate a working knowledge of theoretical models of interpreting and industry terminology. SLAN 234 - Interpret and transliterate intermediate level spoken texts into appropriate ASL or English language applying cultural and linguistic features. SLAN 234 - Utilize self-analysis skills by evaluating interpreted work for strengths and weakness in process and product.



C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification

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: