



# El Camino College

## COURSE OUTLINE OF RECORD - Official

### I. GENERAL COURSE INFORMATION

**Subject and Number:** Sign Language/Interpreter Training 210  
**Descriptive Title:** American Sign Language to English Interpreting I

**Course Disciplines:** Sign Language/English Interpreting

**Division:** Health Sciences and Athletics

**Catalog Description:** This course provides beginning skills for interpreting from signed messages into written and spoken English. Signed texts will be analyzed for language use and meaning. Translation, consecutive, and simultaneous interpreting will be studied and practiced. Students will begin to develop skills to become culturally sensitive, ethical, and professional interpreters.  
Note: This course is recommended to be taken with SLAN 211.

**Conditions of Enrollment:** Prerequisite

Sign Language/Interpreter Training 200

AND

Sign Language/Interpreter Training 115  
with a minimum grade of C in prerequisite

**Course Length:** ☒ Full Term ☐ Other (Specify number of weeks):  
**Hours Lecture:** 2.00 hours per week ☐ TBA  
**Hours Laboratory:** 2.00 hours per week ☐ TBA  
**Course Units:** 2.00

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

**Transfer CSU:** ☒ Effective Date: 12/16/2013  
**Transfer UC:** ☐ No

**General Education:**

**El Camino College:**

**CSU GE:**

**IGETC:**

## 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. Interpreter Training Skills Development: Students will utilize information and discourse from English to ASL and from ASL to English at the beginning level.
2. Semantically appropriate ASL and/or English vocabulary in the interpreting process at the beginning level.
3. Form and Meaning: Students will analyze and evaluate beginning discourse with regard to form and meaning of the source languages and produce appropriate message in the target languages.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

**B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)**

1. Demonstrate pre-interpreting skills such as prediction, visualization, memorization, paraphrasing, and message analysis of ASL texts to determine goal, theme, and objectives.

### Class Performance

2. Translate ASL sentences and short signed paragraphs into appropriate written or spoken English.

### Homework Problems

3. Demonstrate a working knowledge of theoretical models of interpreting when interpreting from basic ASL texts into English, both consecutively and simultaneously.

### Performance exams

4. Adapt short spoken interpretations, choosing appropriate English register for a variety of speakers, audiences, and contexts.

### Quizzes

5. Demonstrate self-analysis skills by evaluating interpreted work for strengths and weaknesses in process and product.

### Written homework

6. Apply tenets of the Code of Professional Conduct to basic ethical dilemmas, using a systematic approach that considers all perspectives, demands, and controls.

### Homework Problems

7. Apply basic cultural and linguistic mediation techniques when interpreting from sign to English.

### Class Performance

**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        | 3                 | I            | Pre-interpreting skills with focus on signed texts<br>A. Prediction<br>B. Visualization<br>C. Developing short-term or working memory<br>D. Paraphrasing  |
| Lab            | 7                 | II           | Pre-interpreting skills with focus on signed texts<br>A. Prediction<br>B. Visualization<br>C. Developing short-term or working memory<br>D. Paraphrasing  |
| Lecture        | 10                | III          | Cognitive processing skills and message analysis<br>A. Application of process models such as Colonomos<br>B. Message analysis of signed texts for goal, theme, and objectives<br>C. Factors that influence communication<br>D. Bilingual and bicultural influences on communication<br>E. Process time<br>F. Identifying prosodic features  |
| Lab            | 10                | IV           | Cognitive processing skills and message analysis<br>A. Application of process models such as Colonomos<br>B. Message analysis of signed texts for goal, theme, and objectives<br>C. Factors that influence communication<br>D. Bilingual and bicultural influences on communication<br>E. Process time<br>F. Identifying prosodic features  |
| Lecture        | 7                 | V            | Translation and consecutive interpretation of basic signed sentences, paragraphs, and short narratives<br>A. Message equivalence<br>B. Vocal clarity and projection<br>C. Sentence boundaries and grammar<br>D. Matching prosodic features and register<br>E. Basic cultural and linguistic mediation<br>F. Self-regulation and correction<br>G. Fingerspelling comprehension<br>H. Diagnostics of form and meaning |
| Lab            | 7                 | VI           | Translation and consecutive interpretation of basic signed sentences, paragraphs, and short narratives<br>A. Message equivalence<br>B. Vocal clarity and projection   |

|                               |   |      |   |
|-------------------------------|---|------|---|
|                               |   |      | <ul style="list-style-type: none"> <li>C. Sentence boundaries and grammar</li> <li>D. Matching prosodic features and register</li> <li>E. Basic cultural and linguistic mediation</li> <li>F. Self-regulation and correction</li> <li>G. Fingerspelling comprehension</li> <li>H. Diagnostics of form and meaning</li> </ul>  |
| Lecture                       | 8 | VII  | Simultaneous Interpretation of basic signed sentences, paragraphs, and short narratives <ul style="list-style-type: none"> <li>A. Message Equivalence</li> <li>B. Vocal Clarity and projection</li> <li>C. Sentence boundaries and grammar</li> <li>D. Matching prosodic features and register</li> <li>E. Basic cultural and linguistic mediation</li> <li>F. Self-regulation and correction</li> <li>G. Fingerspelling comprehension</li> <li>H. Diagnostics of form and meaning</li> </ul> |
| Lab                           | 8 | VIII | Simultaneous Interpretation of basic signed sentences, paragraphs, and short narratives <ul style="list-style-type: none"> <li>A. Message Equivalence</li> <li>B. Vocal Clarity and projection</li> <li>C. Sentence boundaries and grammar</li> <li>D. Matching prosodic features and register</li> <li>E. Basic cultural and linguistic mediation</li> <li>F. Self-regulation and correction</li> <li>G. Fingerspelling comprehension</li> <li>H. Diagnostics of form and meaning</li> </ul> |
| Lecture                       | 8 | IX   | Role delineation of the professional interpreter <ul style="list-style-type: none"> <li>A. Application of the Code of Professional Conduct</li> <li>B. Demand/Control Schema</li> <li>C. Team interpreting</li> <li>D. Self-analysis</li> </ul>   |
| Lab                           | 4 | X    | Role delineation of the professional interpreter <ul style="list-style-type: none"> <li>A. Application of the Code of Professional Conduct</li> <li>B. Demand/Control Schema</li> <li>C. Team interpreting</li> <li>D. Self-analysis</li> </ul>   |
| <b>Total Lecture Hours</b>    |   | 36   |   |
| <b>Total Laboratory Hours</b> |   | 36   |   |
| <b>Total Hours</b>            |   | 72   |   |

## **IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS**

### **A. PRIMARY METHOD OF EVALUATION:**

Skills demonstrations

### **B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:**

Work in teams of three. Take turns voicing short signed stories. Two team members provide peer feedback on the following criteria: complete English sentences, correct grammar, and content accuracy (even if missing details).

### **C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:**

1. While watching a sample of ASL discourse, create a written outline that identifies theme (speaker's intent) and objectives (outline of main points). Provide English transitions between each objective, underlining the transition word or phrase.
2. Given a written scenario of an interpreting assignment, write a minimum two-page essay in which you identify specific demands and create possible controls. Make sure to consider pre-assignment, assignment, and post-assignment controls.

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

Essay exams

Performance exams

Quizzes

Written homework

Class Performance

Homework Problems

Term or other papers

Presentation

## **V. INSTRUCTIONAL METHODS**

Demonstration

Discussion

Group Activities

Guest Speakers

Internet Presentation/Resources

Laboratory

Lecture

Multimedia presentations

Role Play

**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, instruction 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 activities

Written work

Observation of or participation in an activity related to course content

Other (specify)

Faculty agreed that lab hours complement the existing lecture material and with the two scheduled lab hours, only 3 hours of study time is necessary. This course has only been offered since 2013-2014. Faculty felt more time was necessary to further evaluate the teaching methodology and approach for this type of practice performance course.

**Estimated Independent Study Hours per Week: 3**

## **VII. TEXTS AND MATERIALS**

### **A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Cartwright, B.E.. Encounters with Reality: 1,001 Interpreter Scenarios. 2nd ed. RID Press, 2009.

Qualifier Text: The latest edition and industry standard.,

Kelly, Jean. . ASL to English. Kendall/Hunt Publishing Company, 2009.

Qualifier Text: Industry standard,

### **B. ALTERNATIVE TEXTBOOKS**

### **C. REQUIRED SUPPLEMENTARY READINGS**

### **D. OTHER REQUIRED MATERIALS**

## **VIII. CONDITIONS OF ENROLLMENT**

### **A. Requisites (Course and Non-Course Prerequisites and Corequisites)**

| <b>Requisites</b>   | <b>Category and Justification</b> |
|---|-----------------------------------|
| Course Prerequisite<br>Sign Language/Interpreter Training-200 AND | Sequential                        |
| Course Prerequisite<br>Sign Language/Interpreter Training-115     | Sequential                        |

### **B. Requisite Skills**

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| <b>Requisite Skills</b>   |
|---|
| Define terminology that applies to the interpreting field. SLAN 200 -<br>Define terminology that applies to the interpreting field.   |
| Identify various employment settings and working conditions and describe the appropriate professional demeanor, behavior and attire. SLAN 200 -<br><br>Identify various employment settings and working conditions and describe the appropriate professional demeanor, behavior and attire.   |
| Apply an understanding of interpreting standards and ethics to various hypothetical situations. SLAN 200 -<br>Apply an understanding of interpreting standards and ethics to various hypothetical situations.   |
| Demonstrate knowledge of the service models of interpreting and at least one process model of interpreting. SLAN 200 -<br>Demonstrate knowledge of the service models of interpreting and at least one process model of interpreting.   |
| Compare and contrast basic differences between American Sign Language and English discourse and determine the need for linguistic or cultural mediation. SLAN 115 -<br>Sign both conversational and formal ASL (spontaneous and rehearsed) on unfamiliar topics, demonstrating advanced knowledge of ASL language features such as spatial referencing, sequencing classifiers, multiple character role-shifting, and facial grammar. |
| Cross cultural knowledge of similarities and differences between Deaf and hearing cultures. SLAN 115 -<br>Expand further understanding of norms, values, and beliefs of Deaf culture, as well as cross-cultural differences between Deaf culture and hearing majority culture.  |

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

| <b>Recommended Preparation</b> | <b>Category and Justification</b> |
|--------------------------------|-----------------------------------|
|--------------------------------|-----------------------------------|

**D. Recommended Skills**

| <b>Recommended Skills</b> |
|---------------------------|
|---------------------------|

**E. Enrollment Limitations**

| <b>Enrollment Limitations and Category</b> | <b>Enrollment Limitations Impact</b> |
|--|--------------------------------------|
|--|--------------------------------------|

**Course created by Susan Marron on 07/24/2013.**

**BOARD APPROVAL DATE: 12/16/2013**

**LAST BOARD APPROVAL DATE:**

**Last Reviewed and/or Revised by Sandra Bartiromo on 09/22/2015**