



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Sign Language/Interpreter Training 211
Descriptive Title: English to American Sign Language Interpreting I

Course Disciplines: Sign Language/English Interpreting

Division: Health Sciences and Athletics

Catalog Description: This course provides beginning skills for interpreting from English into sign language. Written and spoken English 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 mediate linguistically and culturally between deaf and hearing individuals, and to ethically apply these skills.
Note: This course is recommended to be taken with SLAN 210.

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 Skill Development: Students will utilize information and discourse from English to ASL and ASL to English.
2. Semantically Appropriate ASL/English: Students will utilize semantically appropriate ASL and/or English vocabulary in the interpreting process at the entry level.
3. Form and Meaning: Students will analyze and evaluate basic 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 English texts to determine goal, theme, and objectives.

Class Performance

2. Translate English sentences and short spoken paragraphs into appropriate American Sign Language or conceptually accurate signed English.

Homework Problems

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

Performance exams

4. Adapt short signed interpretations, choosing appropriate signing style for a variety of speakers, audiences, and contexts.

Class Performance

5. Apply basic cultural and linguistic mediation techniques when interpreting from English into sign.

Class Performance

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

Written homework

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

Other (specify)

Roleplays

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 English texts A. Prediction B. Visualization C. Developing short-term or working memory D. Paraphrasing
Lab	5	II	Pre-interpreting skills with focus on English texts A. Prediction B. Visualization C. Developing short-term or working memory D. Paraphrasing
Lecture	8	III	Cognitive Processing Skills and Message Analysis A. Application of process models such as Colonomos B. Message Analysis of English texts for goal, theme, and objectives C. Factors that influence communication D. Bilingual and bicultural influences on communication E. Dynamic use of process time F. Identifying prosodic features
Lab	6	IV	Cognitive Processing Skills and Message Analysis A. Application of process models such as Colonomos B. Message Analysis of English texts for goal, theme, and objectives C. Factors that influence communication D. Bilingual and bicultural influences on communication E. Dynamic use of process time F. Identifying prosodic features
Lecture	8	V	Translation and consecutive interpretation and transliteration of basic English sentences, paragraphs, and short narratives A. Message Equivalence B. Sign clarity C. Sentence boundaries and grammar D. Matching prosodic features and register E. Basic cultural and linguistic mediation F. Self-regulation and correction G. Appropriate production of didactic fingerspelling
Lab	10	VI	Translation and consecutive interpretation and transliteration of basic English sentences, paragraphs, and short narratives A. Message equivalence B. Sign clarity C. Sentence boundaries and grammar

			D. Matching prosodic features and register E. Basic cultural and linguistic mediation F. Self-regulation and correction G. Appropriate production of didactic fingerspelling
Lecture	9	VII	Simultaneous Interpretation and transliteration of basic English sentences, paragraphs, and short narratives A. Message equivalence B. Sign clarity C. Sentence boundaries and grammar D. Matching prosodic features and register E. Basic cultural and linguistic mediation F. Self-regulation and correction G. Appropriate production of didactic fingerspelling
Lab	11	VIII	Simultaneous Interpretation and transliteration of basic English sentences, paragraphs, and short narratives A. Message equivalence B. Sign clarity C. Sentence boundaries and grammar D. Matching prosodic features and register E. Basic cultural and linguistic mediation F. Self-regulation and correction G. Appropriate production of didactic fingerspelling
Lecture	8	IX	Role delineation of the professional interpreter A. Application of the Code of Professional Conduct B. Demand/Control Schema C. Introduction to team interpreting D. Self-analysis
Lab	4	X	Role delineation of the professional interpreter A. Application of the Code of Professional Conduct B. Demand/Control Schema C. Introduction to team interpreting D. Self-analysis
Total Lecture Hours		36	
Total Laboratory Hours		36	
Total Hours		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 interpreting short English texts.

Two team members provide peer feedback on the following criteria:

Complete sentences, correct grammar, and content accuracy (even if missing details).

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Given a short English text, create a written outline that identifies theme (speaker's intent) and objectives (outline of main points). Prepare an ASL translation of the text to demonstrate to instructor for one-on-one feedback. Make sure to add appropriate ASL transitions between objectives. Make sure to use the ASL listing technique and opposing space for comparison/contrast.
2. Given a set of ten English sentences, identify at least three examples that would require cultural mediation when interpreting into American Sign Language (ASL). Be prepared to discuss in class why mediation is required and what mediation technique would be used (addition, deletion, or substitution). Also be prepared to demonstrate an appropriate ASL translation.

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

Patrie, Carol J.. The Effective Interpreting Series: Consecutive Interpreting from English. Dawn Sign Press, 2009.
Qualifier Text: Latest edition and industry standard,
Patrie, Carol J. . Simultaneous Interpreting from English. Dawn Sign Press, 2005.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

Witter-Merithew, A. "The Meaning of Texts." Nettles, C. (Ed.), Tapestry of Our Worlds, Proceedings of the 17th National Conference of the Registry of Interpreters for the Deaf, p. 177-192.

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

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

Requisites	Category and Justification
Course Prerequisite Sign Language/Interpreter Training-200 AND	Sequential
Course Prerequisite	Sequential

B. Requisite Skills

Requisite Skills
Define terminology that applies to the interpreting field SLAN 200 - 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 - 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 - Demonstrate knowledge of the service models of interpreting and at least one process model of interpreting.
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Compare and contrast basic differences between American Sign Language and English discourse and determine the need for linguistic or cultural mediation. SLAN 115 - Demonstrate understanding of ASL morphology, syntax, and semantics, and apply a working knowledge to compare and contrast ASL and English.
Knowledge and skill in advanced use of American Sign Language. SLAN 115 - 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 - 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)

Recommended Preparation	Category and Justification
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D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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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 09/02/2015