El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: **Sign Language/Interpreter Training 220**
Descriptive Title: **American Sign Language to English Interpreting II**

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

Division: **Health Sciences and Athletics**

Catalog Description: This course is a continuation of American Sign Language (ASL) to English I and provides intermediate knowledge and skill development in simultaneous and interactive sign to voice interpreting. Topics include continued study of discourse analysis, the interpreting process, ethical and cultural considerations, and linguistic mediation techniques.
Note: This course is recommended to be taken with SLAN 221.

Conditions of Enrollment: **Prerequisite**

    Sign Language/Interpreter Training 210
    with a minimum grade of C

Course Length: [X] 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: [X] 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 intermediate level.

2. Semantically Appropriate ASL/English: Students will utilize semantically appropriate ASL and/or English vocabulary in the interpreting process at the intermediate level.

3. Form and Meaning: Student will analyze and evaluate intermediate discourse with regard to form and meaning of the source language 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. Adapt spoken interpretations of intermediate level signed texts, choosing appropriate English register for a variety of speakers, audiences, and contexts.

   Homework Problems

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

   Written homework

3. Simultaneously interpret intermediate level signed texts into appropriate spoken English, applying cultural and linguistic mediation techniques and appropriate prosodic features.

   Performance exams

4. Demonstrate a working knowledge of theoretical models of interpreting and industry terminology.

   Class Performance

5. Demonstrate intermediate level semantically appropriate ASL and English equivalents while interpreting from sign to voice.

   Class Performance

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

   Other (specify)

   Roleplays

7. Interpret beginning to intermediate level interactive scenarios, using appropriate controls for managing discourse flow and equal participation of both deaf and hearing consumers.

   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	9	I	Continued study of cognitive processing skills and message analysis during sign to voice interpreting A. Application of process models such as Cokely B. Message Analysis of intermediate ASL texts for goal, theme, and objectives C. Sociolinguistic factors that influence communication D. Increased use of process time E. Conveying prosodic features
Lab	5	II	Continued study of cognitive processing skills and message analysis during sign to voice interpreting A. Application of process models such as Cokely B. Message Analysis of intermediate ASL texts for goal, theme, and objectives C. Sociolinguistic factors that influence communication D. Increased use of process time E. Conveying prosodic features
Lecture	5	III	Linguistic mediation during sign to voice interpreting A. Rhetorical questions B. Passive voice C. Expansion features D. Gender neutral pronouns E. Constructed dialogue and action
Lab	5	IV	Linguistic mediation during sign to voice interpreting A. Rhetorical questions B. Passive voice C. Expansion features D. Gender neutral pronouns E. Constructed dialogue and action
Lecture	10	V	Simultaneous Interpretation of intermediate level signed texts A. Message equivalence B. Vocal clarity and projection C. Sentence boundaries and grammar D. Matching prosodic features and register E. Cultural mediation F. Self-regulation and correction G. Advanced fingerspelling comprehension H. Team interpreting
Lab	13	VI	Simultaneous Interpretation of intermediate level signed texts A. Message equivalence B. Vocal clarity and projection

			C. Sentence boundaries and grammar
			D. Matching prosodic features and register
			E. Cultural mediation
			F. Self-regulation and correction
			G. Advanced fingerspelling comprehension
			H. Team interpreting
Lecture	6	VII	Interactive interpreting with focus on sign to English skills A. Coping strategies B. Effective interpersonal skills C. Positioning D. Turn-taking E. Telephone interpreting F. Role play
Lab	10	VIII	Interactive interpreting with focus on sign to English skills A. Coping strategies B. Effective interpersonal skills C. Positioning D. Turn-taking E. Telephone interpreting F. Role play
Lecture	6	IX	Role delineation of the professional interpreter A. Application of the Code of Professional Conduct B. Demand/Control Schema C. Team interpreting/giving effective peer feedback D. Self-analysis of sign to English skills
Lab	3	X	Role delineation of the professional interpreter A. Application of the Code of Professional Conduct B. Demand/Control Schema C. Team interpreting/giving effective peer feedback D. Self-analysis of sign to English skills
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 two to voice interpret a given signed text. Imagine you are voicing for a high school class of seniors. This will be recorded and turned in for instructor feedback. Before starting, work out signals for asking back-up interpreter for assistance. Make sure to incorporate information from back-up into your interpretation. The goal will be to hear only the primary interpreter's voice on the recording, not the back-up interpreter's voice. You will be evaluated for accuracy of content and ability to access your team interpreter.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Role-play a debriefing session with a team-interpreter after an assignment. You will be evaluated on the following criteria: Open-ended questions, use of positive language, and asking follow up questions that lead your team interpreter toward self-analysis.

2. Record yourself voice interpreting a 5-minute signed selection. Assess your strengths and identify errors, using the criteria covered in class. Write a 5-page essay. For each error identify the type of miscue, where the breakdown occurred on the Cokely model, and why you think the error occurred. Also consider what you could have done to prevent or correct the error. For each strength you identify consider what enabled you to be successful, such as prep work, familiarity with topic or consumer, use of team interpreter, and other controls.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

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 in 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**
Taylor, Marty. Interpretation Skills: ASI to English. Interpreting Consolidated, 2002.
Qualifier Text: Latest edition and industry standard,
Mindess, Anna. Reading Between the Signs: Intercultural Communication for Sign Language Interpreters. 2nd ed. Intercultural Press, 2006.
Qualifier Text: Latest edition and industry standard,

B. **ALTERNATIVE TEXTBOOKS**

C. **REQUIRED SUPPLEMENTARY READINGS**
McIntire, Marina. "Interpreting: The Art of Cross Cultural Mediation." Proceedings of the Ninth National Convention of the Registry of Interpreters for the Deaf, July 4-8, 1985. RID Press.

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-210	Sequential

B. Requisite Skills

Requisite Skills
Pre-interpreting skills such as prediction, visualization, memorization, paraphrasing, and message analysis of basic ASL texts to determine goal, theme, and objectives. SLAN 210 - `Demonstrate pre-interpreting skills such as prediction, visualization, memorization, paraphrasing, and message analysis of ASL texts to determine goal, theme, and objectives.`
Translation, consecutive, and simultaneous skills in sign to voice interpreting of basic texts SLAN 210 - `Translate ASL sentences and short signed paragraphs into appropriate written or spoken English.`
Working knowledge of theoretical models of interpreting when interpreting from basic ASL texts into English, both consecutively and simultaneously. SLAN 210 - `Demonstrate a working knowledge of theoretical models of interpreting when interpreting from basic ASL texts into English, both consecutively and simultaneously.`
Use of appropriate English register for a variety of speakers, audiences, and contexts when working from basic ASL texts. SLAN 210 - `Adapt short spoken interpretations, choosing appropriate English register for a variety of speakers, audiences, and contexts.`
Basic cultural and linguistic mediation techniques when interpreting from ASL to English. SLAN 210 - `Apply basic cultural and linguistic mediation techniques when interpreting from sign to English.`
Working knowledge of the Code of Professional Conduct and Demands/Control Schema SLAN 210 - `Apply tenets of the Code of Professional Conduct to basic ethical dilemmas, using a systematic approach that considers all perspectives, demands, and controls.`

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification

D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact

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 09/03/2015

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