



# El Camino College

## COURSE OUTLINE OF RECORD - Official

### I. GENERAL COURSE INFORMATION

**Subject and Number:** Sign Language/Interpreter Training 221  
**Descriptive Title:** English to American Sign Language Interpreting II

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

**Division:** Health Sciences and Athletics

**Catalog Description:** This course is a continuation of English to American Sign Language I and provides intermediate knowledge and skill development in simultaneous and interactive voice to sign interpretation and transliteration. Topics include continued study of discourse analysis, the interpreting process, and ethical demands and controls. Further study of linguistic and cultural mediation will also be explored.  
Note: This course is recommended to be taken with SLAN 220.

**Conditions of Enrollment: Prerequisite**

Sign Language/Interpreter Training 211  
with a minimum grade of C

**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.
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. Simultaneously interpret or transliterate intermediate level spoken texts into appropriate ASL, applying cultural and linguistic mediation techniques and appropriate prosodic features.

Performance exams

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

Quizzes

3. Adapt signed interpretations of intermediate level spoken texts, choosing appropriate ASL signing style for a variety of speakers, audiences, and contexts, including interactive settings.

Written homework

4. Demonstrate coping strategies and effective interpersonal skills for beginning to intermediate level interactive discourse settings.

Other (specify)

Role-plays

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

Other (specify)

Roleplays

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

Written homework

7. Demonstrate a working knowledge of theoretical models of interpreting and industry terminology using intermediate level English to ASL texts.

Quizzes

**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	10	I	Continued study of cognitive processing skills and message analysis during voice to sign interpreting and transliterating <ul style="list-style-type: none"> <li>A. Application of process models such as Cokely</li> <li>B. Message Analysis of intermediate English texts for goal, theme, and objectives</li> <li>C. Sociolinguistic factors that influence communication</li> <li>D. Increased use of process time</li> <li>E. Conveying prosodic features</li> </ul>
Lab	10	II	Continued study of cognitive processing skills and message analysis during voice to sign interpreting and transliterating <ul style="list-style-type: none"> <li>A. Application of process models such as Cokely</li> <li>B. Message Analysis of intermediate English texts for goal, theme, and objectives</li> <li>C. Sociolinguistic factors that influence communication</li> <li>D. Increased use of process time</li> <li>E. Conveying prosodic features</li> </ul>
Lecture	5	III	Linguistic mediation during voice to sign interpreting and transliterating <ul style="list-style-type: none"> <li>A. Rhetorical questions</li> <li>B. Passive voice</li> <li>C. Expansion features</li> <li>D. Gender neutral pronouns</li> <li>E. Constructed dialogue and action</li> </ul>
Lab	6	IV	Linguistic mediation during voice to sign interpreting and transliterating <ul style="list-style-type: none"> <li>A. Rhetorical questions</li> <li>B. Passive voice</li> <li>C. Expansion features</li> <li>D. Gender neutral pronouns</li> <li>E. Constructed dialogue and action</li> </ul>
Lecture	8	V	Simultaneous interpretation of intermediate level English texts <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. Cultural mediation</li> <li>F. Self-regulation and correction</li> <li>G. Advanced fingerspelling comprehension</li> <li>H. Team interpreting</li> </ul>
Lab	8	VI	Simultaneous interpretation of intermediate level English texts <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> </ul>

			D. Matching prosodic features and register E. Cultural mediation F. Self-regulation and correction G. Advanced fingerspelling comprehension H. Team interpreting
Lecture	5	VII	Interactive interpreting with focus on voice to sign skills A. Coping strategies B. Effective interpersonal skills C. Positioning D. Turn-taking E. Telephone interpreting F. Role-play
Lab	8	VIII	Interactive interpreting with focus on voice to sign skills A. Coping strategies B. Effective interpersonal skills C. Positioning D. Turn-taking E. Telephone interpreting F. Role-play
Lecture	8	IX	Role delineation of the professional interpreter A. Application of the Code of Professional Conduct B. Demand/Control Schema C. Team interpreting/Giving effective feedback D. Self-analysis of voice to sign skills
Lab	4	X	Role delineation of the professional interpreter A. Application of the Code of Professional Conduct B. Demand/Control Schema C. Team interpreting/Giving effective feedback D. Self-analysis of voice to sign skills
<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:

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. Instructor evaluation criteria includes accuracy of content, sign clarity, and appropriate use of ASL syntax.

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

1. This is a homework assignment. Given an ethical dilemma, explain the conflict and give a solution. Make sure to consider perspectives of consumers, interpreters, the hiring agency, and other stakeholders. Cite the Code of Professional Conduct to support your decision. Consider all demands and interpreter controls pre-assignment, and post-assignment. Be prepared to give a five-minute presentation in ASL to class, presenting your solution and defending it.
2. View a given transliterated text and in small groups list examples of ASL features incorporated into the processed transliteration. Be prepared to sign examples to class. Look specifically for the use of contrasting space, ASL listing, number incorporation, and constructed dialogue/action.

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

Performance exams

Quizzes

Written homework

Class Performance

Homework Problems

Term or other papers

Other (specify):

Roleplay

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)

The faculty agreed that we have not offered the course long enough to have a valid evaluation of lect and lab offerings. Lab hours complement the existing lecture material and with the two scheduled lab hours, only 3 hours of study is necessary.

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

## **VII. TEXTS AND MATERIALS**

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

Taylor, Marty. Interpretation Skills: English to ASL. Interpreting Consolidated, 1993.  
Qualifier Text: latest edition and industry standard,  
Patrie, Carol. Simultaneous Interpreting from English. Dawn Sign Press, 2000.  
Qualifier Text: Latest edition and industry standard,

### **B. ALTERNATIVE TEXTBOOKS**

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

Prosodic Markers and Utterance Boundaries in American Sign Language Interpretation  
(Studies in Interpretation Series, Vol. 5)  
(June 2009) by Brenda Nicodemus

### **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 Sign Language/Interpreter Training-211	Sequential

## B. Requisite Skills

Requisite Skills
Apply pre-interpreting skills such as prediction, visualization, memorization, paraphrasing, and message analysis of English texts to determine goal, theme, and objectives. SLAN 211 - Demonstrate pre-interpreting skills such as prediction, visualization, memorization, paraphrasing, and message analysis of English texts to determine goal, theme, and objectives.
Interpret and transliterate basic English texts, both consecutively and simultaneously. SLAN 211 - Demonstrate a working knowledge of theoretical models of interpreting when interpreting from basic written or spoken English texts into sign, both consecutively and simultaneously.
Apply a working knowledge of interpreting process models when interpreting and transliterating English paragraphs and short stories into sign. SLAN 211 - Demonstrate a working knowledge of theoretical models of interpreting when interpreting from basic written or spoken English texts into sign, both consecutively and simultaneously.
Choose appropriate signing style for a variety of speakers, audiences, and contexts. SLAN 211 - Adapt short signed interpretations, choosing appropriate signing style for a variety of speakers, audiences, and contexts.
Apply basic cultural and linguistic mediation techniques when interpreting from English into sign. SLAN 211 - Apply basic cultural and linguistic mediation techniques when interpreting from English into sign.
Demonstrate self-analysis skills by evaluating interpreted work for strengths and weaknesses in process and product. SLAN 211 - Demonstrate self-analysis skills by evaluating interpreted work for strengths and weaknesses in process and product.
Apply tenets of the Code of Professional Conduct to basic ethical dilemmas, using a systematic approach that considers all perspectives, demands, and controls. SLAN 211 - 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
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## D. Recommended Skills

Recommended Skills
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## 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 09/22/2015