



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Sign Language/Interpreter Training 230
Descriptive Title: Sign Language Interpreting III

Course Disciplines: Sign Language/English Interpreting

Division: Health Sciences and Athletics

Catalog Description: This course is an advanced study of the interpretation process. Intensive skill development in interpreting from English to American Sign Language (ASL) and ASL to English requires advanced cognitive and linguistic skills. Discourse analysis of various communication genres and specialized settings will be studied, along with a continued focus on ethics and cultural mediation.

Conditions of Enrollment: Prerequisite

Sign Language/Interpreter Training 220
AND

Sign Language/Interpreter Training 221
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. SLO #1 Interpreter Training Skills Development: Students will utilize information and discourse from English to ASL and from ASL to English at the advanced level.
2. SLO #2 Business: Students will design a freelance interpreting business.
3. SLO #3 Form and Meaning Student will analyze and evaluate advanced discourse with regard to form and meaning of the source languages and produce appropriate message in the target languages. (Active

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 unrehearsed advanced level texts into appropriate sign language or spoken English, applying cultural and linguistic mediation techniques and appropriate prosodic features.
Quizzes
2. Demonstrate advanced knowledge of semantically appropriate ASL and English equivalents while interpreting or transliterating.
Class Performance
3. Adapt interpretations of advanced level texts, choosing appropriate ASL or English register for a variety of speakers, audiences, and contexts, including interactive settings.
Class Performance
4. Demonstrate coping strategies and effective interpersonal skills for advanced level interactive discourse settings.
Class Performance
5. Utilize meta-cognitive self-analysis to detect errors in interpretation and make appropriate corrections to maintain meaning equivalence.
Written homework
6. Apply a thorough knowledge of theoretical models of interpreting and industry terminology during self-analysis and peer feedback.
Class Performance
7. Identify demands and controls for complex interpreting ethical problems.
Written homework

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	8	I	Continued study of cognitive processing skills and message analysis during voice to sign and sign to voice interpreting and transliterating A. Application of process models such as Giles

			<p>B. Message analysis of advanced English texts for goal, theme, objectives, and details</p> <p>C. Sociolinguistic factors that influence communication</p> <p>D. Dynamic use of process time</p> <p>E. Conveying prosodic features</p>
Lab	5	II	<p>Continued study of cognitive processing skills and message analysis during voice to sign and sign to voice interpreting and transliterating</p> <p>A. Application of process models such as Giles</p> <p>B. Message analysis of advanced English texts for goal, theme, objectives, and details</p> <p>C. Sociolinguistic factors that influence communication</p> <p>D. Dynamic use of process time</p> <p>E. Conveying prosodic features</p>
Lecture	10	III	<p>Simultaneous Interpretation of unrehearsed advanced level English and ASL texts</p> <p>A. Message equivalence</p> <p>B. Matching prosodic features and register, especially consultative and formal registers</p> <p>C. Platform interpreting</p> <p>D. Self-regulation and correction</p> <p>E. Advanced fingerspelling production and comprehension, fingerspelling repetition of key words</p> <p>F. Aspects and implications of team interpreting</p>
Lab	14	IV	<p>Simultaneous Interpretation of unrehearsed advanced level English and ASL texts</p> <p>A. Message equivalence</p> <p>B. Matching prosodic features and register, especially consultative and formal registers</p> <p>C. Platform interpreting</p> <p>D. Self-regulation and correction</p> <p>E. Advanced fingerspelling production and comprehension, fingerspelling repetition of key words</p> <p>F. Aspects and implications of team interpreting</p>
Lecture	10	V	<p>Interactive Interpreting of unrehearsed advanced texts</p> <p>A. Coping strategies</p> <p>B. Effective interpersonal skills</p> <p>C. Positioning</p> <p>D. Turn-taking</p> <p>E. Telephone interpreting</p> <p>F. Role play</p> <p>G. Specialized settings such medical and vocational rehabilitation</p>
Lab	12	VI	<p>Interactive Interpreting of unrehearsed advanced texts</p> <p>A. Coping strategies</p> <p>B. Effective interpersonal skills</p>

			C. Positioning D. Turn-taking E. Telephone interpreting F. Role play G. Specialized settings such medical and vocational rehabilitation
Lecture	8	VII	Professional Concerns A. Decision-making with regard to ethics, professionalism, sensitivity to cross-cultural issues, and technical/logistical interpreting issues B. Self and peer analysis C. Strategies for taking performance tests for certification or employment D. Current professional issues at the local and national level
Lab	5	VIII	Professional Concerns A. Decision-making with regard to ethics, professionalism, sensitivity to cross-cultural issues, and technical/logistical interpreting issues B. Self and peer analysis C. Strategies for taking performance tests for certification or employment D. Current professional issues at the local and national level
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:

You will videotape yourself interpreting a 10-minute high school lecture from a geography class. Before beginning you will review the list of key-words and lesson plan given during last class. Remember that key words will need to be fingerspelled repeatedly. In the lesson plan, note when ASL contrastive space and listing techniques can be used. During your interpretation, pay particular attention to use of ASL at a consultative register. You will interpret for class and receive both instructor and peer feedback.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. In teams of three, role-play an interactive situation using the telephone. Divide roles into the deaf consumer, hearing consumer, and interpreter. Choose a situation for your scenario and role-play for a minimum of 5 minutes. Afterwards, debrief as a team. Was the message conveyed and the goal of the consumers accomplished? How did the consumers feel and why? How did the interpreter feel why? What were the demands of this situation? What controls did the interpreter use pre-interpreting, interpreting, and post-interpreting? What controls could be used during telephone interpreting that might have alleviated frustration? If all went successfully, what controls were used to allow for this? Your group will give a ten minute presentation to class answering the above questions.
2. Observe a certified interpreter in a real-life setting for a minimum of one hour. Record new English/ASL equivalents in your journal. Make note of cultural and linguistic mediation techniques used. Journals will be collected and graded by instructor. Make sure to list a minimum of ten new equivalents and five cultural or linguistic mediation techniques used.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Performance exams
Quizzes
Written homework
Class Performance
Homework Problems
Presentation
Journal (kept regularly throughout the course)

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
Journal
Observation of or participation in an activity related to course content
Other (specify)

lab hours and lecture hours compliment each other and 3 hours of outside work is appropriate for the content and practice outside of the class. This course has not been taught or offered yet so we would like more time to evaluate the success of this type of methodology and course content.

Estimated Independent Study Hours per Week: 3 (54 semester hours)

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Scheetz, N.. Building ASL Interpreting and Translation Skills: Narratives for Practice. 1st ed. Pearson, 2008.
Stewart, D. . Sign Language Interpreting: Exploring its Art and Science. 2nd ed. Allyn and Bacon , 2004.
Qualifier Text: Latest edition and standard in field.,

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

Standard Practice Papers, 2013. Registry of Interpreter for the Deaf. www.rid.org.
Interpretation (Professional Interpreting in the Real World). By James Nolen. Cromwell Press, 2005.

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

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

Requisites	Category and Justification
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Course Prerequisite Sign Language/Interpreter Training-220 AND	Sequential
Course Prerequisite Sign Language/Interpreter Training-221	Sequential

B. Requisite Skills

Requisite Skills
Simultaneously interpret or transliterate intermediate level spoken, signed, and interactive texts into appropriate target language, applying cultural and linguistic mediation techniques. SLAN 220 - Simultaneously interpret intermediate level signed texts into appropriate spoken English, applying cultural and linguistic mediation techniques and appropriate prosodic features.
Demonstrate a working knowledge of theoretical models of interpreting and industry terminology. SLAN 221 - Demonstrate a working knowledge of theoretical models of interpreting and industry terminology.
Apply tenets of the Code of Professional Conduct to difficult ethical dilemmas, using a systematic approach that considers all perspectives, demands, and controls. SLAN 220 - Apply tenets of the Code of Professional Conduct to intermediate level ethical dilemmas, using a systematic approach that considers all perspectives, demands, and controls.
Demonstrate self-analysis skills by evaluating interpreted work for strengths and weaknesses in process and product. SLAN 221 - Demonstrate self-analysis skills by evaluating interpreted work for strengths and weaknesses in process and product.

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 Brian Morrison on 10/06/2015