

OHLONE COLLEGE
Ohlone Community College District
OFFICIAL COURSE OUTLINE

I. Description of Course:

1. **Department/Course:** INT - 153
2. **Title:** Interpreting: ASL to English
3. **Cross Reference:**
4. **Units:** 6
Lec Hrs: 4
Lab Hrs: 2
5. **Repeatability:** No
6. **Grade Options:** Grade Only (GR)

7. **Degree/Applicability:**
Credit, Degree Applicable, Transferable -
CSU (T)
8. **General Education:**
9. **Field Trips:** May be Required
10. **Requisites:**
Prerequisite
must have completed and passed with a
"C" or better all 1st semester IPP courses.
Limitation on Enrollment

Corequisite
INT-145, INT-199A, INT-148 and INT
199B

12. Catalog Description:

The focus of this course is interpreting from ASL into spoken English. Texts will be analyzed for language use and meaning and interpreted into English, both written and spoken. Consecutive and simultaneous interpreting will be studied and practiced.

13. Class Schedule Description:

ASL to English Interpreting-translation, consecutive and simultaneous

14. Counselor Information:

One of five classes in 2nd semester of IPP Program.

II. Student Learning Outcomes

The student will:

1. Distinguish and discuss the differences between meaning and form.
2. Identify and justify with examples the goal, genre and register of source text
3. Demonstrate understanding of fingerspelled words and numbers
4. Paraphrase and summarize in both source and target language
5. Identify major points made in a text and the substantiations for those points.
6. Discuss and illustrate effective English prosody and salient linguistic features that show prominence
7. Analyze ASL text for cohesion and demonstrate parallel cohesion in English
8. Demonstrate skill in varying an interpretation for different audiences including factors such as age, register and language preference.
9. Develop and refine delivery component of task focusing on composure, appearance and using voice as a tool including breathing, volume, intonation, pace and articulation.
10. Provide effective feedback to peers with examples to support observations, and develop

self-analysis skills as a learning tool by analyzing interpreted work for strengths and weaknesses in process and product including message equivalence, language use and delivery using Taylor's major features.

III. Course Outline:

- A. Meaning vs form
- B. Paraphrasing and summarizing
- C. English vs ASL discourse
 - 1. Expansion vs Compression
 - 2. Reported speech and indirect address
 - 3. Discourse genre
- D. Text analysis
 - 1. Content mapping
 - 2. Main points
 - 3. Substantiating points
 - 4. Salient linguistic features
 - 5. Illocutionary force or (speech act)
- E. Prosody in English
 - 1. Identifying units (chunks, sentences, phrases and asides)
 - 2. Marking units in English
 - a. Pausing
 - b. Intonation
 - c. Lexical items
 - d. Speed and tempo
- F. Cohesion in English
 - 1. Transition words
 - 2. Back-references or expectancy chains
 - 3. Lexical cohesions
 - a. Related words
 - b. Parallel construction
 - c. Sandwich constructions
 - d. Register match and genre appropriate constructions
 - e. Verb tense and pronoun consistency
- G. Lexical substitutions
 - 1. Expansive or restrictive
- H. Register
- I. Style of interpreting: When, where and why
 - 1. Consecutive
 - 2. Simultaneous
- J. How to use a team interpreter and how to be a good team
- K. Self and peer analysis of interpretation
 - 1. Interpreting Process
 - a. Effective
 - b. Break down-where in the process
 - c. Why? And how fix it? (action plan)
 - 2. Message equivalence
 - a. Omissions
 - b. Additions

- c. Substitutions
- 3. Language use
 - a. Source language intrusion
 - b. Articulation
 - i. speech
 - c. Chunking
 - d. Grammar
 - i. Compression
 - ii. verb tenses and pronoun consistency
- 4. Delivery
 - a. Fluency
 - b. Composure
 - c. Mistake behavior/corrections
 - d. Public speaking
 - i. Breathing
 - ii. Projection
 - iii. Pace

IV. **Course Assignments:**

A. Reading Assignments

1. Selected reading from assigned textbooks
2. Selected articles and handouts from instructor

B. Projects, Activities, and other Assignments

1. In various texts: paraphrase, find main points and summarize
2. Interpreting consecutively and/or simultaneously, identifying factors contributing to the decision
3. Group and individual analysis of work
4. Feed back to peers
5. Locate weekly examples of ASL-Vlogs

C. Writing Assignments

1. Weekly analysis of selected interpreted texts and/or paraphrases, including, transcription, analysis and notation of Taylor's major features, expansion/compression and prosody
2. Interpreter observations including demand/control analysis of setting
3. Journal and goal writing, discussion and action plan
4. Analysis of tests
5. Mini-paper on any feature of ASL or Contact sign
6. Weekly English vocabulary assignment-including ASL translation and transcription

V. **Methods of Evaluation/Assessment:**

- A. Interpreter Observations (3)
- B. Demand/Control analysis of real or videotaped interpreter setting
- C. Journal and goal setting
- D. Vocabulary assignments
- E. Mini-paper and presentation on Taylor feature, Expansion, Compression, or prosodic feature

- F. Weekly analysis of class texts
- G. Mid-term and final texts and analysis

VI. Methods of Instruction:

- A. Lecture
- B. Laboratory
- C. Discussion
- D. Demonstration
- E. Audiovisual
- F. Computer Assisted Instruction
- G. Collaborative Learning

VII. Textbooks:

Required

1. Humphrey, J. and B. Alcorn *So You Want to Be an Interpreter? An Introduction to Sign Language Interpreting* 3rd Edition, H & H Publishing, 2001
2. Taylor, Marty *Interpretation Skills: ASL to English* 1st Edition, Interpreting Consolidated, 2002

Optional

- A. Kelly, Jean *ASL-to-English: Say it Like you Mean it* 1st Edition, RID, 2004

VIII. Supplies:

- A. External hard drive (~\$120.)
- B. Full set of highlighters

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