

OHLONE COLLEGE
Ohlone Community College District
OFFICIAL COURSE OUTLINE

I. Description of Course:

1. **Department/Course:** INT - 253
2. **Title:** Interpreting: English to ASL
3. **Cross Reference:**
4. **Units:** 6
Lec Hrs: 4
Lab Hrs: 6
Tot Hrs: 180.00
5. **Repeatability:** No
6. **Grade Options:** Grade Only (GR)

7. **Degree/Applicability:**
Credit, Degree Applicable, Transferable
- CSU (T)

8. **General Education:**

9. **Field Trips:** Not Required

10. **Requisites:**
Prerequisite
Students must have satisfactorily completed 2nd semester IPP courses: INT 145, 147, 153 199A and other courses in 199 series.

Corequisite
Students must also be enrolled in INT 237, 240, and 199 C, D, E.

12. **Catalog Description:**

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

13. **Class Schedule Description:**

English to ASL interpreting-consecutive, simultaneous, blended.

14. **Counselor Information:**

One of 6 classes in the 3rd semester of the IPP program.

II. Student Learning Outcomes

The student will:

1. Paraphrase and summarize in both source and target language.
2. Identify and justify, with examples, the goal, genre and register of source text.
3. Identify major points made in a text and the substantiations for those points.
4. Discuss and illustrate effective ASL prosody and salient linguistic features that show prominence.
5. Analyze English text for cohesion and demonstrate parallel cohesion in ASL.
6. Demonstrate knowledge and skill at structuring space and appropriate ASL discourse style.
7. Demonstrate skill in varying an interpretation for different audiences including factors such as age, register and language preference.
8. Demonstrate clarity in production and articulation of fingerspelling and numbers.
9. Develop and refine composure and appearance while interpreting.
10. Examine demands of interpreting texts (in classroom lab and outside) and find at least

two controls to employ (DC-S Schema).

11. 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. ASL vs. English discourse style
 1. Expansion and compression
 2. Constructed action and reported speech
 3. Genre
 4. Register
- D. Text Analysis
 1. Content mapping
 2. Main points
 3. Substantiating points
 4. Salient linguistic features
 5. Illocutionary force (speech act)
- E. Prosody in ASL
 1. Identifying units (chunks, sentences, phrases, asides)
 2. Marking units in ASL
 - a. pausing
 - b. space
 - c. body movements: torso, head, shoulders
 - d. lexical items
- F. Cohesion in ASL
 1. Spatial mapping
 2. Transitional links
 3. Information chunking
 4. Topicalization
- G. Lexical substitutions
 1. Expansive or restrictive
- H. Style of interpreting: When, where and why
 1. Consecutive (CI)
 2. Simultaneous (SI)
 3. Blended (CI+SI)
- I. How to use a team interpreter and how to be a good team interpreter
- J. Self and peer analysis of interpretation
 1. Interpreting process
 - a. Effective
 - b. Break down-where in the process
 - c. Why? and how to fix it-action plan
 2. Message Equivalence
 - a. Omissions
 - b. Additions
 - c. Substitutions

3. Language Use
 - a. Source language intrusion
 - b. Articulation
 - c. Chunking
 - d. Grammar
 - e. Compression
 - f. Discourse considerations
4. Delivery
 - a. Fluency
 - b. Composure
 - c. Mannerisms
 - d. Mistake behavior/corrections
 - e. Public Speaking

IV. **Course Assignments:**

A. Reading Assignments

1. Taylor, M. (1993). Interpretation Skills: English to American Sign Language. Interpreting Consolidated: Edmonton, Alberta.
2. Handouts/articles provided by instructor

B. Projects, Activities, and other Assignments

1. In various texts:
2. *Paraphrase
3. *Find main points
4. *Summarize
5. *Shadow
6. Interpreting consecutively and/or simultaneously
7. *Identifying factors contributing to decision
8. Group and individual analysis of work
9. Feed back to peers

C. Writing Assignments

1. Weekly analysis of selected interpreted texts
2. *Transcription
3. *Analysis of features
4. *Notation of Taylor major features
5. Interpreter observations including demand/control analysis
6. Journal and goal writing, discussion and action plan
7. Analysis of tests
8. Mini-paper on any feature of ASL or contact sign
9. Weekly English vocabulary assignment

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

- B. Interpreter Observations (3)
- C. Demand/Control analysis of real or videotaped interpreter setting
- D. .
- E. Journal and goal setting
- F. Vocabulary assignments
- G. Mini-paper and presentation on Taylor feature, Expansion, Compression, or prosodic
- H. feature
- I. Tests-student interprets texts that are evaluated in terms of message equivalence,

language use and/or delivery

VI. Methods of Instruction:

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

VII. Textbooks:

Recommended

1. Taylor, Marty *Interpretation Skills: English to ASL* 1st Edition, Interpreting Consolidated, 1993 ISBN: 0-9697792-0-8

Supplemental

VIII. Supplies:

- A. Students in the IPP will purchase an external hard-drive to keep a record of their interpretations. It is expected that they will have already purchased one during the 1st year; a second is not required but it should be understood that they must be in possession of one.
Personal headset that has a mic built-in. approximate cost: \$30+. (It must be compatible with the !mac we have in class.)
Set of colored high-lighters for translation analysis.