

OHLONE COLLEGE
Ohlone Community College District
OFFICIAL COURSE OUTLINE

I. Description of Course:

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| 1. Department/Course: <u>INT - 263</u> | 7. Degree/Applicability:
Credit, Degree Applicable, Transferable
- CSU (T) |
| 2. Title: <u>Interpreting Across the Language
Continuum</u> | 8. General Education: |
| 3. Cross Reference: | 9. Field Trips: <u>May be Required</u> |
| 4. Units: <u>4</u>
Lec Hrs: <u>3</u>
Lab Hrs: <u>3</u>
Tot Hrs: <u>108.00</u> | 10. Requisites:
Prerequisite |
| 5. Repeatability: <u>No</u> | Corequisite |
| 6. Grade Options: Grade Only (GR) | To be taken concurrently with INT 295,
299 and 199 Series offered |

12. Catalog Description:

This focus of this course is to interpret and match a wide range of language varieties that exist in the Deaf community. Monologic and dialogic/interactive texts will be presented. Live and video taped stimulus will be used.

13. Class Schedule Description:

Interpreting across the language continuum in a variety of situations and settings.

14. Counselor Information:

This is one of many courses that are taken in the 4th semester IPP.

II. Student Learning Outcomes

The student will:

1. Distinguish and discuss language varieties used in the Deaf community.
2. Demonstrate skill in matching consumer language use when interpreting.
3. Apply Demand-Control-Resulting Demand Schema to scenarios that include language range among participants.
4. Demonstrate skill in language and process fluency in interactive and multi-directional interpreted discourse.
5. Employ and defend use of consecutive, simultaneous and/or blended style of interpreting in a variety of situations.
6. Continue to develop and refine composure and appearance while interpreting.

III. Course Outline:

1. Language variety within the Deaf Community
 - A. Language continuum
 - B. Kannapell's Sociolinguistic categories
 - C. Identification of signers on the language continuum

2. Contact Sign
 - A. History and use
 - B. Characteristics
 - C. Compare and contrast differences with ASL
 1. grammar
 2. prosody
 3. use of space
 4. cohesion
3. Text variety
 - A. Monologic
 - B. Interactive and group settings
4. Use of Simultaneous, Consecutive and/or blended style of interpreting
 - A. Factors leading to style decision
 - B. Application of all three styles
5. Demand-Control-Resulting Demand analysis of situations with focus on language issues

IV. **Course Assignments:**

A. Reading Assignments

1. Chapters from Textbooks
2. Articles made available from instructor

B. Projects, Activities, and other Assignments

1. Activities from textbook.
2. Interpreting consecutively, simultaneously or blended.
3. Group and individual analysis of work
4. Feedback to peers
5. Role playing

C. Writing Assignments

1. Analysis of effectiveness of work in terms of matching language need, message equivalence, language use and delivery.
2. Interpreter observations
3. Journal and goal writing

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

- A. Journal
- B. Self analysis of interpreted texts
- C. Ability to match language of consumers
- D. Performance on tests
- E. Interpreter observations including Demand-Control Schema analysis

VI. **Methods of Instruction:**

- A. Lecture
- B. Discussion
- C. Demonstration
- D. Audiovisual
- E. Collaborative Learning

VII. Textbooks:

Recommended

1. Kelly, Jean *Transliterating: Show me the English* 1st Edition, RID, 2991
2. Taylor, Marty *Interpreting Skills: ASL to English* 1st Edition, Interpreting Consolidated, 2002
3. Taylor, Marty *Intnterpreting Skills: English to ASL* 1st Edition, Interpreting Consolidated, 1993

Supplemental

VIII. Supplies:

- A. Colored highlighter set
- B. External hard drive (purchased in first year)
- C. Personal head set with microphone (also purchased first year)