ASL 130 Course Outline as of Fall 2013

CATALOG INFORMATION

Dept and Nbr: ASL 130   Title: INTRO TO SIGN LANG INTER
Full Title: Introduction to the Sign Language Interpreting Profession
Last Reviewed: 11/14/2005

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00   Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable
Grading: Grade or P/NP
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly:

Catalog Description:
Provides students with an overview of the American Sign Language/English interpreting
profession, including the goals, principles and practices of interpreters, and the dynamics of the
interpreting process. Students will examine their own personal and interpersonal values, skills,
strengths and weaknesses and how these affect their roles as professional interpreters.

Prerequisites/Corequisites:

Recommended Preparation:
Course Completion of ASL 3

Limits on Enrollment:

Schedule of Classes Information:
Description: Overview of American Sign Language/English interpreting profession and the
dynamics of the interpreting process. Student self-assessment with respect to working as a
professional interpreter. (Grade or P/NP)
Prerequisites/Corequisites:
Recommended: Course Completion of ASL 3

Limits on Enrollment:
Transfer Credit:
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree: **Area**   Effective: Inactive:
CSU GE: **Transfer Area**   Effective: Inactive:

IGETC: **Transfer Area**   Effective: Inactive:

CSU Transfer: Effective: Inactive:

UC Transfer: Effective: Inactive:

CID:

Certificate/Major Applicable:
Both Certificate and Major Applicable

COURSE CONTENT

Outcomes and Objectives:
Upon completion of this course, students will be able to:
1. Articulate current theories and practices in the interpreting field.
2. Generate a list of the various pedagogical models in the interpreting process and describe the characteristics of each.
3. Describe the basic elements of the old and new interpreting Codes of Ethics and some of the ethical challenges and considerations of interpreting in diverse settings.
4. Outline the process by which an advanced sign language student can train to become a professional interpreter and the various resources available to support this process.
5. Prepare an inventory of the student's own values, attitudes, skills, experiences, strengths and weaknesses and evaluate the impact of these facets on the student's possible role as an interpreter.
6. Demonstrate basic skills in the various types of interpreting by creating a grammatically correct and equivalent target language utterance based on a short English or Sign Language as source utterance.

Topics and Scope:

I. Overview of the Profession
   A. History of interpreting
   B. Deaf, hearing, children of deaf adults and related communities
II. Principles and Practices
   A. Interpreting models
      1. Helper
      2. Conduit
      3. Communication facilitator

  4. Cultural mediator
  5. Other models
 B. Exploration of the theory and practice of the interpreting
  process
 C. Skills and competencies required by/for the interpreting process
 D. The interdisciplinary nature of interpreting
 E. Types of interpreting and interpreter settings
 F. The ethics of interpreting
 G. Career opportunity exploration including national certification
 and the process to becoming a certified interpreter.
III. Cultural Considerations
 A. Comparing cultures: Deaf, hard of hearing, hearing and Coda
 B. An exploration of diversity
 C. What is cultural competence?
 D. A multicultural framework for interpreters
IV. Aspects of sign language interpreters: Analysis and self-examination
 A. Values
 B. Attitudes
 C. Experiences
 D. Interpersonal skills
 E. Personal strengths and weaknesses
 F. Self Care
V. Aspects of Deaf and hearing consumers of interpreting services
 A. Text analysis of selected passages by each consumer group
 B. Paraphrasing from English to English
 C. Paraphrasing from ASL to ASL
 D. Translating from English to ASL
 E. Translating from ASL to English

Assignment:

1. Journal writing
2. Reports on guest lecturers, panel discussions, interpreting event and
 Deaf lectures
3. Using Venn diagrams to identify self-membership in associative
 cultures
4. Performing self-assessment of English and ASL language skills
5. Participating in diagnostic assessments of ASL and English language
 features
6. Viewing and discussing videotapes of signing across cultures
7. Paraphrasing activities involving English-English and ASL-ASL
8. Analyzing discourse and text samples
9. Analyzing and identifying registers in ASL and English
10. Demonstrating translations of short texts in English and ASL
11. Quizzes and tests (3-5 per semester)

 Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Journal writing and written reports	Writing 15 - 20%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Venn diagrams, performing self assessments	Problem solving 20 - 25%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances, Paraphrasing, translations	Skill Demonstrations 20 - 25%

Exams: All forms of formal testing, other than skill performance exams.

Written exams	Exams 25 - 30%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance, Class participation	Other Category 5 - 15%

Representative Textbooks and Materials:
Understanding Deaf Culture, Ladd, Paddy, Intercultural Press, 2002.
Sign Language Interpreting: A Basic Resource Guide, Newman-Solow, Sharon,
  National Association of the Deaf Press, 1981.
Instructor Prepared Materials