#### ASL 137 Course Outline as of Fall 2013

## **CATALOG INFORMATION**

Dept and Nbr: ASL 137 Title: SIMULTANEOUS INTERPRET I Full Title: Simultaneous Interpreting I Last Reviewed: 11/19/2007

| Units   |      | Course Hours per Week | <b>K</b> | Nbr of Weeks | <b>Course Hours Total</b> |       |
|---------|------|-----------------------|----------|--------------|---------------------------|-------|
| Maximum | 4.00 | Lecture Scheduled     | 4.00     | 17.5         | Lecture Scheduled         | 70.00 |
| Minimum | 4.00 | Lab Scheduled         | 0        | 17.5         | Lab Scheduled             | 0     |
|         |      | Contact DHR           | 0        |              | Contact DHR               | 0     |
|         |      | Contact Total         | 4.00     |              | Contact Total             | 70.00 |
|         |      | Non-contact DHR       | 0        |              | Non-contact DHR           | 0     |

Total Out of Class Hours: 140.00

Total Student Learning Hours: 210.00

| 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:**

In this course students will become proficient with the theory and practice of simultaneous interpretation between ASL and English.

**Prerequisites/Corequisites:** Course Completion of ASL 134 and Course Completion of ASL 135

# **Recommended Preparation:**

Completion of ASL 130 or equivalent.

#### **Limits on Enrollment:**

#### **Schedule of Classes Information:**

Description: In this course students will become proficient with the theory and practice of simultaneous interpretation between ASL and English. (Grade or P/NP) Prerequisites/Corequisites: Course Completion of ASL 134 and Course Completion of ASL 135 Recommended: Completion of ASL 130 or equivalent. Limits on Enrollment: Transfer Credit: Repeatability: Two Repeats if Grade was D, F, NC, or NP

# **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

| AS Degree:<br>CSU GE: | Area<br>Transfer Area | Effective:<br>Effective: | Inactive:<br>Inactive: |
|-----------------------|-----------------------|--------------------------|------------------------|
| <b>IGETC:</b>         | 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:**

Objectives

Upon completion of this course, students will be able to:

- 1. Demonstrate knowledge of Colonomos' Pedagogical Model of Interpretation and the Gish Information Processing Model in several simultaneous interpreting situations.
- 2. Synthesize advanced cognitive processing skills such as: memory, decalage techniques, and multi-tasking.
- 3. Describe and demonstrate the overall processes of consecutive and simultaneous interpreting between English and ASL.
- 4. Analyze and interpret short and medium-length examples such as: inquiry, narrative, expository and argument discourse styles in both English and ASL.
- 5. Synthesize various self-assessment tools into a concise analysis of comprehension, transference and reformulation of messages as elements of the interpreting process.

## **Topics and Scope:**

- I. The Colonomos Pedagogical Model of ASL-English Interprting.
- A. Basic structure of model
- B. Tools used within the model
- C. Breakdown of the various tasks that are part of the model
- D. Using the model in actual interpreting situations
- II. The Gish Information-Processing Model
  - A. Identifying elements of source and target texts
    - 1) Goals
    - 2) Themes
    - 3) Objectives
    - 4) Units
    - 5) Details
  - B. Incorporating the model into actual interpreting situations

III. Cognitive Processes and Tools and their application to ASL-English Interpreting

- A. Memory
- B. Multitasking
- C. Identification of pre-chunked texts
- D. Self-chunked texts
- E. Processing time decalage
- F. Monitor the target language message for accuracy
- G. Use cognitive processes and tools in interpreting situations.
- IV. The Consecutive and Simultaneous Interpreting Processes
  - A. Impact of various models
  - B. Application of models and techniques to the interpreting process
  - C. Variations in discourse styles
  - D. Demonstration in actual interpreting situations
- V. Discourse styles
- A. Narrative
- B. Expository
- C. Inquiry
- D. Argument
- E. Interpret texts with at least 75% accuracy from source to target language text
- VI. Self-assessment tools and how they can be used in revision of the interpretation
  - A. The five-step follow-up process
    - 1) Observation
    - 2) Selection
    - 3) Analysis
    - 4) Assessment
    - 5) Action
  - B. Incorporation of guided self-assessment techniques

## Assignment:

- 1. Identify through self-assessment strengths and weaknesses of the interpretation.
- 2. Create weekly goals to improve areas that need strengthening.
- 3. Perform weekly exercises to strengthen processing and overall interpreting skills both in class and as assigned.
- 4. Preparation of 3-5 simultaneous selections from ASL to spoken English.
- 5. Stimulus material for interpreting will be across four types of discourse styles.
- 6. Self-Assessment reports include analyzing the work and pointing out successful and less successful parts of the 4-5 simultaneous samples.
- 7. Demonstrations of applications of the steps involved in consecutive and simultaneous interpreting.
- 8. 1-3 essay exams
- 9. 2-4 performance exams which measure accuracy of interpretation.

## 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.

Written reports

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

Interpretations, self-assessment, presentations

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

Simultaneous interpreting demos

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

Short essay

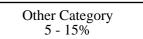
**Other:** Includes any assessment tools that do not logically fit into the above categories.

**Class** participation

| Rei | presentative | Textbooks | and    | <b>Materials:</b> |
|-----|--------------|-----------|--------|-------------------|
|     |              |           | wiii w |                   |

Instructor prepared materials Simultaneous Interpreting from English by Carol J. Patrie. DawnSign Press copyright 2007

Problem solving 20 - 25% **Skill Demonstrations** 20 - 25% Exams 25 - 30%



| Writing  |  |
|----------|--|
| 15 - 20% |  |