

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		Nbr of Weeks	Course Hours Total	
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:	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:

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 Interpreting.
 - 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

Writing
15 - 20%

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

Interpretations, self-assessment, presentations

Problem solving
20 - 25%

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

Simultaneous interpreting demos

Skill Demonstrations
20 - 25%

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

Short essay

Exams
25 - 30%

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

Class participation

Other Category
5 - 15%

Representative Textbooks and Materials:

Instructor prepared materials

Simultaneous Interpreting from English by Carol J. Patrie. DawnSign Press
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